

## Application Cover Sheet

### General Information

<b>Name of Proposed Replication School</b>	Libertas High School		
<b>Governing Body</b>	Libertas School		
<b>Anticipated Authorizer</b>	TPCSCC		
<b>Academic Focus of Proposed School</b>	Montessori / Postsecondary Preparatory		
<b>Grade Structure (e.g., K-5, 6-8, 9-12)</b>	Year 1	Year 5	At Capacity
	9	9-12	9-12
<b>Projected Enrollment</b>	Year 1	Year 5	At Capacity
	55	250	250
<b>Neighborhood and/or Community in which the school plans to locate</b>	Frayser neighborhood of Memphis		
<b>Projected Opening School Year</b>	2027		

### School(s) Being Replicated

In the table below, identify the school or schools with the same academic focus that the governing body is applying to replicate.<sup>1</sup> Add rows as needed.

School Name	Grades Served	First School Year of Operation	Current Authorizer
Libertas School of Memphis	PK - 8	2015-16	TPCSC

### Primary Point of Contact for this Application

In the table below, identify the primary point of contact (PPOC) for this replication application. The PPOC will handle all communications, scheduling, and notices related to the application. The PPOC is responsible to ensure timely dissemination of information to all involved parties. The PPOC's name will be public information.

<b>Name</b>	Charity Ellis
<b>Role in Proposed School</b>	External Relations Manager
<b>Mailing Address</b>	3777 Edenburg Dr.
<b>City, State, Zip Code</b>	Memphis TN 38127
<b>Primary Telephone</b>	(870) 926-7293
<b>Alternate Telephone</b>	(901) 609-3611
<b>Email Address</b>	charity.ellis@libertasmemphis.org

<sup>1</sup> Pursuant to PC 275, a charter school replication “means the creation of one (1) or more charter schools pursuant to the process authorized in [PC 275] that utilize the same academic focus of an existing charter school operated by a governing body or governing body.”

### Applicant Team

In the table below, identify all individuals who supported the development of this replication application, their current job and employer, and the role they played in drafting the content included here. Add rows as needed.

Name	Current Job Title and Employer	Role in Drafting this Charter School Replication Application
Josh Czupryk	Consultant	Research and planning for educational design
Charity Ellis	External Relations, Libertas	Content creation, organization, editing
Rich Haglund	Attorney and consultant, RH3 Consulting	Project management, operations plan and capacity, legal, overall editing
Stantaisha Murry	Finance Director, Libertas	Budget
Bob Nardo	Executive Director, Libertas	Research/ planning for overall design; budget/financial plan; operations; review
Lars Nelson	Chief Academic Officer, Compass Rose Public Schools	Educational program design & capacity
Josh Shelley	Principal, Libertas	Research/planning for educational program

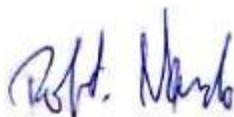
## Statement of Assurances

As the authorized representative of the governing body 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. Furthermore, the governing body of the proposed charter school hereby assures that it accepts full legal and financial responsibility for the operation of the school.

I affirm that the public charter school will:

1. Be operated by a not-for-profit organization that is exempt from federal taxation under § 501(c)(3) of the Internal Revenue Code (26 U.S.C. § 501(c)(3));
2. 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;
3. Follow all federal, state, and local laws and regulations that pertain to the operation of a public charter school, unless waived according to T.C.A. § 49-13-111(p);
4. Provide special education services for students with disabilities 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;
5. Adhere to applicable state and 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;
6. Offer curriculum, textbook, and instructional materials that meet state and federal requirements, including that they are aligned to state academic standards (T.C.A. § 49-6-2202), do not include or promote prohibited concepts (T.C.A. § 49-6-1019), were not created to align exclusively to the Common Core State Standards, and are not marketed as Common Core textbooks or materials (T.C.A. § 49-6-2202);
7. 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;
8. Follow non-discriminatory admission policies pursuant to T.C.A. § 49-13-107, and processes for conducting an enrollment lottery, if applicable, in alignment with T.C.A. § 49-13-106 & 113 and State Board Rule 0520-14-01-.04;
9. Maintain a school term of no less than two hundred (200) days, including one hundred eighty (180) days for classroom instruction, pursuant to T.C.A. § 49-6-3004;

10. Ensure each instructional day consists of the minimum requirements, pursuant to T.C.A. § 49-6-3004, T.C.A. § 49-6-201, and State Board Rule 0520-01-02 (1);
11. Utilize this application as a contract with the authorizer, if no other agreement is signed, pursuant to Tennessee Attorney General Opinion No. 10-45;
12. Employ teachers who hold an active license and any appropriate endorsement(s) to teach in a public school in Tennessee;
13. Comply with Open Meetings and Open Records laws (T.C.A. §§ 8-44-101 et seq.; 10-7-503, 504);
14. Not charge 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;
15. Not charge registration fees or enrollment fees, except as authorized by T.C.A. § 49-13-106;
16. Follow state financial (budgeting and audit) procedures and reporting requirements according to T.C.A. §§ 49-13-111, 120, and 127;
17. Require governing body members, employees, officers, or other authorized persons 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
18. Maintain all necessary and appropriate insurance coverage;
19. Notify its authorizer immediately of any change in circumstances that may have a significant impact on the school's ability to fulfill its goals as stated in its charter agreement; and
20. Submit to its authorizer a request to amend its charter agreement for any material modifications as defined by the charter agreement.



1-29-26

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Signature of Authorized Representative

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Date

Bob Nardo

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Printed Name of Authorized Representative

Executive Director

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Title of Authorized Representative

## Waivers (Optional)

Pursuant to T.C.A. § 49-13-111, a governing body of a proposed charter school may apply to either the authorizer or to the Commissioner of Education for a waiver of any State Board Rule or statute that inhibits or hinders the proposed charter school's ability to meet its goals or comply with its mission statement.

Waivers may not be granted for requirements related to:

- Federal and state civil rights;
- Federal, state, and local health and safety;
- Federal and state public records;
- Immunizations;
- Possession of weapons on school grounds;
- Background checks and fingerprinting of personnel;
- Federal and state special education services;
- Student due process;
- Parental rights;
- Federal and state student assessment and accountability;
- Open meetings; and
- At least the same equivalent time of instruction as required in regular public schools.

Authorizers and the Commissioner of Education have full discretion in deciding whether to approve or deny a waiver request. While approval decisions may vary among authorizers, the list below includes commonly requested waivers by charter school governing bodies and operators. Statute references are current as of the publication of this document and are subject to change.

- Contracts and Employment Termination (T.C.A. § 49-5-408-409)
- Duty Free Lunch (T.C.A. § 49-1-302(e))
- Leave (T.C.A. § 49-5-702-716 and T.C.A. § 49-5-801-816)
- Library Information Center (State Board Rule 0520-01-03-.07)
- Licensed Personnel Salaries (T.C.A. § 49-3-306(a), State Board Rule 0520-01-02-.02 and State Board Policy 5.600)
- Teacher Assignment (T.C.A. § 49-5-401)
- Tenure (T.C.A. § 49-5-501-513)
- Use of Unapproved Textbooks and Instructional Materials (T.C.A. § 49-6-2206-2207)

### Proposed Waiver Requests

Governing bodies planning to apply for one or more waivers must complete the following table, adding rows as needed. Note that the information included in this table is for the purposes of contextualizing the governing body’s charter school application only and does not constitute a formal waiver request. There is no guarantee that authorizers or the Commissioner of Education will approve the waivers included here, and approval of this application does not indicate or constitute approval of waiver requests.

Waiver requests will be finalized during the contracting process and must be included in an approved charter agreement pursuant to T.C.A. § 49-13-110. Additionally, charter school operators may request a waiver at any time during the school’s operation.

While this section is not a scored component of the application and will not be used as a determining factor in an authorizer’s decision to approve or deny an application to operate a charter school, authorizers may choose to discuss waiver requests during the capacity interview.

Proposed Waiver Requests			
statute or rule requesting to waive	description	Explain how statute or rule hinders ability to meet goals or mission.	current school approved
T.C.A. § 49-3-311	Capital Outlay	Libertas will maximize the effectiveness of school site resources to drive student achievement and align our building choices with our mission and goals.	Y
T.C.A. § 49-5-408-409	Contracts and Employment Termination	Retaining high-performing teachers allows Libertas to maximize student growth and achievement.	Y
T.C.A. § 49-1-302(e)	Duty Free Lunch	Allowing teachers flexibility to use their time in the way they feel is most effective leads to better student outcomes	Y
T.C.A. § 49-3-359(a)	Instructional Materials/Supplies	Acquiring high-quality instructional materials/supplies for all teachers and distributing them prior to the first day of school, as opposed to distributing funds to teachers for them to buy their own, will ensure that Libertas maintains high-quality instructional materials/supplies used in each classroom aligned to Libertas' academic model.	Y

T.C.A. § 49-5-702-716 T.C.A. § 49-5-801-816	Leave	Libertas' leave policies balance both the needs of teachers and those of students by minimizing disruptions to student learning.	Y
SBE Rule 0520-01-02-.07	Library Information Center	Existing staff will assist students in getting the most out of classroom and school library resources and adjust support based on student needs.	Y
T.C.A. § 49-3-306(a) SBE Rule 0520-01-02-.02 SBE Policy 5.600	Licensed Personnel Salaries	Libertas will use compensation as one tool to attract and retain the best possible teachers, leading to high-quality instruction provided to students in every classroom.	Y
T.C.A. § 49-5-101(a) SBE Rule: 0520-02-03-.10	Licensed Principals	Libertas will recruit the most qualified candidates and be able to hire the leaders who will most effectively fulfill its mission.	Y
SBE Rule 0520-01-02-.31 (4)	Maximum Class Size	Libertas' staffing model ensures students receive substantial personalized learning and tutoring from certified teachers during structured independent work time in addition to time in class.	Y Y
T.C.A. 49-5-401	Teacher Assignment	Libertas has a robust talent recruitment, selection and development process that is responsive to developments in the staffing market and ensures that all positions are filled with qualified persons by the necessary and appropriate time in the calendar	Y
T.C.A. § 49-5-501-513	Tenure	A major element of student success will be Libertas's ability to attract and retain a staff that is committed to our vision and able to deliver effective instruction every day.	Y
T.C.A. § 49-6-2206-2207	Use of Unapproved Textbooks	In order to meet the wide needs of all students within the Montessori model, including students with unique learning needs, Libertas will select the curriculum and textbooks.	Y
T.C.A. § 49-6-303 (a)(1); State Board policy 5.103 –	School Counseling	Libertas will provide students with the appropriate academic, social/emotional, post- secondary readiness support through a	N

<p>School Counseling Model /Standards; State Board policy 5.502 – Educator Licensure, Section (5)(d); State Board rule 0520-02-03-.05(5)</p>		<p>combination of team members at the school and network level.</p>	
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## Replication Overview and Existing School(s) History

*NOTE: Throughout this application, the phrase “existing school(s)” is used to refer to the school or schools that the governing body currently operates that have the same academic focus as the school the governing body is proposing to replicate. The phrase “proposed replication school” refers to the school the governing body is proposing to open.*

### Replication Explanation and Rationale

1. Explain how the proposed school is a replication of the academic focus<sup>2</sup> of one or more existing charter schools.

The high school will replicate the mission and curriculum philosophy of the current Libertas School of Memphis. Libertas High School will adapt the method of Maria Montessori for adolescents, aligned to Tennessee standards. Certain details of Montessori learning are different for younger and older students precisely because the approach is designed to be developmentally responsive - yet consistent in underlying principles.

Learning “from the hand to the mind” for younger students involves accessing most content through sensorial manipulatives; in high school, students will help lead enterprises that apply learning to creating products of value. Personalization of learning looks like multi-age interdisciplinary work cycles in lower grades, which are paired with grade level group lessons in middle grades, and lead to dual enrollment and technical pathways for high school.

We foster community and character with looping of the same students and teachers in lower grades, while in upper grades our school is intentionally small and features multi-year “houses” (homerooms); these relational groups are the venue for character development. At all levels, students are immersed in a common curriculum of rich, integrated world knowledge and great literature. And we wrap around families with a village of support.

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<sup>2</sup> Pursuant to T.C.A. § 49-13-104(1), “academic focus” refers to a distinctive, thematic program such as math, science, arts, general academics, or an instructional program such as Montessori or Paideia.

2. Summarize key changes the governing body is planning to make between the existing charter school(s) and the proposed replication school, and why the governing body is making those changes. If the governing body is not planning to make any changes, indicate N/A.

The governing board composition is evolving, board practices are being reviewed and strengthened, and a new advisory committee is being formed focused on the high school grades. A brief overview of those governance changes is below.

Adjustments are also being made in the education program,—as detailed on the following pages—given the adaptation of the Montessori method for adolescents. The operations and finance structures have already been adapted in recent years to accommodate our expansion via charter amendment of two+ years ago, and these expanded systems should accommodate this next phase of growth as discussed below.

We have recently appointed a new board chair who is a long-time board member and a former charter school leader. In addition, we are partnering with New Memphis Institute to identify and recruit one to two additional board members. With the support of CSGF, we are engaging a board governance consultant, 7Gen Legacy Consulting Group, to work with us in the spring to strengthen board composition, governance practices, and procedures as the organization expands.

We have also begun forming a high school-focused advisory group to provide targeted expertise and support to the board. This group includes:

- Margo Roen, CEO of Imagine Network, a nationwide education consulting organization, and former high school teacher and school leader,
- Regina Dowell, Head of the Frayser PTSA and long-time Frayser community leader,
- Montgomery Martin, retired founder and CEO of a major Memphis-based contracting company,
- Noah Grey, Memphis real estate professional with extensive experience supporting youth workforce programs, and
- Steve Lockwood, retired Director of the Frayser Community Development Corporation.

Collectively, this advisory group brings strong academic, workforce development, and community development perspectives to support the successful expansion of our high school.

3. Summarize the academic, operational, and financial criteria and evidence the governing body used to determine the organization's readiness for replication.

A summary is below. Additional detail and graphics are included in Attachment 1 - Evidence of Community Engagement - Feasibility Board Report.

Having learned from the greenlighting process for our middle school expansion planning over the last 3+ years, the staff developed a growth feasibility memo that the board reviewed in the summer of 2025. Over the last six months the staff with the help of a high school design consultant conducted extensive stakeholder engagement, school research, and planning, in regular dialog with the governing body, to develop a plan and evidence addressing key criteria. On Monday January 26th the board met for an in depth review and discussion of the feasibility report and voted to approve the charter application. Below is a summary of the criteria considered and evidence considered by the board to determine readiness:

- Community need and support:
- Enrollment trends and family demand
- Academic performance of existing program
- Sustainability of existing program
- Staffing pipeline
- Facility strategy
- Financial health and plan

**Community need and support:** the northwest area of Memphis where we are located has very few quality school options. Memphis/Shelby County Schools' 2019 seat analysis indicated a lack of high-performing high schools in the area, with many zoned schools rated as "failing." The two neighborhood high schools (Trezevant and Frayser High / MLK Prep) a year ago each had a less than 7% success rate, under 79% graduation and and under 20% ready graduate; one charter high school (MBA) has 89% graduation rate but a 25% success rate and under 8% ready grad. Midtown Memphis has somewhat the somewhat better charter options Compass (25% success) and Crosstown (37% success rate; 45% ready grad), but these are well outside of the neighborhood, as are the University schools that have the highest performance rates but a much smaller at-risk population not resembling our students and few seats available. For these reasons, community partners have expressed support for the continued expansion of Libertas, including the civic Frayser Exchange Club; leading congregation Pursuit of God Transformation Center; and one of our County Commissioners.

**Demand and enrollment trends:** Libertas has exceeded enrollment goals every year for several years and maintains a large wait list (317 students as of this application - representing 45% of our current P-8 enrollment). We surveyed families this fall about interest in a potential high school; a third of our families (161; the average Libertas family has ~1.5 children in our school) responded to the survey, expressing:

- 99% would benefit from a high school with human-centered, hands-on learning
- 87% would enroll in a Libertas high school

**Academic performance of existing program:** this will be discussed further in the application, but Libertas is a consecutive year Reward School, exceeding growth expectations on TVAAS for the 6th straight year; our newer middle school grew in the 93rd national percentile in math on NWEA MAP, and last year had a state success rate of 36%, essentially tying the elementary school. Overall we exceeded MSCS by about 10 points and TPCSC by over 5 points in both English and math, and our at-risk super subgroup (32% achievement) even exceeded the Commission (29%) and State (26%). Similarly among the special education subgroup - which has the largest gap of any subgroup in the state, and of which we have the largest concentration of significant needs of any charter school - our achievement of 26%, though not yet our goal, was essentially double the rates of the state, district, and Commission. In summary, our school is both substantially outperforming nearby options, presenting one of the stronger comparative options in the state, and, most importantly, continues to improve.

**Sustainability of existing program:** both our elementary and middle school campuses are owned with very affordable financing (less than 6% of recurring public revenue is spent on facilities). We recently had our P-8 charter renewed for the next 10 years. Our elite instructional support team has solidified academic roadmaps resulting in consistent high academic growth and comparative achievement. Our state-licensed teacher residency training program (Arete) continues to populate our school with high-performing, well-trained teachers, while also disseminating our model to a growing network of partners. Over the last couple of years in preparation for middle school growth we expanded our leadership team capacity with several more key members including directors of finance, operations, and communications/development, as well as showed the ability to recruit a superb cadre of middle school teachers and leaders (average experience 10 years; including 2 PhDs) to help us reach the next level.

**Staffing pipeline:** One of the conditions for early success of our middle school is that it was heavily "seeded" with our culture by either promoting longtime elementary teachers to work in it or recruiting a certain portion of the new middle school staff to "incubate" temporarily by teaching part time in upper elementary while helping develop middle school curriculum. We intend to do

both again with the high school. We already have 6 middle school staff members with meaningful high school experience. We are also budgeting (discussed further below) for two part time positions to incubate. Because the high school will grow gradually we would not utilize all of these people at once but over the course of 3-4 years, allowing us ample time to gradually backfill their middle school roles.

Our nationally-accredited Arete Memphis educator preparation program can continue to grow our own teachers through our state-licensed apprenticeship. While Arete at this time trains early childhood through upper elementary and we are not yet planning an expansion into upper grades, nevertheless it can prepare teachers for the lower school as others ascend to the upper school. We also have a promising external pipeline for recruiting more teachers.

In addition to a longtime relationship with TFA, over the last several years Libertas has obtained the second highest concentration of any school in Memphis of resident and alumni teachers associated with one of the state's highest performing teacher training programs, Memphis Teacher Residency. We also are in our second year of a contract with an excellent teacher recruiter (a former Libertas staff member) who is using social media effectively to help expand our applicant pool with qualified and diverse candidates. In terms of training and licensure for promoted or recruited candidates, proven options include TFA and MTR (which do work regularly at the secondary level); i-Teach (a pathway used by several Libertas candidates who have sufficient coursework in content areas but need an upper level license); and Montessori training from a combination of AMI and AMS accredited partners as well as in-house professional development. (Because of our more integrated program, Montessori credentials are not required at the upper levels as they are in the lower school.)

As a final strategy for sourcing and preparing high school teachers, we have identified partnerships with DE and CTE institutions (discussed below), all of which are committed to helping source instructors, curriculum, and in some cases training for candidates.

Also important is the leadership pipeline. We have two potential high school leader internal candidates through the annual leadership cohort we created several years ago. We have also established a relationship with Josh's K12 Jobs Blast, now one of the nation's leading education recruitment solutions that will help us with our leader recruitment and selection process. We are also planning to have a department chair model (discussed below) that will distribute curriculum and instruction leadership opportunities to teacher-leaders with part-time course relief.

**Facility strategy:** The facility strategy is discussed elsewhere in this application and described in Attachment 1 - Evidence of Community Engagement - Feasibility Board Report. However our current

P-8 program is housed in two properties that we own with very affordable financing terms and have been recently and comprehensively renovated and updated. And we have three viable plans for the high school facility, including the simplest solution which is a further addition to a property we already own.

**Financial plan:** Our financial readiness and plan are detailed extensively in a separate series of questions following the budget narrative. In short, we have had clean audits for 11 years, sound district evaluations of finances, a strong cash balance and debt covenant compliance, robust fundraising, and a sustainable budget plan. This work is all managed by a qualified team of staff and overseen by a veteran board finance committee.

4. Describe how the governing body assessed the need for the proposed replication school, including considerations around availability of school choice options in the community, capacity, and number and quality of available seats.

As described in the response above, the governing body identified a significant need for quality high school options in the Frayser and broader North Memphis area, and a desire among Libertas' existing school parents and community for an option informed by Montessori methods. While recognizing the challenging nature of replicating the school for adolescents, the governing body is confident about the likelihood of success given the existing school's track record of success and the findings of our feasibility research process.

The process is fleshed out in Attachment 1 - Evidence of Community Engagement - Feasibility Board Report.

**Existing School(s) History**

5. Complete **Table 1**, adding rows as needed. Include all existing schools the governing body operates in Tennessee that have the same academic focus as the proposed replication school. This table should include all schools named on the application cover sheet. Using the data in Table 1, explain why these academic results merit replication.

Table 1. Existing Schools with the Same Academic Focus as the Proposed Replication School					
School Name	Current Authorizer	Summary of academic achievement (TCAP)	Summary of academic growth (TVAAS)	Summary of graduation, ACT, college/ career, as applicable	Summary of progress toward academic goals in current charter on authorizer's SPF
Libertas School of Memphis	TN Public Charter School Commission	<p>36.2% state "success rate" on TCAP</p> <p>Reward School - 2024 and 2025</p> <p>Exceed MCSC 10 points in English and math.</p> <p>Super subgroup (32% achievement) exceeded TPCSC (29%) and State (26%).</p> <p>Special education subgroup (26% achievement) was essentially double the state, district, and Commission.</p>	<p>Level 5 in 2025 (and 5 of the last 6 years; the other year was Level 4)</p> <p>Nationally normed growth in the 93rd percentile for math in 6th grade</p>	N/A	<p>On the 2025 TPCSC annual report, Libertas was rated as "exceeds standards" for academics and "meets" for operations</p> <p>Libertas was granted a 10 year charter renewal a year ago.</p>

Libertas was a Reward School in 2024 and 2025. We exceeded growth expectations on TVAAS for the 6th straight year.



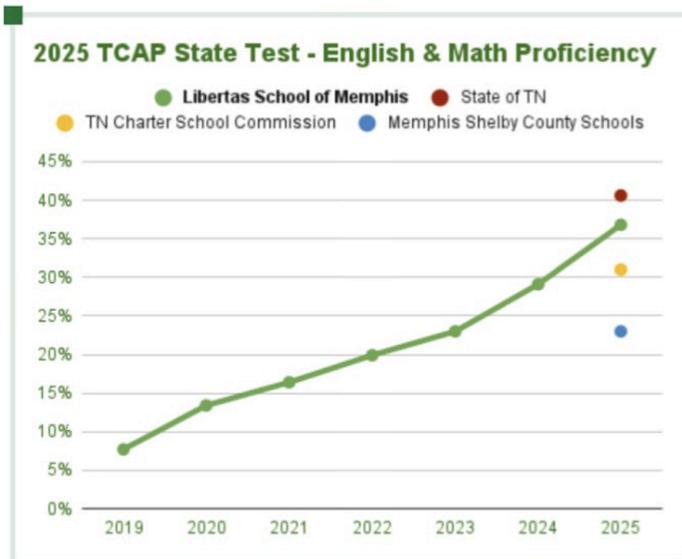
Our new middle school grew in the 93rd national percentile in math on NWEA MAP (with 70% of kids growing in the highest quintile)



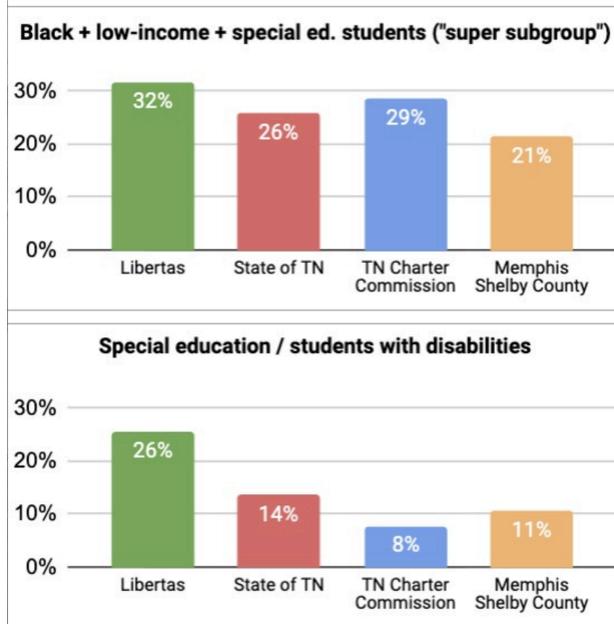
Third grade grew in the 98th national percentile with 81% in the top growth quintile.



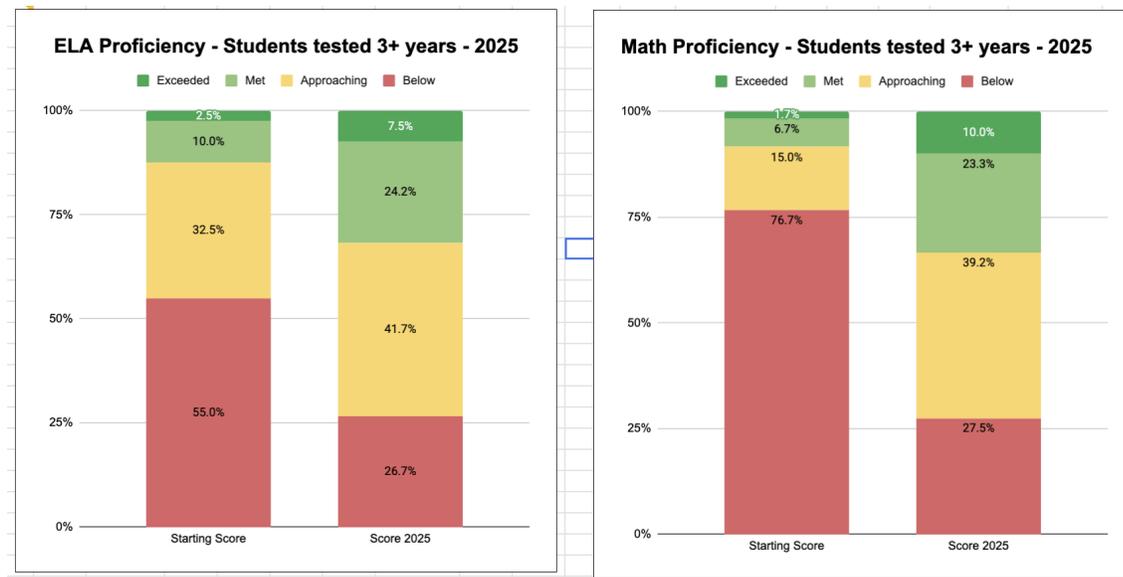
In proficiency, we exceeded MSCS by 10 points and TPCSC by 5 points in both English and math,



Our at-risk super subgroup (32% achievement) exceeded the Commission (29%) and State (26%). Similarly among the special education subgroup - which has the largest gap of any subgroup in the state, and of which we have the largest concentration of significant needs of any charter school - our achievement of 26%, though not yet our goal, was essentially double the rates of the state, district, and Commission.



Also using TCAP data we can see that, even among those not yet proficient, students who stay with us over time show substantial improvement in the distribution of performance across the state's quartiles - reducing "below" by 1/2 to 2/3 and improving "meets/exceeds" by 25 to 40%.



**LIBERTAS SCHOOL  
OF MEMPHIS**  
Annual Report  
2024- 2025



**TENNESSEE**  
PUBLIC CHARTER SCHOOL COMMISSION

**School Performance**

Indicators	Rating
Academic Performance	Exceeds Standard
Organizational Performance	Meets Standard

In summary, our school is both substantially outperforming nearby options, presenting one of the stronger comparative options in the state, and, most importantly, continues to improve.

6. Complete **Table 2**, adding rows as needed. Include all other charter schools with which the governing body is currently or was previously affiliated, including but not limited to establishing, operating, or managing a charter school. Provide all context that is necessary to understand the relationship between the governing body and the affiliated school(s). If the governing body is not affiliated with any charter schools other than the school or schools to be replicated as listed in Table 1, mark N/A.

Table 2. Other Affiliated Charter Schools				
School Name	Location (city, state) and Authorizer	Link to most recent state performance summary (e.g., state report card)	Link to most recent authorizer evaluation, if available	Description of affiliation
N/A	N/A	N/A	N/A	N/A

7. *This question is OPTIONAL for governing bodies. Authorizers may use the scoring rubric to note and consider relevant information during their evaluation of the replication application. Governing bodies may also provide context here if desired, however it is not required.*

Provide any additional context or explanation related to the performance of the schools listed in Table 1 and/or Table 2, including but not limited to any areas of academic, organizational, and/or financial concern; any charter revocations, non-renewals, and withdrawals/non-openings of affiliated school; any performance deficiencies or compliance violations that have led to formal authorizer intervention; and/or any current or past litigation related to affiliated charter schools.

## Educational Program Design and Capacity

### School Mission and Model

8. Describe the similarities and differences between the school mission and model of the existing school(s) compared to the proposed replication school. What adjustments does the governing body anticipate needing to make to ensure the replication is successful? Include a discussion of mission-specific short- and/or long-term educational goals and targets and any changes to the structure of the school day and week for the typical student.

#### Overview

The proposed replication school is designed to continue and mature Libertas' PK–8 Montessori program, preserving a core philosophy while adapting structures to meet adolescent developmental needs. Across all grade bands, Libertas is grounded in a human centered philosophy of education—educating mind, head, and heart through meaningful work of the hand, independence, and responsibility for the community. Likewise the common curriculum of world knowledge and great literature that characterizes Libertas now will carry through and anchor the personalized journey to college and career. The proposed high school extends our philosophy in developmentally appropriate ways rather than departing from it, maintaining high integrity to the school model while also preparing students to continue to meet ambitious academic goals and prepare for their unique postsecondary pathways.

In the existing K–8 school, Montessori design principles shape the basic learning environment for a typical student: carefully prepared classrooms; clear expectations for independence and responsibility; strong relationships between students and with adults; and learning experiences that integrate academic rigor with character development and social responsibility. Instruction emphasizes purposeful work, intrinsic motivation, and respect for the learner, supported by consistent routines, restorative practices, and close family partnership. As a result, Libertas has earned Reward School status, and over 90% of students maintain or improve their performance bands on state assessments within 3 years of attending a Libertas school.

The proposed school will maintain these same philosophical foundations while making well-reasoned instructional and curricular adjustments for postsecondary readiness. As articulated by Dr. Maria Montessori, adolescents find motivation in learning and place in society by making real economic and social contributions. Accordingly, the high school's academic model will be complemented by student enterprises—a hallmark of Montessori adolescent design—that integrates rigorous academics with authentic, productive work.

Rather than sending students individually into external work-based learning placements as is increasingly prevalent in other places, our proposed school will adopt a school-based CTE and work-based learning model that preserves coherence, supervision, and instructional alignment.

A potential flagship focus on building and construction trades would anchor this approach. Through

partnerships with industry and postsecondary providers such as Moore Tech and TCAT (support letters included in Attachment 1), students will receive instruction in skilled trades and earn credit/hours toward recognized industry credentials while remaining embedded in the school's academic and cultural environment. Even more exciting, a defining feature of the proposed program is a long-term, team-based enterprise project in partnership with building industry firms and community housing organizations such as the Frayser Community Development Corporation (the recently retired director of which is joining our high school advisory committee as discussed below). Students will work alongside licensed contractors and instructors to acquire, design, and construct a home on a previously vacant or blighted lot, then market and sell the completed property. Proceeds from the sale will be reinvested into future student enterprises, creating a sustainable cycle of learning and economic accomplishment. This model intentionally connects academic learning to real economic participation, reinforcing Montessori's emphasis on dignity of work and contribution to the wider society.

This approach also reflects a historically responsive adjustment to community context. Frayser has a legacy of skilled labor, factory jobs, and homeownership that once supported generational stability and wealth. The decline of those industries left many families disconnected from pathways to economic mobility. By combining Montessori adolescent principles with Tennessee's CTE priorities, the proposed school offers students a pathway to college, credential, or career that restores agency, relevance, and opportunity—without “tracking” or limiting postsecondary options.

Instructionally, this represents a thoughtful evolution of the Montessori model rather than a departure from it. Teachers will continue to employ consistent, research-aligned instructional strategies—explicit instruction, guided practice, collaborative problem-solving, and reflection—while embedding those strategies within interdisciplinary, project-based work especially during designated CTE, STEM, elective periods and extracurricular time. Academic coursework in literacy, mathematics, science, and social studies will complement enterprise projects that require students to apply knowledge, plan collaboratively, solve complex problems, and communicate with authentic audiences.

A final key point here is that the proposed program is not ultimately about vocational training as such, but rather about developing the adult skills that students will need to navigate higher education, workforce, and citizenship. While some students may go directly into building trades (or other student enterprise areas we will develop over time), or others may go into adjacent fields such as architecture or real estate, some will pursue totally unrelated futures – but carry with them the empowerment of having made something tangible with their classmates.

In summary, the proposed replication school demonstrates strong continuity with the existing K–8 Montessori program while making intentional, developmentally aligned adjustments to curriculum, instructional strategies, and the learning environment. By anchoring high school academics in student enterprises and school-based work-based learning, the governing body preserves the core Montessori philosophy of educating the whole child while ensuring that adolescents graduate prepared to participate meaningfully in both higher education and the regional economy.

### **Structural Changes Aligned to Postsecondary Preparation**

The proposed high school will remain aligned to the school's mission and academic expectations while introducing structural differences to support early access to postsecondary and technical learning. Unlike the K–8 schedule, with full days in class on campus, the high school master schedule will build-in flexibility to allow dedicated time off campus for participation in team work-based learning experiences and dual enrollment coursework at partnering postsecondary institutions. This includes scheduled blocks that accommodate travel and instructional time at technical partners and universities, with Libertas coordinating transportation to ensure equitable access and consistent attendance. These structural adjustments reflect the developmental needs of high school students and enable the school to offer rigorous, credit-bearing academic and career pathways that extend learning beyond the classroom, while maintaining strong advising, supervision, and alignment to graduation requirements.

Outside of these structural shifts to accommodate off-campus learning, the high school day will retain key similarities to the existing middle school model, including defined class periods for core academic instruction as well as independent work time, enrichment, community and character building. Students will continue to experience a predictable daily rhythm with consistent instructional routines and expectations. The primary distinction is that all high school courses will be credit-bearing and aligned to Tennessee graduation requirements, with expanded elective offerings that support multiple postsecondary pathways, including career and technical education, dual enrollment, and advanced academic coursework. This balance preserves continuity in the student experience while appropriately increasing rigor, responsibility, and individual direction as students progress into grades 9–12.

### **Anticipated Student Population**

9. Describe the anticipated student population for the proposed replication school, including their anticipated academic and non-academic needs. Describe the sources and methodology for determining student population projections.

The proposed replication school is expected to serve a student population mirroring that of Libertas School of Memphis' well-established community of families, which is primarily rooted in the surrounding Frayser neighborhood and immediately adjacent areas (North Memphis, Raleigh) providing roughly ~80% of enrollment. Specifically, the school anticipates serving about 80% of students eligible for free / reduced price meals, with about 36-37% of those being economically disadvantaged by direct certification. We expect 30% students with disabilities including 9% students with high-need disabilities (state option codes 6+). We have a very small population of English learners (<1%), which is low because we are located in an area the residential pattern of which does not include as many families with English as a second language.

As reflected in our network budget and discussed in detail below in the budget narrative, we expect about 80% of our 8th graders to matriculate to the high school. This is a conservative estimate based on current matriculation rates of students from our elementary to our middle school, and on a survey we recently completed of Libertas families, both of which rates would suggest a slightly higher matriculation rate is possible; but we want to assume a bit more attrition as some families may opt for comprehensive high schools. After a small first year outside enrollment of 10 freshmen to ensure continuity of culture, and a total enrollment of 55, we will annually add one grade level. In subsequent years we will add roughly one-third of new freshmen, but only about 10% of sophomores, and no upper classmen as long as persistence minus 10% attrition enables us to meet total enrollment goals.

It is our expression intent that, in accord with T.C.A. § 49-13-113, the Commission would approve as a corollary of this charter an articulation agreement such that students from our middle school could matriculate to the high school with a preference level similar to that given to students who attended the same charter school in the prior year, or to those enrolled in a PreK program operated by the same sponsor, or the closest level to that. (We do intend to continue offering the economic disadvantage enrollment preference but would prefer that to apply after current students, matriculating students and siblings.)

Student population projections for the proposed replication school are grounded in historical stable enrollment and strong retention trends at Libertas, demonstrated community demand for high school (detailed below), and a planned grade-level growth to ensure quality of program. Libertas has consistently enrolled to capacity and maintained enrollment stability despite operating in a highly mobile community, providing a credible basis for projecting both enrollment size and student characteristics. These projections are further informed by prior feasibility analyses and community engagement conducted as part of expansion efforts, which confirmed unmet demand for high-quality public school seats and alignment between the Libertas model and the needs of local families.

### **Academic and Non-Academic Needs**

Academically, students entering the proposed high school are expected to demonstrate a wide range of readiness levels. The large majority matriculating from 3+ years Libertas overall will be approaching statewide average proficiency levels, and even exceeding for their subgroups, but the group will still include a significant portion of academically at-risk students. New enrollees likely will have many students entering below grade level due to prior disruptions in schooling and limited access to consistently high-quality instruction given other school choices in our area. To ensure students are prepared for postsecondary success, these academic needs include accelerated skill development in literacy and mathematics, as well as explicit preparation for rigorous high school

coursework, early postsecondary opportunities, and career-connected learning. Libertas' historical student performance data (accelerating growth across performance quartiles and narrowing gaps for those with us 3+ years) demonstrate that students make strong academic growth when supported through structured, standards-aligned instruction paired with targeted intervention and differentiated supports. The proposed high school model is intentionally designed to address these needs through rigorous coursework, embedded academic intervention and consultative special education teachers who push in to co-teach as well as pull out of those settings, progress monitoring, and explicit alignment to college- and career-ready standards.

Non-academically, the anticipated student population presents needs related to student well-being, social-emotional development, behavioral health, and access to school-based services that support persistence through graduation and beyond. As students engage in more demanding academic work and career exploration experiences, they require strong advisory structures, adult mentorship, and family engagement to support attendance, motivation, and long-term goal setting. Libertas has demonstrated capacity to meet these non-academic needs through a comprehensive student support framework that includes restorative practices, social-emotional learning, proactive behavioral supports, and strong family partnerships, which have contributed to student stability and retention in a highly mobile community. These systems will be extended and adapted at the high school level to support students' career readiness, postsecondary planning, and successful transition beyond graduation.

10. Complete **Table 3**; describe sources and methodology for determining enrollment projections.

Table 3. Projected Enrollment											
Grade Level	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Full Capacity
9	55	68	68	68	68	68	68	68	68	68	68
10	0	56	68	67	67	67	67	67	67	67	67
11	0	0	51	61	60	60	60	60	60	60	60
12	0	0	0	46	55	55	55	55	55	55	55
<b>TOTAL</b>	55	124	187	242	250	250	250	250	250	250	250

The sources and methodology for this enrollment plan are outlined in the previous prompts and elaborated in the budget narrative, with assumptions shown on our network budget template. In brief, the enrollment is predicated on 80% matriculation from 8th grade (justified by historical persistence patterns and survey results both suggesting ~87%), supplemented with ~33% new freshmen enrollment (meaning that two-thirds of students will be returners, which our experience shows is viable to maintain consistent culture). Just 10% new students in sophomore year and 0 in upper class grades are to minimize graduation credit issues for late arrivers.

11. Complete **Table 4** and describe the sources and methodology for determining initial demographic projections. If the governing body is proposing to replicate an Opportunity Public Charter School, detail the anticipated percent of the student population that will be at risk, pursuant to T.C.A. § 49-13-104. *\*See the [Glossary of Terms](#) for definitions*

Table 4. Anticipated Demographics	
Student Population*	Estimated Percent of Total Enrollment at Capacity
Economically Disadvantaged	80% FRPL, 36% direct. certified ED
Students with Disabilities	30% overall, 9% high need
English Learners	<1%
At-Risk (Opportunity Public Charter Schools only)	N/A

Demographic projections for the proposed Grades 9–12 school are based on a sound and transparent methodology that relies primarily on existing Libertas K–8 student-level demographic data, historical retention patterns, and documented family intent to continue enrollment into high school. Because the high school will initially serve cohorts matriculating directly from the K–8 program and will grow one grade level per year through internal progression rather than external backfilling, the demographic composition of the proposed school is expected to closely mirror that of the existing school. Only about 12% of students in the full scale school will have been admitted in 9th or 10th grade, and we have good insight on even what this group’s demographics likely look like based on new student enrollments at Libertas. Local census information from University of Memphis and City of Memphis statistical reports and district demographic data serve as a secondary validation source. This cohort-based approach has been used successfully in prior Libertas planning and Commission-approved expansion efforts and provides a credible basis for projecting demographic continuity.

12. Describe the similarities and differences between the needs and demographic profiles of students attending the existing school(s) compared to the proposed replication school. Explain any adjustments the governing body anticipates needing to make to ensure the school meets the needs of the anticipated student population.

As discussed above, the expected new school population is highly similar to the existing school because 88% of the scale student body will have matriculated from the existing school. In both the existing and proposed schools, students are anticipated to include a high proportion of low-income students, an unusually high population of students with disabilities, and a small population of English learners, resulting in shared needs for differentiated instruction and coordinated student supports.

With that being said, while demographic profiles are expected to remain consistent, student needs will evolve at the high school level as academic expectations shift toward postsecondary preparation. Compared to K–8 students, high school students require clearer pathways connecting coursework to future college and career options, sustained access to advising, and structured opportunities to earn postsecondary credit or engage in career-connected learning. To meet these needs, the governing body will adjust the academic model to incorporate a coherent college and career readiness framework aligned to Tennessee's career-connected learning priorities, including structured advising, intentional pathway design, and ongoing monitoring of postsecondary readiness indicators. These adjustments build on the strengths of the existing model while ensuring students are prepared for successful transition to postsecondary education, training, or employment.

13. Summarize student enrollment, retention, and attrition rates at the existing school(s) over the current charter term(s), including whether they are fully enrolled. Based on those patterns, discuss what leaders in the proposed replication school will do similarly or differently to ensure the proposed school meets and maintains its enrollment targets.

Across its charter term, Libertas has consistently operated at full enrollment, meeting approved enrollment targets each year and maintaining a waiting list. The current wait list is over 300 (40%+ of total enrollment). Enrollment stability has been supported by strong year-over-year retention: from K-7th, students persisted at 87% this past year, with figures in the mid 80s for several years running. Attrition is thus low and largely attributable to non-school factors such as family relocation rather than program dissatisfaction. These patterns demonstrate sustained community demand for the school's model, effective family engagement practices, and a school culture that supports student persistence over time.

Based on these patterns, leaders of the proposed replication school will replicate the enrollment and retention practices that have proven effective, including proactive outreach to families prior to enrollment, clear communication of academic and cultural expectations, and early relationship-building with students and caregivers. Leaders will also implement structured onboarding and transition supports—particularly at key entry points—to reinforce student belonging and academic alignment. In the high school context, this will be complemented by close monitoring of attendance, credit accrual, and student engagement, with early intervention when risk indicators emerge. Together, these actions are designed to ensure the replication school meets initial enrollment targets and sustains full enrollment over time, consistent with the performance of the existing school.

14. Describe the proposed replication school’s plan to recruit students both before the school opens and after it has opened.

We have a clear and realistic plan to recruit students, grounded in demonstrated demand and established enrollment pipelines.

Prior to opening, the primary recruitment strategy will be retention and matriculation of existing Libertas families from the current K–8 program. As detailed above, Libertas has a documented history of strong enrollment demand and waitlists. Early outreach will focus on direct communication with current families, both via scheduled informational meetings, as well as individualized outreach and enrollment support. These efforts will ensure that families understand the high school's academic program, expectations, and postsecondary pathways, and are supported through the enrollment process.

In addition, the school will implement targeted external recruitment through established community pipelines. We have relationships with two other local charter elementary schools that already allow us to present and market to their families at 5th grade for middle school; we will seek to foster similar relationships with terminal middle schools. However, given the limited number of these available in our area, a better strategy will be to focus on outreach through our many neighborhood partner organizations, businesses, and congregations. Recruitment activities will include informational tables at their events and sending printed and digital advertising out in their networks. Our top partners for this include Frayser Exchange Club, Frayser Connect, Frayser Community Development Corporation, Patriot Bank, Truist Bank, Kroger, Pursuit of God Transformation Center, Regroup Upscale Thrift Boutique, Ed Rice Community Center, North Frayser Community Center.

After opening, the school will prioritize retention through ongoing family engagement, consistent communication, and high-quality academic and student support programming. Any open seats resulting from student mobility will be filled through the school's waitlist and continued community-based outreach. School leadership monitors enrollment and attrition trends at every week's leadership team using our leadership goals tracker, and will adjust recruitment strategies as needed to ensure enrollment targets are met and sustained over time.

15. Describe the proposed replication school’s policy for backfilling open seats, if applicable. If the proposed replication school does not plan to backfill open seats, explain why not.

As outlined above, the proposed high school will actively backfill open seats to a target of  $\frac{1}{3}$  of total enrollment in Grade 9, and 10% in grade 10. Backfilling in these grades ensures a measure of equitable access to those who weren't able to enroll at younger age, and maintains enrollment stability. But those goals also intend to limit backfilling to the degree that we can sustain a coherent culture and ensure students are on track through a sequence of cohort-based accumulation of graduation requirements, Early Postsecondary Opportunities (EPSO) participation, and career pathway coursework designed to build coherently over four years. For any students enrolling during

or after the ninth-grade year, the school will conduct a comprehensive transcript review to assess earned credits, course alignment, and graduation requirements. This process ensures that students can be appropriately placed into available courses and supported through academic advising and targeted interventions to remain on track for on-time graduation and postsecondary readiness. This will be the responsibility of the high school director and/or college and career counselor.

### **Family and Community Engagement and Support**

16. Explain how the governing body has engaged with families and the community about the proposed replication school. Describe what the governing body has learned through community engagement activities and how that engagement has informed the application and school design.

The governing body engaged in broad, inclusive outreach to families, community members, and stakeholders to inform the proposed replication school through an independently led feasibility study. Engagement intentionally included multiple formats—one-on-one conversations, large-group public meetings, written reflections, phone-based interviews, and iterative feedback sessions—to ensure participation across demographics and perspectives within the Libertas community and the surrounding Frayser neighborhood. The activities are summarized below. Meeting photos and sign-in sheets from these sessions are included in Attachment 1; also included there are several letters of support from Frayser community leaders, along with some from proposed DE/CTE partners.

Outreach was structured to engage stakeholder groups at multiple points in the feasibility process, ensuring broad representation, depth of input, and shared understanding. These efforts included:

- Digital survey: December 2025
- High School Vision Night (Tuesday, November 4, 2025):  
An open forum engaging current families, alumni families, faculty and staff, members of the Board of Trustees, and external stakeholders to surface aspirations, priorities, and questions related to a future high school.
- High School Faculty Council meeting (Monday, December 1, 2025):  
A working session with teachers focused on instructional vision, program design considerations, and operational implications.
- High School focus groups (Monday, December 8, 2025):  
Facilitated conversations with families, staff, and external stakeholders to gather targeted qualitative feedback and test emerging themes.
- High School Research Report (Monday, January 12, 2026):  
A comprehensive presentation of feasibility study findings to Board members, families, and external stakeholders, followed by discussion and feedback.
- Anonymous focus groups with current and alumni families (November 17-December 19, 2025): Nineteen phone-based focus groups were successfully conducted in partnership with Leadership Memphis, with facilitation support from 11 community leaders volunteering through the local leadership training nonprofit. Individual responses were kept anonymous to

ensure honest feedback.



Engagement findings were synthesized and presented back to the community by our consultant, allowing stakeholders to validate, challenge, and refine conclusions before final recommendations were developed.

Through this engagement, the governing body learned that families strongly support a Libertas high school provided that the school preserves the intimate, relationship-centered culture that defines the existing program. Families consistently emphasized emotional safety, small school size, and strong adult–student relationships as non-negotiables. Community members also expressed a clear desire for hands-on, real-world learning; preparation for adult independence and life skills; and access to multiple postsecondary pathways—including college credit, career credentials, and meaningful work-based learning—within a single school.

Community voice directly shaped the application and school design in several concrete ways. In response to family concerns about a high school deviating from the tight-knit feel of the current Libertas school, the proposed replication school is deliberately designed as a small high school with capped enrollment and phased grade-level expansion. Family input also informed the inclusion of opportunities for apprenticeships and community-based learning and partnerships. Staff stressed teacher leadership, cohesion of culture between campuses, and ensuring capacity for counseling and management of external relationships. Additionally, engagement findings shaped the school's identity and enrollment messaging to ensure families have a clear, transparent understanding of the model prior to enrollment.

Overall, the governing body used community engagement as a central design driver. The proposed replication reflects the expressed priorities of families and community members and demonstrates a clear, evidence-based connection between stakeholder input and the final school model.

17. Provide, as **Attachment 1**, evidence of community engagement and support for the proposed replication school. Complete **Table 5**, adding rows as needed, to identify and describe each item submitted in Attachment 1. Governing bodies have discretion over what types of community engagement activities they undertake and the supporting documents they submit; however, each piece of evidence should demonstrate authentic engagement with and investment in the community. For example, evidence could include letters of support from confirmed or potential partner organizations or photos and sign-in sheets from community meetings.

<b>Table 5. Evidence of Community Engagement and Support</b>	
<b>Briefly describe each piece of evidence included as part of Attachment 1.</b>	<b>Explain how and why the submitted item is evidence of the governing body's engagement with the community and the community's support for the school.</b>
Independent feasibility study commissioned by the governing body to assess high school replication	The governing body intentionally commissioned an independent feasibility study to assess community demand, priorities, and readiness for a proposed high school. This reflects a deliberate approach to expansion grounded in community input.
Summary of qualitative input gathered from families, students, staff, alumni, and community stakeholders	The feasibility study incorporates direct input from a broad range of stakeholders connected to the school and surrounding community. This input provides evidence that the governing body actively sought diverse perspectives and used community voice to inform whether and how replication should proceed.
Synthesis of community themes related to school culture, student needs, and postsecondary pathways	The attached thematic synthesis demonstrates that community feedback was analyzed and elevated into clear design priorities for the proposed school. These themes reflect shared community values and aspirations, signaling alignment and support for the proposed model when those priorities are honored.
Documentation of structured community conversations informing the proposed high school model	The feasibility process included facilitated opportunities for community members to engage in dialogue about the proposed high school. These conversations allowed stakeholders to shape core elements of the model, demonstrating meaningful engagement and investment in the school's future direction.
Materials summarizing feedback shared with the community and incorporated into final recommendations	Findings from the feasibility study were shared back with community stakeholders prior to final recommendations. This reciprocal process demonstrates transparency, trust-building, and respect for community voice in governing-body decision-making.
Community-informed recommendations for	The final recommendations included in the feasibility study reflect conditions and safeguards articulated by the community. The

proceeding with high school replication	governing body's decision to advance replication only within these parameters demonstrates responsiveness to community expectations and broad support for the proposed approach.
Evidence of engagement with regional postsecondary and workforce partners	The feasibility study includes documentation of outreach to higher education and workforce partners relevant to the proposed high school pathway. This engagement reflects community investment beyond the school itself and demonstrates external support for the school's role in serving local students and families.
Board materials reflecting consideration of community input prior to advancing replication	Governing board materials show that community feedback and feasibility findings were reviewed and considered before moving forward with the replication proposal. This demonstrates responsible governance and alignment between community engagement and formal decision-making.

18. Describe how the proposed replication school will continue to engage parents and community members once it is open. Explain any differences in parent engagement approaches between the existing school(s) and the proposed replication school.

<p><b>Ongoing Family and Community Engagement</b></p> <p>The proposed Libertas High School will continue the strong, relationship-based family and community engagement practices established at Libertas, while intentionally expanding and formalizing engagement structures to reflect the developmental needs of high school students and their families. Engagement will be embedded in the daily life of the school and designed to foster sustained, two-way partnerships with families and community stakeholders.</p> <p>Ongoing communication with families includes weekly individual updates from house leaders, daily social media updates about student activities, weekly school-wide newsletters, grade-level and advisory communications, family portals with real-time access to attendance and academic information, and twice-annual required conferences (scheduled at convenient times with child care and food provided) to align academic progress and postsecondary planning milestones. School leaders and advisors will maintain proactive outreach to families through phone calls and meetings, particularly during key transition points such as ninth-grade entry, course selection, and preparation for postsecondary pathways.</p> <p>The school also hosts dozens of recurring family and community events per year, including curriculum nights, postsecondary and career information sessions, student exhibitions, community forums, festivals, movie and game nights, artistic performances, and resources fairs with support such as financial planning and savings, starting a business, becoming a first time homebuyer, and more. These provide families with a clear understanding of academic expectations, graduation</p>
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requirements, early postsecondary opportunities, and career pathways, create structured opportunities for dialogue and feedback, and build trust while providing wraparound services. Family input will be gathered through our twice-annual survey, “coffee conversation” listening sessions, Family Committee (meets twice monthly), or Parent Power group (meets monthly), and this feedback will be used to inform school programming, student supports, and continuous improvement efforts.

### **Differences Between Existing Schools and the Proposed High School**

While Libertas' existing K–8 schools emphasize strong family partnership through daily communication, attendance support, and a close-knit school community, all of which will continue, the proposed high school will expand family engagement to include a deliberate focus on postsecondary readiness and community partnerships. At the high school level, engagement efforts will place greater emphasis on helping families navigate credit requirements, endorsements, early postsecondary opportunities, and career-connected learning experiences.

In addition, the high school will formalize partnerships with community organizations, postsecondary institutions, and employers to support dual enrollment and career exploration. Families will be engaged as active partners in these efforts through informational sessions, planning meetings, and opportunities to connect with community partners alongside their students. This represents an intentional evolution of Libertas's engagement model—maintaining the core values of trust, communication, and shared responsibility while expanding the scope and structure of engagement to align with the mission and outcomes of a college- and career-ready high school program.

### **School Culture and Discipline**

19. Describe and provide a rationale for any adjustments the governing body anticipates needing to make related to school culture and discipline at the proposed replication school compared to the existing school(s). Include a discussion of the school culture or ethos; how the governing body will establish this culture for students, teachers, administrators, and parents from day one and reinforce it throughout the school year; how the school will support student attendance and address chronic absenteeism; and the proposed school’s approach to discipline.

In summary, the proposed replication school reflects strong continuity with Libertas’ existing culture and discipline model while making thoughtful, developmentally aligned adjustments for adolescents. Through intentional ninth-grade acculturation, a relationship-centered support model, proactive attendance systems, and a restorative discipline framework that emphasizes responsibility and contribution, the governing body ensures a cohesive, supportive school culture that enables successful replication.

The proposed replication school will preserve the core culture and discipline philosophy of Libertas’ existing school while making developmentally appropriate adjustments to meet the needs of high school-aged learners and first-time Montessori students. Across all grade levels, Libertas is grounded in Montessori as a philosophy of education that develops the whole child—minds, heads, and hearts—through meaningful work, strong relationships, and shared responsibility within a community. This ethos will remain consistent at the proposed high school, while the structures through which culture, attendance, and discipline are reinforced will evolve to reflect adolescent development and a non-traditional high school design.

#### **School Culture and Ethos**

At Libertas’ existing K–8 school, school culture is intentionally work-based, relationship-centered and community-oriented. Students are supported through a model in which adults work collaboratively to ensure academic progress, reinforce behavioral expectations, and promote consistent attendance. This approach has contributed to strong student engagement and low rates of exclusionary discipline.

The proposed high school will maintain this same ethos while shifting the cultural emphasis toward purposeful contribution to the wider community, consistent with Montessori philosophy. Montessori theory emphasizes that adolescents need to understand their role in society and experience meaningful responsibility. Accordingly, the high school’s culture will center on student responsibility, contribution, and dignity of work through enterprise-based learning, while remaining grounded in a relationship-centered support model in which a consistent team of adults shares responsibility for students’ academic progress, behavior, and attendance.

The proposed school will orchestrate strong coherence between the school’s culture and its

academic program, recognizing that culture is most durable when it is experienced through daily work rather than articulated only through norms or values. At the proposed high school, this coherence will be realized through a school-based work-based learning model centered on student enterprises anchored in the building and construction trades and extended through a range of complementary roles. In addition to construction activities, students will engage in a full range of related activities that brings academics into real world application: marketing, real estate and property sales, supply chain and materials management, nonprofit operations, and community organizing—together allowing students with varied interests and strengths to contribute meaningfully to a shared enterprise. This collective work reinforces responsibility, collaboration, persistence, and accountability to one another, embedding the school's cultural expectations into daily practice. This approach is intentionally responsive to the history of the Frayser community, which once offered stable pathways to economic security through skilled trades and homeownership before the loss of industrial jobs and investment. By situating learning within authentic, community-connected projects that contribute to neighborhood revitalization, the school affirms students' dignity, strengthens their connection to Frayser, and reinforces a culture in which academic learning, productive work, and civic responsibility are fully aligned.

A persisting feature of our high school culture will be the building of a common culture through literature, history and art. Student houses and classrooms are named for heroes of black history; school spaces are decorated with beautiful artwork and historical artifacts; poetry recitals invoke great words; interactive readaloud and written reflection of great literature in small groups provides a venue for reflecting on and practicing character and social emotional development. This "textual lineage" and community emphasis on a cross-cultural tradition of virtue and human excellence pervades Libertas from birth through adolescence and conveys a sense of purpose.

### **Establishing and Reinforcing Culture from Day One**

From the first day of operation, the governing body will establish a clear, consistent culture through aligned adult practices, explicit expectations, and predictable routines. Prior to opening, teachers and administrators will receive training in Montessori adolescent principles, restorative discipline, trauma-responsive practices, and culturally responsive instruction to ensure adults model expectations consistently. We also train and practice moves from Teach Like a Champion and Love and Logic to ensure that staff members have common proactive routines for everything - from how students are greeted when they arrive at the classroom and check that they have everything they need, to how they receive redirection. Practice of these is built into teacher PD time.

Students will participate in structured house (i.e. homeroom or advisory) community-building activities, and enterprise launch experiences that introduce school norms, academic expectations, and restorative practices. Families will engage in orientation sessions that clearly explain the Montessori high school model, expectations for student responsibility, attendance norms, and the school's approach to discipline. Throughout the school year, culture will be reinforced through house structures, exhibitions of student work, consistent restorative responses to conflict, and ongoing monitoring of climate, attendance, and behavior data by school leadership.

### **Ninth Grade Orientation and Acculturation**

Recognizing that most new ninth-grade students will not have previously attended a Montessori school—and that the proposed high school will not resemble a traditional high school—the governing body will implement a deliberate ninth-grade student orientation and acculturation process as a key adjustment.

Prior to the start of the school year, ninth-grade students will participate in an extended orientation focused on relationship-building, routines, and explicit instruction in Montessori adolescent norms. Students will be introduced to advisory systems, restorative practices, expectations for independence and collaboration, and the role of student enterprises in shaping daily life at the school. (Extra time teachers spend on this orientation will be compensated by our budgeted staff leadership stipends.)

During the first semester, ninth graders will receive enhanced house support and structured reflection opportunities to ensure a smooth transition into the high school environment. Shared rituals, community events, enterprise milestones, and leadership opportunities will reinforce students' identity as high school learners and ensure they feel fully integrated into the school community despite the non-traditional program design.

### **Attendance and Chronic Absenteeism**

The governing body anticipates that attendance challenges may present differently at the high school level and will adjust supports accordingly while maintaining continuity with existing practices. At the K–8 level, Libertas has demonstrated that strong family relationships, early identification of attendance concerns, and targeted outreach are essential to reducing chronic absenteeism.

The proposed high school will implement tiered attendance supports, including daily monitoring and outreach, early intervention managed by our family engagement team for students approaching chronic absence thresholds, and coordinated problem-solving with families to address barriers such as transportation, work obligations, or disengagement. The enterprise-based learning model further supports attendance by embedding students in collaborative work where consistent participation is essential to collective success, reinforcing the importance of daily attendance.

### **Discipline Approach and Anticipated Adjustments**

The proposed school will continue Libertas' restorative, relational approach to discipline. At the existing schools, discipline is framed as an opportunity for reflection, repair, and growth rather than punishment, resulting in minimal reliance on exclusionary practices. The middle school has innovated a “merits” initiative that we expect to extend to high school. Students earn merits for pro-social conduct, which accrue to their house communities, which in turn receive no material compensation but the honor of the “house cup” recognition at our quarterly assembly. Teachers log merits on a real-time app, which we carefully monitor as a team to ensure a positive ratio of merits to behavior referrals. Referrals are categorized based on behavior types and have escalated

resolutions associated with each. We work with teachers whose ratios are disproportionate. On average middle school teachers range from 2:1 to 5:1 merits to referrals.

At the high school level, discipline practices will place increased emphasis on student agency, responsibility, and accountability to the community. Restorative conferences, peer mediation in house, and structured reflection will remain the primary responses to behavioral challenges, with a clear focus on repairing harm and re-engaging students in learning. Exclusionary discipline will be used only as a last resort, and in those cases in close accord with district and school policies as reflected in our approved policy handbook.

### **Curriculum and Instruction**

20. While maintaining the academic focus of the existing school in the proposed replication school, describe and provide a rationale for any adjustments the governing body anticipates needing to make related to the curriculum and instructional approaches at the proposed replication school compared to the existing school(s). Include a discussion of any adjustments to the academic plan or program; the basic learning environment for a typical student; the primary instructional strategies the school will expect teachers to use; and the curriculum the school will use.

The proposed high school is best understood not as an adjustment to the existing K–8 academic program, but as an additional grade band that extends the same academic focus into a developmentally and structurally distinct high school model. The governing body intentionally preserves the instructional principles and assessment practices that have driven strong outcomes at the existing school - especially as recently elaborated at our middle school - while designing a high school program that aligns to state graduation requirements, end-of-course (EOC) assessments, and postsecondary readiness expectations.

Across both the existing school and the proposed high school, the academic program is grounded in rigorous, standards-aligned instruction; high expectations for all students; and disciplined use of assessment data to guide teaching and learning. The primary differences in the high school model are structural rather than philosophical. High school instruction is organized around credit-bearing, discipline-specific coursework required for graduation, which necessitates explicit pacing, formal grading, and direct alignment to EOCs. These differences are driven by statutory graduation requirements and accountability expectations, not by a departure from the school's core academic approach. Even within these structures, we find meaningful ways to uniquely personalize students' work, and exemplify the rich content that any Tennessee school should aspire to!

#### **Instructional Strategies and Learning Environment**

In high school, students will experience a structured daily schedule that balances required coursework with opportunities for application and inquiry, similar to the middle school model.

Instruction will emphasize clear learning targets, explicit instruction for complex content, and frequent checks for understanding. Math instruction especially will occur both in whole-group classes to ensure consistent access to grade-level standards but also in extensive individualized tutoring and targeted intervention based on student data, during student work time and scheduled time in teachers' schoolday schedules (not added on after school) - to preserve continuity with the data-driven instructional practices and personalized that are a hallmark of the existing school.

Across the K–8 continuum, “work cycle” or “work period” functions as a distinctly Montessori part of the day - a developmental throughline that prepares students for increasing independence and academic responsibility. In the earliest grades, work cycle emphasizes guided choice, foundational skill practice, and the development of focus and self-regulation; in upper elementary and middle school, it evolves into a more academic and self-directed block where students complete follow-up work from core classes, collaborate with peers, and engage in sustained, semester-long research projects, while also serving as the primary time for targeted intervention and enrichment. In high school, this progression culminates in a structured, purpose-driven “work period” that anchors the academic and career-connected learning model: students apply and extend learning from credit-bearing courses, receive individualized academic support based on assessment data, and engage in increasingly complex, interdisciplinary projects embedded within aligned courses in grade 9, which later expand into authentic work-based learning experiences such as industry-aligned projects, internships, capstones, and credential preparation. Not merely a study hall, Work Period becomes a defining feature of the high school experience.

### **Curriculum and Assessment Continuity**

Assessment practices represent a key area of continuity between the existing school and the proposed high school. The replication school will implement quarterly interim assessments in each core subject aligned to EOCs, built by teacher-leaders including systematic use of released state assessment items. Teachers will engage in detailed data analysis following each assessment cycle, with individualized follow-up, reteaching, and intervention embedded into ongoing instruction.

Grade band teacher teams will collaborate to foster integrated research project opportunities. In the existing middle grades, students complete at least one major project per semester focused on independent research and sustained inquiry. In grade 9, this project-based work will be embedded within aligned core courses, ensuring strong connections between academic standards and applied learning. In later grades, these experiences will expand into more authentic, interdisciplinary work as part of the school's broader work-based learning model, reinforcing relevance while maintaining academic rigor and alignment to graduation requirements.

Taken together, the proposed high school maintains continuity with the existing school's successful academic and assessment practices while intentionally adapting curriculum structure, instructional delivery, and learning experiences to meet high school graduation requirements and prepare students for success beyond high school.

#### **4x4 Block Schedule**

Libertas High School anticipates implementing a 4x4 block schedule, which is a strong structural fit because it creates the flexibility and time blocks necessary to support off-campus postsecondary coursework while preserving the rigor and coherence of the high school program. By limiting students to four courses per semester, the schedule naturally opens extended blocks of time that can be intentionally reserved for dual enrollment classes held on college campuses, associated travel time, and college-level seminars or labs that do not align to a typical ~8 period bell schedule. The semester-based structure also mirrors the cadence of local postsecondary instruction, allowing students to experience longer class periods, fewer concurrent courses, and clear academic closure at the end of each term—conditions that align closely with college expectations.

In addition, the 4x4 model supports intentional sequencing, acceleration, and depth of learning. Foundational high school coursework can be front-loaded in earlier semesters, creating space in later semesters for students to participate in postsecondary courses without delaying progress toward graduation. With fewer courses at a time, students are able to engage more deeply in each class, supporting sustained writing, research, discussion, and project-based work aligned to Libertas' academic model. Taken together, this schedule positions high school as a launchpad rather than a holding pattern, reinforcing that college coursework is a core component of the student experience rather than an add-on.

21. If the proposed replication school plans to serve grades not currently served in the existing school(s), detail the curriculum the proposed replication school will offer in these grades. If the proposed replication school will not serve different grades than the existing school(s), indicate N/A.

The proposed replication school is intentionally designed as a continuation and maturation of the Libertas K–8 Montessori program, preserving its core philosophy while adapting instructional structures to meet the developmental needs of adolescents. Across all grade bands, Libertas is grounded in Montessori as a philosophy of education that develops the whole child—mind, head, and heart—through meaningful work, independence, responsibility, and contribution to community. The proposed high school extends this philosophy in developmentally appropriate ways rather than departing from it.

The proposed high school is intentionally designed to combine the strengths of a rigorous school based program in language arts, history, math and science with the enterprise-based learning of the community construction concept and the on-site Montessori teacher preparation program, while extending opportunity through strategic dual enrollment partnerships. Together, these elements create a cohesive model that integrates deep academic study, applied learning, and professional preparation within a small-school setting. Dual enrollment courses further expand this model by enabling students to earn college credit and access advanced, credit-bearing

coursework—particularly in STEM and other specialized fields—that would typically require a much larger high school to staff and fund independently. This integrated approach allows the school to maximize rigor, relevance, and access while maintaining the personalized support and coherence that define the school's educational vision.

### **Postsecondary Partnerships**

The proposed high school will leverage dual enrollment partnerships to expand access to rigorous, credit-bearing coursework while maintaining the benefits of a small, personalized school model. We have already established preliminary partnership agreements with Moore Tech and Tennessee College of Applied Technology (TCAT) in Memphis. Through these partners - both of which are eligible for Tennessee's Dual Enrollment scholarship, which will cover much of the cost of the experience - students will engage in hands-on, industry-aligned coursework connected to the school's community construction and work-based learning concept, earning postsecondary credit and industry-relevant experience. These partnerships enable the school to offer specialized technical pathways that would be difficult to sustain internally at a small scale, while ensuring instruction remains aligned to workforce demands and student interests. The master schedule will intentionally include time for students to travel off campus to Moore Tech or TCAT, with Libertas coordinating transportation to remove access barriers and ensure reliable participation.

In parallel, students pursuing advanced academic pathways will access dual enrollment opportunities through the University of Memphis, with which we have also already secured a written partnership letter of support. This will allow students to earn transferable college credit in general education and discipline-specific courses. This structure enables the high school to offer a broad and differentiated set of academic and career options—including advanced coursework typically unavailable in small high schools—without sacrificing instructional quality or coherence. At the same time, the school's intentionally small size allows for close advising, individualized academic planning, and ongoing progress monitoring, ensuring that each student's dual enrollment pathway is carefully aligned to graduation requirements, postsecondary goals, and personal interests.

### **On-Site Academic Program**

High-quality instructional materials (HQIM) are foundational to the success of the proposed high school, serving as a critical lever for ensuring rigorous, standards-aligned instruction across all content areas. The governing body prioritizes the use of HQIM because well-designed materials provide coherent scope and sequence, embed grade-appropriate text complexity and tasks, and reduce variability in instructional quality across classrooms. By anchoring teaching and learning in HQIM, the high school will ensure that all students—regardless of background or prior preparation—have consistent access to challenging content, meaningful practice, and opportunities to engage in analytical reading, writing, discourse, and problem-solving. This approach supports strong implementation, enables effective professional learning for educators, and creates the conditions for continuous improvement as the school expands into grades not currently served.

### **Curriculum Selection Process**

Libertas has recently demonstrated an effective ability to select middle school curriculum through a disciplined, research-aligned academic design process that reflects both national best practices and the school's principles. Curriculum decisions are grounded in an Understanding By Design backward-design approach led by an expert internal team and vetted against high-quality instructional materials frameworks (Louisiana Believes), ensuring strong alignment to Tennessee academic standards, coherent learning progressions, and rigorous expectations for student thinking. Across content areas, Libertas prioritizes materials that balance conceptual understanding, procedural fluency, and authentic application; emphasize disciplinary literacy and primary sources; and include meaningful assessment opportunities aligned to state expectations. The process is iterative and implementation-focused: annual scope-and-sequence planning, peer review, assessment calibration, and summer internalization are built into the cycle, with content leads maintaining partial teaching loads to continuously refine materials based on classroom evidence. Taken together, this approach reflects Libertas's intentional investment in curriculum as a lever for equity, intellectual rigor, and faithful execution of its mission in the middle grades.

Building upon this track record, Libertas High School will use a deliberate, evidence-based curriculum selection process to ensure that all high school courses are supported by high-quality instructional materials (HQIM) and aligned to Tennessee Academic Standards and graduation requirements. This process begins with clearly defined, content-specific non-negotiables that reflect the school's academic model and postsecondary goals. Proposed materials will be evaluated through a formal HQIM crosswalk and validation process, modeled after the process recently completed at the middle school level. The review will be led by Dr. Leo Estrada (sciences), Ms. Kelsey Johnson (math), Dr. Kyle Grady (history), Ms. Samantha Durant (English), and consultant Dr. Junius Johnson (English and history), and will occur during the planning year prior to high school launch to ensure full instructional readiness. Evaluation criteria will be informed by the Louisiana Department of Education (Louisiana Believes) HQIM framework, including standards alignment, coherence, rigor, assessment alignment, and usability for teachers.

At this stage of planning, we have identified leading curricula in mathematics and English Language Arts that are approved by TN Department of Education and align with Libertas' instructional philosophy, but remain subject to final validation through the HQIM review process. For mathematics, Illustrative Mathematics is the preferred choice due to its strong conceptual coherence, emphasis on mathematical reasoning and discourse, and alignment with the school's commitment to deep understanding and problem solving. For English Language Arts (English I-IV), Mirrors & Windows is a leading option because it is literature-forward, emphasizes sustained engagement with complex texts, and allows flexibility to curate culturally responsive works while supporting analytical writing and structured academic discussion. This may be supplemented with Writing and Rhetoric by Classical Academic Press. Curriculum review is beginning in history and science. In science, OpenSciEd - what we are using in middle school with strong results - is a strong option because of its content rich and Montessori-adjacent inquiry approach. In history, The Golden Thread by Harvard professor James Hankins and Land of Hope by University of Oklahoma professor Bill McClay are under consideration. We are also in dialog with the Great Hearts Institute regarding

English and history curricula that they have used for years with high performance in charters in several states. Any finalist curricula we identify that are not yet recognized as TN HQIM will be submitted for consideration for inclusion on the state list. Together, these selections reflect Libertas' focus on rigorous, text- and thinking-centered instruction while preserving flexibility for final validation and implementation.

### **Content-Area Non-Negotiables Guiding Curriculum Selection**

#### **English Language Arts (English I–IV)**

- Full alignment to Tennessee Academic Standards for ELA
- Sustained engagement with complex and historically significant literary & informational texts
- Integration of reading, writing, speaking, and language
- Regular evidence-based analytical writing and revision
- Structured academic discourse (e.g., seminar or discussion-based routines)
- Coherent four-year progression in text complexity and writing expectations

#### **Social Studies / History**

- Alignment to Tennessee Academic Standards for Social Studies
- Chronological coherence and clear conceptual sequencing
- Regular use of primary source texts
- Explicit instruction in historical thinking skills
- Writing tasks that require claims supported by historical evidence

#### **Mathematics**

- Alignment to Tennessee Academic Standards and high school course sequencing
- Emphasis on conceptual understanding, procedural fluency, and application
- Daily opportunities for problem-solving and mathematical reasoning
- Clear progression toward college- and career-ready mathematics expectations

#### **Science**

- Alignment to Tennessee science standards and course requirements
- Emphasis on scientific reasoning, inquiry, and evidence-based explanation
- Integration of disciplinary literacy (reading, writing, and argumentation in science)
- Opportunities for applied and lab-based learning where appropriate

#### **Career, Technical, and Elective Courses**

- Alignment to graduation requirements and postsecondary pathways
- Clear connection to work-based learning, dual enrollment, or industry-aligned outcomes
- Opportunities for authentic application of skills
- Credit-bearing expectations consistent with high school rigor

In CTE, we intend to maximize utilization of curricula developed / selected / approved by our CTE / DE partners, TCAT and Moore Tech.

22. For proposed replication schools that will serve any of grades K-5, explain how the school will incorporate foundational literacy instruction in accordance with T.C.A. § 49-1-905. If the governing body plans to use the same plan as the existing school(s), indicate that is the planned approach and link the approved plan for the existing school(s). *If the proposed replication school will not serve any of grades K-5, indicate N/A.*

N/A

23. For proposed replication schools that will serve any of grades 9-12, describe differences between the existing school(s) and the proposed replication school in terms of plans for ensuring students have opportunities to meet college and career readiness indicators (e.g., EPSO, WBL, ACT, postsecondary credit such as AP, IB, or dual enrollment, industry credentials, and ASVAB). *If the proposed replication school will not serve any of grades 9-12, indicate N/A.*

**IBCs & WBL - Construction Track**

The proposed replication school differs from the existing K–8 program by introducing a deliberate, high school–specific strategy to ensure students meet Tennessee college and career readiness indicators. While the existing school emphasizes foundational academic preparation, the replication school adds structured access to Early Postsecondary Opportunities (EPSOs), industry-based certifications (IBCs), and work-based learning (WBL) aligned to construction and skilled-trades pathways. This shift reflects the developmental and policy distinctions of grades 9–12, where students are eligible for state-recognized credentials, postsecondary coursework, and career readiness indicators that are not applicable at the K–8 level.

A second key difference is the earlier sequencing of credential attainment, with the replication school intentionally concentrating IBC completion in grades 10–11 rather than 11–12. Students will have opportunities to earn OSHA-10 (Construction), NCCER Core, NCCER Level 1–2 trade credentials (Electrical, HVAC, Plumbing, or Welding), and, where applicable, EPA Section 608 (Universal) while still enrolled in high school. This adjustment is grounded in evidence that these credentials are feasibly earned by high school students and allows grade 12 to function as a capstone year focused on advanced WBL, transition planning, and postsecondary placement. Earlier credential attainment also increases student flexibility, enabling graduates to enter higher-wage employment immediately or continue credential stacking through postsecondary programs.

Finally, the replication school introduces formal partnerships and scheduling structures to support off-campus learning experiences that are not present in the existing school model. Through articulated coursework and coordinated scheduling with Tennessee College of Applied Technology (TCAT) and Moore Tech, students will participate in dual enrollment and supervised WBL while completing all required academic coursework on campus. This approach is supported by Tennessee's CTE and WBL funding structures and allows the school to meet Elective Focus requirements without displacing core academics. Collectively, these changes reflect a logical,

developmentally appropriate evolution of the academic model that aligns high school programming with Tennessee's college and career readiness expectations and graduation pathways.

### **IBCs & WBL - Business & Entrepreneurship Track**

In addition to the construction and skilled-trades pathway, the proposed replication school will offer a Business and Entrepreneurship elective focus for students who are not interested in hands-on construction trades but are drawn to the business, real estate, and enterprise dimensions of the school-wide construction concept. Through dual enrollment with the University of Memphis, students may earn postsecondary credit in targeted introductory business courses such as Introduction to Business and Principles of Marketing, which provide foundational knowledge in organizational structures, markets, branding, and consumer behavior. These courses qualify as Early Postsecondary Opportunities (EPSOs) and are transcribed as elective credit, allowing students to meet Tennessee's Elective Focus requirement through a coherent, college-aligned business pathway.

This track exists intentionally to ensure that all students—regardless of interest in construction trades—have access to meaningful college and career readiness opportunities that remain tightly aligned to the school's mission. Students in the business and entrepreneurship focus engage in work-based learning (WBL) experiences connected to the construction enterprise, including real estate development, property management, marketing and sales for construction projects, supply chain coordination, and community-based nonprofit or small-business operations. By pairing business-focused dual enrollment coursework with applied WBL tied to the same real-world construction initiatives, the school provides a parallel pathway that supports postsecondary credit attainment, career readiness, and mission coherence while honoring diverse student interests and postsecondary goals.

### **IBCs & WBL - Montessori Teacher Preparation**

The proposed Montessori Teacher Preparation pathway is designed as a clear, affordable, and accelerated pipeline from high school to the classroom, leveraging dual enrollment, work-based learning, and Libertas's existing state-licensed, nationally-accredited Arete Montessori Residency. While enrolled in high school, students complete strategically sequenced dual enrollment coursework through a local community college (we are in conversation with Southwest TN Community College already), allowing them to make meaningful progress—typically 30–45 college credit hours—toward an Associate of Arts (AA) degree by graduation. This coursework focuses on transferable general education requirements that align to both paraprofessional eligibility and future teacher licensure pathways, while students simultaneously participate in education-aligned work-based learning placements in Montessori classrooms to build practical skills and professional identity.

Following high school graduation, students are positioned to complete the remaining AA requirements on an accelerated timeline and enter paid paraprofessional roles within schools, creating immediate workforce access while continuing their preparation. From there, students who

advance into BS/BS programs may also complete the full Arete Montessori Residency, a Tennessee educator preparation program that provides structured, residency-based training leading toward Montessori certification and state licensure. This sequence—AA completion, paraprofessional employment, and residency-based teacher preparation—reduces time to initial credential, lowers overall cost, and strengthens retention by allowing aspiring educators to earn income while completing licensure requirements - ultimately leading to a family-wage job with benefits as a public school teacher.

This pathway is intentionally designed to prioritize low-cost postsecondary options, clear credit transfer, and comprehensive student supports, which ultimately yield the maximum return on investment for students. Dual enrollment tuition, materials, transportation, and advising are planned as no-cost components for students, ensuring equitable access regardless of income or background. By building on existing infrastructure and demonstrated organizational capacity through the Arete Montessori Residency, the school offers a financially sustainable, mission-aligned educator pipeline that expands access to the profession while addressing long-term workforce needs.

**Other pathways:** the detailed options above represent what we currently foresee as well aligned with existing organizational assets, community needs, and TN CTE pathways. But others are under consideration as well, including in the fields of urban agriculture and nutrition; automotive; health occupations; technology. We will explore these concepts further with our advisory committee.

## Special Populations

24. Discuss progress made toward closing achievement gaps at the existing school(s), including students with disabilities, English Learners, and economically disadvantaged students. Explain what the governing body will do similarly or differently to support these groups of students in the proposed replication school.

Libertas Charter School has demonstrated substantial progress toward closing achievement gaps for historically underserved students. On recent state assessments, students in our super subgroup (racial minority, economically disadvantaged, and special education) outperformed economically disadvantaged peers in Memphis-Shelby County Schools and statewide. And our students with disabilities in particular virtually doubled the performance of their peers in district and state. These outcomes have been made possible by strong student growth results and affirmed through authorizer review, which attributes subgroup performance gains to the school's personalized instructional model, consistent progress monitoring, and data-driven instructional adjustments. Given that the proposed replication school anticipates serving similar populations, this gap-closing track record is directly relevant to the proposed high school.

The proposed replication school will implement the same core strategies that have driven subgroup success at the existing school, including individualized instruction, embedded intervention and enrichment, and constant use of data to identify and respond to student needs. At the high school level, these supports will be adapted to reflect graduation and postsecondary readiness demands. Students with disabilities will receive targeted support focused on credit attainment, IEP goal progress, and transition planning aligned to postsecondary pathways. Our middle school special education coordinator, James Aycock, is a former high school special education coordinator. He or a similar leader will be stipend during the planning year to further flesh out our high school special education plan, including the possibility of extended time for some students. We have already had an initial visit with the Tiger Life program at the University of Memphis that supports readiness and transition for students with disabilities. Our budget already reflects funding for 4.5 special education teachers and a paraprofessional assistant, who together can operate two self contained classrooms as needed along with consultative teaching.

English learners will be supported through language-embedded instruction within credit-bearing coursework and close monitoring of English proficiency progress, even as they represent a small share of the anticipated enrollment. For economically disadvantaged students—who are expected to comprise half of the student body—supports will increasingly emphasize access to rigorous coursework, advising for dual enrollment and work-based learning, and removal of logistical barriers that could limit participation. Together, these strategies ensure continuity with proven gap-closing practices while appropriately adapting supports for the high school context.

25. Describe and provide a rationale for any adjustments the governing body anticipates needing to make related to meeting the needs of special populations of students at the proposed replication school compared to the existing school(s). Include a discussion of plans to ensure adequate numbers of appropriately certified staff to support the anticipated population of students with disabilities, English Learner students, and gifted students; how the proposed replication school will identify and meet the learning needs of students with disabilities, including students with higher needs, in the least restrictive environment possible; and how the proposed replication school will meet the needs of English Learner (EL) students.

The proposed replication school will implement the same inclusive, student-centered approach to serving special populations that is in place at the existing school, while adjusting scale and staffing structures to ensure fidelity of implementation in a larger and more complex setting. These adjustments reflect differences in enrollment size and grade configuration, not a change in philosophy or effectiveness of the model.

#### **Comparison to Existing School**

At the existing school, students with disabilities and English Learners are successfully served primarily within the general education environment with differentiated instruction, targeted supports, and

collaboration between general and specialized staff, complemented by specialized environments for full- or partial- day placements. The continuum of services is complemented by extensive contracted therapy services. The proposed replication school will replicate these core practices and systems, maintaining a strong emphasis on inclusion, access to grade-level curriculum, and individualized support. The primary distinction between the schools is scale, which is addressed through proportional staffing and service delivery structures rather than programmatic redesign.

### **Staffing and Certified Personnel**

The governing body will ensure adequate numbers of appropriately certified staff at the replication school, including licensed special education teachers, ESL-endorsed educators, and related service providers, consistent with state and federal requirements. Staffing assignments will align to projected enrollment and student needs and will mirror the staffing approach used at the existing school, scaled appropriately to maintain service quality and compliance as enrollment increases. We already have 4.5 special educators budgeted for the high school; one of these will serve as an on-site lead with a stipend, working with our existing network special education coordinator (based at elementary but supporting middle school as well) already reflected on our organization chart.

### **Students with Disabilities**

The replication school will follow the same clear, compliant process used at the existing school to identify students with disabilities, including review of prior records, MTSS data, and formal evaluation procedures. Students will be served along a continuum of services that prioritizes the least restrictive environment, with accommodations, co-teaching, therapy, and inclusive instructional practices as the default, with specialized environments available as needed. Progress toward IEP goals will be monitored regularly through data reviews and collaborative planning among educators, ensuring consistent implementation across both schools. Child Study (interdepartmental team) meetings are built into our schoolwide PD schedule on at least a monthly basis to ensure needs are identified and tracked.

### **English Learner (EL) Students**

EL students at the replication school will be identified using the same Home Language Survey and English language proficiency screening processes currently used at the existing school. Instructional supports will emphasize integrated language development within core instruction, ensuring EL students have full access to grade-level content. Ongoing monitoring, exit criteria, and post-exit supports will mirror existing practices and ensure sustained academic progress.

### **Rationale for Alignment**

The governing body's approach reflects confidence in the effectiveness of the existing school's systems for serving special populations. By replicating these structures and scaling staffing and supports proportionally, the proposed replication school will deliver consistent, high-quality services to students with disabilities and English Learners while maintaining fidelity to the model that has demonstrated success.

### Student Assessment and Evaluation

Pursuant to T.C.A. § 49-13-111, public charter schools must administer state-mandated assessments (e.g., TCAP, TCAP End-of-Course Assessments, ACT, ELPA21). Pursuant to T.C.A. § 49-1-905, public charter schools must administer an approved universal reading screener to all students in grades K-3 during three administration windows each school year.

26. Describe and provide a rationale for any adjustments the governing body anticipates needing to make related to assessment and evaluation approaches at the proposed replication school compared to the existing school(s). Include a discussion of formative and/or summative assessments to assess student learning needs and progress; how the proposed replication school will collect, analyze, use, and report data; and strategies for identifying and addressing academic underperformance.

The proposed replication school will replicate the assessment and evaluation approach used at the existing middle school, which has demonstrated effectiveness in monitoring student progress and informing instructional decisions. The assessment system includes frequent curriculum-based formative assessments, interim assessments (administered via the Pear online platform using items from the state item bank), and all required state summative assessments aligned to Tennessee Academic Standards. These assessments are used consistently to monitor learning, adjust instruction, and evaluate academic progress.

The primary adjustment for the replication school reflects the expansion into high school grades and credit-bearing coursework. Beginning in 9th grade, ACT-aligned items will be embedded within interim and common assessments to align instructional rigor with both End-of-Course (EOC) expectations and college readiness standards. This adjustment supports instructional planning that prepares students for state accountability measures and postsecondary readiness outcomes.

Assessment data will be collected and analyzed through regular course-level and schoolwide data reviews. These are built into our PD schedule at least quarterly, led by department chairmen. Teachers and school leaders use data to identify trends, address learning gaps, and adjust instruction. Data will be reported to school leadership, the governing board, and families through regular progress monitoring and reporting cycles.

For students enrolled in dual enrollment courses, assessment and evaluation will be coordinated with partner institutions of higher education. The school will monitor student performance in college coursework and use course mastery data to guide academic advising, course sequencing, and scheduling decisions, rather than relying on traditional reteach models.

Academic underperformance will be addressed through a multi-tiered system of supports aligned with Tennessee guidelines. Students identified through assessment data will receive targeted interventions, with progress monitored regularly to inform adjustments and ensure continued academic progress.

### Educational Program Capacity

27. Complete **Table 6**, adding rows as needed, to identify all current board members for the proposed replication school.

<b>Table 6. Current Board Members</b>				
Name	Residence	Title and Employer	Position on Board	Relevant Professional Background / Expertise
Allison Leslie	Memphis, TN	School Program Head, St. Jude Children's Hospital	Chair, Program and Executive Committees	Former charter network leader; curriculum, instruction, leadership
Lee Adams	Memphis, TN	Engineer	Vice Chair; Development Committee	Community engagement, fundraising
Francis Ginski	Memphis, TN	Attorney at FedEx	Secretary, Executive Committee	Law, employee relations, contracts, policy
Andrew Boord	Memphis, TN	Portfolio Manager, Fenimore Asset Management.	Treasurer, Finance Chair, Executive Committee	Finance / accounting management
Dr. Jamesha Hayes	Memphis, TN	Director of Training Institute, Teach for America.	Program Committee	Curriculum, instruction, leadership, school culture, human capital
Carlissa Shaw	Memphis, TN	Attorney	Development Committee	Law, political advocacy
Markise Rogers	Memphis, TN	Community development entrepreneur	Finance Committee	Finance industry; community real estate development
Bob Nardo	Memphis, TN	Executive Director, Libertas School	Nonvoting member	School leadership; operations
<b>Committee members (non-board members)</b>				
Deidre Ellis	Memphis, TN	Talent consultant, small business owner	Development Committee	Community engagement
Britney Diserod	Memphis, TN	Finance Lead at FedEx	Finance Committee	Finance
Angie Ellis	Memphis, TN	Owner, Lola B's	Development Committee	Community engagement, entrepreneurship

28. Complete **Table 7**, adding rows as needed, listing all identified school-based leadership team members for the proposed replication school and all network staff who will support the opening of the proposed replication school.

Table 7. School-Based Leadership Team Members and Network Support Staff			
Name	Applicant Team? Y/N	Role in Proposed School	Description of Relevant of Professional Background and Area(s) of Expertise
Josh Shelley	Y	Head of Schools (Network)	12+ years teaching experience; several years Libertas principal
Leonardo Estrada	N	Operations Director (Network)	Previous high school, university science teaching experience
Stantasha Murry	Y	Finance Director (Network)	<10 years accounting experience, for 3 Memphis charter schools
Jaime Nichols	N	Family Engagement Manager (Network)	
Charity Ellis	Y	Communications manager (Network)	Led highest compliance rate of any TPCSC school; former social worker
Sarah Newstok	N	Development Director (Network)	30+ years' experience in community initiatives; secured \$12.5m+ grants
Kaleigh Donnelly	N	Student Supports Coordinator (Network)	Led student supports at Libertas since 2015; taught SpEd in other charter, district schools; MA, special education
James Aycock	N	Special ed. coordinator	15+ years' SpEd teaching & leadership experience in Memphis

29. If the governing body has identified a proposed principal candidate, explain why this individual is well-qualified to lead the proposed replication school in achieving its mission, including:

- A summary of the proposed leader's academic and organizational leadership record as it relates to the role and expectations at the proposed school
- Specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in.

The governing body has not yet identified a high school director. We have developed a job description and are about to launch a national search in February 2026 with the support of recruitment firm Josh's K12 Jobs Blast. We have 2 internal candidates and 1 external candidate already identified. The selected candidate will have a yearlong residency to develop relationships and skills while preparing the school launch. We will work with our board and advisory committee members to design an optimal residency experience; we will also draw on the BES residency our middle school director completed two years ago. Please see the answers to the following questions for additional information.

30. Describe the collective capacity and qualifications of the currently identified team of school-based leadership, network-level support staff, and board members (identified in Tables 6 and 7) to execute the academic plan in areas such as:

- School leadership, administration, and governance;
- Curriculum, instruction, and assessment;
- Meeting the needs of special populations including students with disabilities, English learners, homeless students, students in foster care, migrant students, at-risk students, and gifted students;
- Performance management;
- Parent and community engagement; and
- Replication of the academic focus without negatively impacting existing schools.

#### **Context**

- The vast majority of students entering the proposed high school will arrive from the existing middle school.
- The high school is likely to be located on the same campus as the middle school.
- Our leadership team and faculty leaders have spent the last two years building teams for these two campuses.
- The two campuses, one housing the elementary school and the other housing the middle and high schools—each with 500 or fewer students—will provide a neat organization for both academic and operations support, with a small team of network-wide staff.

#### **Capacity: existing**

At each existing campus, we have been preparing successor leadership to allow others to advance and switch roles as the school grows.

As described earlier and in the budget narrative, we plan to seed the high school with several staff with experience in the middle school, who in turn will have roles filled in part by those promoted from elementary. This will draw upon the deep and recent experience of these staff and help make the transition to the high school seamless for most students.

Libertas already has more than half a dozen high performing staff with high school experience and relevant qualifications. We expect these individuals to fill many roles. We have not yet made offers to any of these individuals. But to illustrate the natural progression for staff currently leading work at the middle school, Libertas currently employs at the middle school,

- The former social studies chair from a high-performing Memphis charter high school network
- A former English department director and academic dean at a high performing private high school serving mostly disadvantaged youth,

- A former charter high school dual enrollment science content developer and teacher,
- A student support teacher and leader with extensive experience supervising special education services at multiple Memphis middle and high schools, and
- A former school principal and network academic and culture leader at other area schools.

These and other individuals like them will be well suited to expand their roles to serve students in grades 6-12 at the same campus.

**Capacity: planned**

Above we described our plan to recruit and support a new high school director. We will recruit a few external hires to supplement the deep bench that already exists at Libertas to fill capacity needs for the high school, if approved. We have also budgeted to hire two part time teacher-leader incubation roles in core content areas during the planning year.

At the network level, we do not anticipate adding many more people. There will be separate campus operations managers, one for the middle and high school, and one for the elementary school. We already have high performing staff overseeing finance, development, and compliance. They will be able to take on the additional or expanded responsibilities for the high school.

In addition to teachers and other support staff, we will hire the following high school specific roles:

- Registrar to maintain records for student postsecondary access
- College and Career counselor to manage partnerships and steer students
- Career and Technical Education (CTE) instructor(s) (though these may be employed by our DE/CTE partner institutions, TBD)

31. Identify any gaps in the current leadership team of the proposed replication school, including the school leader if applicable, and describe plans to fill those gaps with future hires. Discuss the timeline, qualifications, criteria, and recruiting and selection process for hiring key leadership positions.

As noted in question 29, Libertas is in the process of searching for a high school director. It will be critical for this leader to be able to manage the multiple streams of academic work in a high school: dual enrollment, college prep, and career and technical education (CTE). A detailed job description and qualifications are appended. We will begin a national search in February in preparation to hire the candidate as soon as the charter is granted. We plan to use Josh's K-12 Jobs Blast, a national education leadership search firm run by Memphian Josh Czupryk, as a primary marketing tool. Our goal is to hire a candidate by the summer of 2026. That individual will then participate in a year-long leadership residency, supported by our highly competent leadership team and board. Finally, we will promote one of our elementary campus leaders to elementary campus director, freeing our current high performing K-8 principal to dedicate more time to supporting our high school director and launch.

## Operations Plan & Capacity

### Governance

32. Describe the following as it relates to the network-level governing board:

- The size and composition (current and desired) of the board. Explain what, if anything, will change with the addition of a new school.
- How this governance structure and composition will help ensure that the proposed replication school will be an educational and operational success.
- The plan to ensure information relative to the proposed replication school's academic, operational, and fiscal performance will be communicated to the network's board.
- How the network's board balances the interests of the network and individual schools.

Libertas has built a board of trustees that draws upon the strength of our community and is prepared to include the proposed high school in its network.

A large plurality of our board members are residents of, originate from, or do business in the Frayser community, and/or are parents; other members are experts in other fields. The board is currently composed of seven voting members, plus Libertas' Executive Director as an ex-officio, non-voting member. The board includes:

- 2 parents of Libertas' students,
- 5 Memphis natives,
- 3 residents or business owners from Frayser or the surrounding neighborhoods,
- 5 current or former educators in both K-12 and postsecondary education,
- 3 women and 4 men,
- 4 African-Americans,
- 1 United States Navy veteran, and
- 1 former charter school network leader

In order to accomplish its vision of a personalized, liberal arts education, cultivation of virtue, and an attachment village, Libertas' board purposefully includes members with broad and deep experience in the following areas:

- Early childhood development, K-12 education (including Montessori), and postsecondary education
- Community engagement and development, including housing redevelopment and employment
- School, business, and government agency leadership,
- Accounting, finance, and law, and
- Political leadership, advocacy, and communications.

After over a decade of operating the school, Libertas' board of trustees is operating at a steady state. Board members have served and will continue to serve as officers and on at least one relevant committee. Standing committees currently include: Executive Committee, Finance Committee, Program Committee, Development Committee; we also have an ad hoc Grievance Committee.

At the present time we have two additional community members who serve on committees but are not full board members. The executive director (ED) reports to the governing board.

With an eye toward ensuring the success of the proposed replication, the board has appointed a new chair, is working with community partners to recruit one to two additional board members, and has begun forming a high school-focused advisory group to provide targeted expertise and support to the board. That group includes a former high school teacher, a community leader, real estate, corporate, and community development experts. (More details on the advisory group are in the answer to Question 2.)

Libertas will continue to purposefully monitor the board composition to ensure its members provide the school with visionary leadership, oversight, and strategic support. Specifically, the board chairman will touch base individually with each board member each year to verify their continued commitment or discuss a transition if needed.

The program committee of the board scrutinizes school level performance quarterly. The full board reviews that at least twice a year, informed by the work of the committee.

33. Attach the following:

- **Attachment 2:** Articles of Incorporation
- **Attachment 3:** Proof of nonprofit\* and tax-exempt status
- **Attachment 4:** Governing board bylaws
- **Attachment 5:** Board policies related to: meeting frequency, committee or advisory board structures, conflict of interest, and complaint resolution

*\*If a governing body has applied for nonprofit status and not yet received approval, the governing body should submit evidence of the application and describe the steps that have been taken. As required in state law, a charter shall not be granted to a for-profit corporation. Proof of nonprofit status must be provided in order to be recommended and approved by the authorizer.*

### Network Capacity

*Note that all governing bodies or governing boards must complete this section, regardless of whether the proposed replication school will be opened as part of an existing network or will create a new network.*

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

- proposed years of opening;
- number and types of schools;
- any pending applications;
- all currently targeted markets/communities and criteria for selecting them; and
- projected enrollments.

If the governing body has no plans to grow in Tennessee, indicate N/A.

N/A. We do not have plans or interest in any other expansion.

35. Describe the network's capacity to support the addition of a new school and any supports that will be added at the network level.

For many years, we operated as a single-site school. In recent years we have intentionally built the systems and infrastructure needed to function as a multi-site network. Because our preferred facility strategy is to co-locate the high school at the middle school campus, this expansion represents an increase in student capacity rather than the addition of a fully separate site. From an operations and compliance standpoint, this growth isn't as significant as a major structural shift.

To support recent expansion, we've strengthened our leadership and operational capacity by hiring a Director of Operations and an External Relations Manager, and we are in the process of hiring an additional Operations Manager so that each site will have dedicated operational support. We also added an Accounts Payable Specialist to support our Finance Director and further strengthen financial systems.

As noted above, we anticipate promoting an elementary leadership team member to Principal, to allow the current Principal to transition into a broader oversight role as Head of Schools, providing unified leadership and coherence across the network. The Head of Schools will supervise the Elementary Principal, Middle School Program Director, and the High School Leadership Resident, the latter of who will move into a High School Director role when the school opens.

Operationally, we have established the core systems and vendor partnerships needed to support expansion. Many of these are detailed in the budget narrative. We have developed a unified project management system used by all school and department leaders. We have support from TechLab as a technology service partner and UnitedInfolytics for data services. We have an existing contract with a professional cleaning service that is already operating at the middle school campus. Our transportation provider is already serving the new site and is preparing to scale services as enrollment grows. Memphis-Shelby County Schools serves as our food service provider, and we have invested more than \$50,000 in the newly built kitchen at the middle school campus to support expanded food service operations.

36. Identify the network's leadership team and their specific roles and responsibilities. Describe the leadership team's capacity to open and simultaneously operate multiple high-quality schools in Tennessee. Include a discussion of whether and how roles and responsibilities on the leadership team will shift with the addition of a new school and/or whether there will be changes to capacity at the network leadership team level (e.g., plans to hire additional staff).

Our executive director formerly served as the chief operating officer of a statewide school district and as the COO of two large charter school networks in other states, managing a complex array of services and programs across many sites. Our special education coordinator has been with us for years and run one of the largest, most effective, and most compliant special populations program in the Commission; along with a dedicated campus level special education stipend role, we will smoothly transition students to high school as we have middle school. The current Elementary School Principal has demonstrated strong adult leadership skills in coaching the launch of our new middle school campus over the last two years. The middle school director, though new in that role, brings extensive experience as a 6-12 instructional dean in another school. The middle school dean has prior experience running residential programs for emotionally disturbed high school girls and is prepared to support middle school behavior needs transitionally until a dedicated high school dean is brought on. The elementary academic assistant principal and early childhood program directors are currently completing the Principal Learning Center yearlong fellowship to develop their skills to prepare to lead the elementary campus more independently. The director of operations and director of finance, though only in their roles for the last couple of years, are excelling and both are receiving coaching and support through our membership in the Charter School Growth Fund nationwide network; both teams have brought on additional support roles this year to increase capacity. The External Relations Manager (being retitled Communications/Development director) has ensured Libertas has the highest compliance rate in the charter commission over the last year. In summary, these team members are used to aligning across campuses and differentiating when appropriate. They are well-prepared to operate with the addition of the high school at the existing middle school campus.

As illustrated in the attached organization charts (Attachment 6), Libertas will, in year 1, have

- A reconfigured Head of Schools overseeing
  - The Elementary School Principal,
  - The Middle School Program Director,
  - The High School Director, and
    - Overseeing teachers / emerging department chairs
  - Special Education Coordinator.

By year 3, the High School Director will oversee the following roles

- Dean
- Instructional Coach
- Registrar
- College and Career Coordinator
- Department chairs leading their teacher teams

This will be the structure we continue to full scale at years 4-5 and beyond.

37. Describe and provide a rationale for any adjustments the governing body anticipates needing to make related to shared or centralized support services the network will provide to the proposed replication school compared to the existing school(s). Include a discussion of the cost of those services, how costs will be allocated among schools, and specific service goals. These costs should also be clearly identified in the budget.

We do not anticipate significant adjustments to how support services are provided, since the high school will likely be operating at the existing middle school campus. Similar support services will be offered at each campus (elementary and middle/high school) by the same team and vendors.

38. Complete **Table 8** to identify whether the school or the network is responsible for owning and executing key functions. If applicable, explain any differences in ownership for the proposed replication school compared to the existing school(s).

Table 8. Ownership and Execution of Key Functions		
Function	Responsible for Execution	
	Network	School
Data management	X	
Budget, finance, and accounting	X	
Student recruitment	X	
School staff recruitment and hiring	X	
Community relations	X	
Facilities acquisition and management	X	

39. Provide, as **Attachment 6**, the following organization charts:

- Year 1 network as a whole (including both network management and schools within the network)
- Year 3 network as a whole
- Year 5 network as a whole

The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. The school-level organization charts should likewise present clear lines of authority and reporting within the school. If the school intends to contract with a charter management organization or other education service provider, clearly show the provider’s role in the organizational structure of the school.

### Staffing

40. Explain the proposed replication school’s strategy to recruit and retain high-performing teachers. Outline the replication 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.

In the budget narrative below we discuss important partnerships Libertas has secured to assist with teacher recruitment. We already have a contracted teacher recruiter position, which will expand to support high school (a former Libertas leadership team member, who was herself a high school teacher previously, will serve in this role). We have one of the largest partnerships of any school with the high-performing Memphis Teacher Residency, as well as Teach for America, and to a lesser extent iTeach. These help to draw candidates, and will also help with teacher training and licensure as our in-house Residency currently focuses on early childhood and elementary (which is still nevertheless beneficial as our apprenticeship has allowed us to expand our pipeline of career changers and recent college graduates at the elementary level, some of whom can move up to middle school). A few of our middle school teachers have already completed Montessori Adolescent training through the Association Montessori International. We also market online and through many local and regional job fairs. Finally our dual enrollment partnerships with Moore Tech, TCAT and University of Memphis will provide access to specialized and advanced instructors whether they work for us or for the host institutions.

We have found that the value proposition of working at Libertas is attractive for more than pay. Most important is our human centered learning approach. Teachers want their kids in a school like ours. We have recruited several teachers from other schools because they enrolled their children here first. Likewise our opening of the infant/toddler program on a sliding cost scale several years ago accelerated this. Indeed, out of 700 current students (from infant through middle school), we enroll ~40 children of a teacher, staff, or board member. And we can only assume that having a full birth-to-12th-grade continuum will be a further an asset for recruitment and retention.

Also our investment in teacher professional development and training and culture of collaboration is attractive to people who want to improve their craft. This should be even better in high school as we are planning for teachers to only have to prepare 1 or at most 2 courses, creating manageable workloads while allowing for targeted professional development. We offer teachers lots of support for their students' special education, behavior, and family needs. We have maintained ~90% teacher persistence with our mission and these methods.

Pay and benefits information are detailed in the budget narrative. In short, we budget an average of ~\$60,000 for teacher positions; we start teachers at \$51,000 and progress up to the low 70's, which is aligned to the district's BA rate and puts us roughly in the middle of charter schools. We offer generous, above market health benefits.

41. Describe and provide a rationale for any adjustments the governing body anticipates needing to make related to staffing at the proposed replication school compared to the existing school(s). Include a discussion of recruitment and retention strategies; the leadership and staffing structure; and professional development.

For the reasons outlined in the response immediately above, we have substantial evidence of the strength of our staffing approach.

Just a couple of changes are worth noting. One strategy to recruit and retain high-performing teachers is a plan to budget for and carry out an "overstaffed" 8th grade for one year. This will allow two co-teachers to get to know the school and current 8th grade students and matriculate with them into the high school, meaning only two of the core teachers for 9th grade will be new.

Second, at the high school we will follow distributed leadership principles, giving teacher-leader department chairs 25% "release time" for them to support their teachers in addition to a stipend; and all teachers are eligible for after school program stipends; these are set aside in our budget.

As mentioned above, we will rely more on MTR, TFA, iTech and AMI/AMS Montessori training and licensure partners instead of in-house residency for the high school level. In our budget, we have allocated modest funds for ongoing professional development and service contract funds for these needs.

The high school will also offer postsecondary advising support that is distinct from that provided in grades K-8. This advising, provided by the College and Career Counselor, will ensure the high school students have clear pathways connecting coursework to future college and career options and structured opportunities to earn postsecondary credit or engage in career-connected learning. We will recruit a qualified person by join the team during year 2 to prepare 11th/12th graders for the next stages.

## Facilities

42. Describe facility needs of the proposed replication school based on the educational program and projected enrollment.

Using a national benchmark of at least 86 square feet per high school student, our 250 students would need 21,500 square feet. In addition to core classroom space, we need a sufficiently flexible workshop space for CTE programming. We also desire to have substantial outdoor space to continue the care of environment gardening program students have been involved with since elementary. Gymnasium space is preferable but could be provided through partnerships with one of two local community centers (we have used both of their gyms for programs in the past). We also need the facility to be affordable within <9% of recurring public revenue. Please see the next section for further details.

43. Describe the progress to date of identifying and securing a facility in the proposed neighborhood/community that will meet the needs of the proposed replication school, as described above. Name the individual(s) on the governing body's team leading the search as well as any brokers or real estate consultants supporting the search.

We have identified 3 good options in our neighborhood.

- Option A: our preferred strategy is to locate the high school on the middle school campus that we already own and recently renovated. This campus was, after all, a community college for decades. While this requires an increase in student capacity needed, it does not require changes for zoning, occupancy, ADA or life safety requirements. Our middle school property has ample space for a further addition, and in fact the high school could share several spaces with our middle school, including the entryway, gym and cafetorium, 3-5 classrooms, and - most importantly - the custom built manual arts workshop we just created that has capacity to host the homebuilding or other CTE programming we anticipate on site for high school. We estimate this is the equivalent of about 7,000 square feet of current space available for the high school, meaning ~14,500 square feet would be needed. An

initial design of this space has already been created. At the rate of \$415 per square foot construction cost, this would cost approx. \$6 million. With a construction timeline of 16 months, this project would have to commence by fall 2026 to be ready by 2028; during 2027/28 the first class of students could incubate in the space to be shared with the middle school.

In addition to this preferred approach we are considering two other options.

- Option B is a nearby public school that MSCS is deciding this spring whether to close and sell. This facility has much more space at over 44,000 square feet, actually more than we would need. The purchase cost is unknown but using recent benchmarks for similar age, size, and condition of the facility is likely to be \$750,000 to \$1.5 million. The building is currently operable but is expected to have ~ \$4 million in maintenance needs in the next 10 years. Thus the total price tag would thus be similar at ~\$5+ million though over a longer timeframe. If the district decides to sell, an appraisal will occur this spring and a bid process with award anticipated also in the summer or early fall.
- Option C is a nearby nonprofit facility of about 18,500 square feet. The facility would be adequate for at least the first two years and perhaps the third, giving us more time to plan and execute the additional space. The estimated purchase price of \$3.5 million would leave up to \$2.5 million (using the same total budget mentioned in option A) to add up to another ~6,000 square feet, exceeding our need to give more flexibility. This option is also likely to become more clear in the coming months.

All three options should have a decision point by roughly the time of the approval of the charter. We will keep the Commission informed at the appropriate times. For any of these three scenarios, a capital budget of up to \$6 million would be funded through debt financing and fundraising. This is discussed in more detail in the budget narrative below.

## Transportation

44. Describe the plan to provide daily transportation to students, if applicable. Explain any similarities or differences in the transportation plan between the existing school(s) and the proposed replication school.

Transportation is contracted through Rapid Route Transportation (RRT), a local, woman/minority-owned business. We would continue to contract with RRT if the high school is authorized. Currently, transportation is supervised on a daily basis by the Director of Operations. Since the high school would be co-located with the middle school, where transportation plans are already underway, there will not need to be any major changes to the transportation plans. The increased ridership will be incorporated into route planning. A proportional cost increase is reflected in the budget. Additional detail is provided in the Budget Narrative, including additional budget for RRT to provide access to offsite DE/CTE programs.

## Health and Safety

45. Describe the plan for meeting the medical needs of students, including how the school will provide nursing services. Explain any similarities or differences in the plan for student health between the existing school(s) and the proposed replication school.

Libertas already serves a student population with a relatively high level of medical fragility because of our special education population. Once again, because almost 90% of high school students over time will have come up through elementary and/or middle with us, we will know about their needs in advance. We can adjust our team of staff and contracted providers accordingly. At this time, we employ one full time health assistant who works in consultation with a contracted registered nurse who in turn consults with a physician as needed. This ensures that we have plans for medication administration, anti seizure, and other services. We also have had students with nursing requirements on their IEPs on campus at times over the years. We have contracted for many years with LeBonheur Children's Hospital for various therapies and can expand as needed. We also have a long running partnership with UT Health Science Center to provide health education and various screenings.

46. Identify the person or position responsible for school safety operations. Explain any similarities or differences in the plan for school safety between the existing school(s) and the proposed replication school.

School safety operations are already overseen by our Operations Director, supported by Operations Managers at each campus. The existing school safety plans and policies will be applied to the proposed school. The recently renovated middle school has a secure vestibule, access control system on exterior doors, updated locks on all doors to allow inside locking to prevent intruder entry, new fire and burglar alarm systems, and other features that were reviewed by police leaders on their annual inspection.

## Insurance

State law requires that charter schools have appropriate insurance coverage. 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. If the proposed replication school intends to have school athletics, additional liability coverage will be required. Governing bodies should check with their district to determine necessary coverage amounts.

47. Include, as **Attachment 7**, a letter of coverage from an insurance company that:
- Lists the types and corresponding amounts of insurance coverage the proposed replication school will secure; and
  - States that the company will provide the required coverage upon approval of the charter application;
  - Includes 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).

**Food Service**

48. Describe the plan to offer food service to the students. Explain any similarities or differences in the food service plan between the existing school(s) and the proposed replication school.

Current food service at Libertas is provided through a long-standing and fruitful partnership with MSCS. We just built a new kitchen at the middle school campus which will have the capacity to serve high school students. MSCS spent \$50,000 on brand new equipment for the space Libertas built. Our food service arrangements are overseen by the Director of Operations.

**Start-up Plan**

49. Provide a detailed timeline of key milestones and deadlines that the founding team must meet to open the proposed replication school on time. Include key areas such as hiring, student recruitment, and facilities acquisition and who is responsible for overseeing progress and completion.

The table below assumes facility Option A. If we end up going with one of the other options articulated in the Budget Narrative, we would adjust facility timelines accordingly.

Area/Task	Owner	Time
<b>Student Recruitment</b>		<b>January - July 2027</b>
Launch recruitment / advertising, conduct individual family meetings with current 8th grade families.	Family Engagement Manager	January 2027
Run an initial 30 day application window. Conduct a lottery in early March.	Family Engagement Manager	February - March 2027
Monitor registration, admit additional students from the waitlist as needed (weekly).	Family Engagement Manager	March - July 2027 (Weekly)
Freshmen orientation	HS director	July 2027
<b>Staffing</b>		<b>Winter 2026 - Summer 2027</b>
Launch director search with recruiting firm.	Head of Schools	February 2026
Launch search process for teacher-leaders to support curriculum development while incubating in 8th grade	Head of Schools	March 2026
Bring on director and incubating teacher-leaders.	Head of Schools	Summer 2026

Launch recruitment for hiring of the remaining high school founding team	High School Leadership Resident	January 2027
Hire, onboard remainder of founding high school team	High School Director	Summer 2027
<b>Curriculum selection/development</b>		<b>Summer 2027-2028</b>
Convene teacher-leader team to review High Quality Instructional Materials expectations, backwards design process, state standards	High School Leadership Resident	August 2026
HQIM final recommendations ready	Curriculum team	October 2026
First draft of first year unit plans and assessments ready for peer review	Curriculum team	December 2026
Revised first year unit plans and assessments, daily plans ready for summer training to teaching staff	Curriculum team	May 2027
Finalize course catalogs, schedules, setup in SIS	Data consultant	June 2027
<b>Facility</b>	Operations director	<b>Apr '26 - Aug '28</b>
Schematic design and construction drawings	Architect	Apr-Nov 2026
Develop and close on financing plan	Finance Director	July 2026
Bid and permitting	Architect, GC	Dec 26 - Jan 27
Construction	Operations Director	Feb. 27 - May '28
9th grade incubate at the middle school	High School Leadership Resident	August 2027
Certificate of occupancy	Operations Director	June 2028
Finalize details of service plans (food, transportation)	Operations Director	June 2028
Furniture installation	Operations Director	July 2028
9th/10th grade occupy new space	High School Director	School year 2028-29

50. Describe contingency plans for common startup challenges including:

- Not meeting enrollment targets;
- Not meeting fundraising goals;
- Hiring challenges; and
- Facility delays.

**Enrollment targets**

Our confidence in our enrollment plan was discussed above with substantial evidence from the last several years. Our enrollment projections are modest and based on strong demand shown in the feasibility study conducted by our consultant and analysis that informed the board's greenlighting. We will prepare an articulation agreement between the middle school and high school. If that agreement is approved by the Commission, the enrollment policy for the high school will give preference to those students, as allowed by T.C.A. § 49-13-113. We expect to fill the first year's enrollment largely with students continuing from the middle school. After filling most seats with continuing students, we anticipate only enrolling 10 students new to our network in 9th grade in Year 1. The retention of students throughout the high school grades accounts for some attrition. However, if enrollment targets are not met, we will adjust staffing and operations as indicated in our minimum budget scenario. Please see details below in the budget narrative.

**Fundraising goals and Facility delays**

The budget relies on only a modest amount of operational fundraising, and that amount is estimated conservatively. Extensive details are in the Budget Narrative. The capital fundraising will be a bigger challenge, although it is still well preceded from the large capital fundraising we've done in the last couple of years. We have outlined options in the Budget Narrative for dealing with capital costs. We could look at borrowing more money if fundraising falls short; there are charters that borrow up to 15% of recurring public revenue for facilities - we kept it under 9% to keep more money in classrooms. There are also more financing options emerging such as the new TN state facilities fund, which may be able to lower borrowing costs over even the best subsidized rates we have secured in the past. We could pivot to modular buildings rather than construction; modular buildings can be acquired and installed for about 40% of the cost of new construction, as we learned when we installed modulares during the pandemic. But the facility could be delayed by reasons other than money. The middle school does not have space to incubate more than the freshman class, nor does the elementary school. We would draw on our extensive network of partner organizations in Frayser to find temporary space. There are already 2 churches we know with former educational space that was offered to us that we could look to rent and renovate for temporary use.

### **Hiring challenges**

Libertas has accumulated more than a decade of experience with staff recruitment, development, and retention. We believe that working at Libertas will continue to be seen as a strong value proposition for teachers and staff. However, it is true that there can be special scarcity in certain high school positions. If we have delays or difficulty hiring staff in time to serve students, even with the partnerships we have setup, we can look at a combination of emergency waivers and permits for teachers to temporarily teach outside of their licensure areas; virtual instruction; partnering with other schools in the city to share teachers in hard to find subjects.

### **Operations Capacity**

51. Based on the team identified in Tables 6 and 7 above, describe the governing body's team's individual and collective qualifications for implementing the operational plan successfully. Identify any gaps in the governing body's team and describe plans to fill those gaps with future hires. The discussion of both current team capacity and future hires should include a discussion of capacity in areas such as the following:

- Teacher and leader recruitment and retention;
- Professional development and performance management;
- Student health;
- School safety and security;
- School operations such as food service and transportation; and
- Facilities acquisition and management.

(Please also see the answers to Questions 30 - 32.)

The governing body and current leadership team members have extensive relevant experience, including operations experience and—for the governing body, years of oversight—at Libertas' existing schools and similar schools. Almost all members of the existing governing body and network leadership have just spent two years planning for and implementing a new middle school.

Our board includes someone who has run a large and successful charter network and someone who runs one of the city's premier teacher recruitment and development organizations. Several board members are themselves veteran organizational leaders involved in performance management, including one who runs an investment firm with a role focused precisely on evaluating executives for investment purposes. Multiple board members have also been involved in real estate acquisition and financing professionally as well as steering Libertas through our recent acquisitions and financing of elementary and middle school properties. Though no current board members have expertise in health, as mentioned we have a longtime partnership with Memphis' premier children's hospital and its school based therapy arm. Our executive director was formerly a nationally recognized school operations leader. We also have access to a wealth of advice and support in these areas through our membership in both the Charter School Growth Fund and

NewSchools Venture Fund portfolios, allowing us to reach out for help to other seasoned executives and boards for counsel when needed.

Our approach to managing the various functions outlined for this question will continue our successful trajectory. While some elements of the high school program will be distinct from what Libertas currently offers as outlined in other prompts, effectively operating additional grades at an existing facility will not require a dramatically different operating philosophy or methods. Current food service will serve more meals in our adequate space; current bus provider will bus marginally more students; the safe facility we have created will be expanded to house more students with similar protocols.

We anticipate current high performing staff with high school experience and relevant qualifications to fill several roles in the high school. Our qualifications for the high school director position (focused on systems management and academic leadership) are detailed in the attached job description and will be assisted by a national recruiting firm. The instructional leaders we will hire for the incubation year will be selected for curricular and assessment planning expertise.

As discussed above, the operations team has expanded with the addition of another campus by hiring a second Operations Manager. And we will add the following roles specific to the high school: High school director, College and career counselor, Dean, Registrar, CTE instructors.

52. Explain how organizational stability at the proposed replication school will be measured, including any similarities or differences in the approach between the existing school(s) and the proposed replication school.

Organizational stability will be measured using metrics the board has been reviewing carefully for years. This process is detailed in the answer to Question 60, below, with a focus on financial stability. Additional stability measures outside of academics (discussed above) and finance (discussed below) that are monitored weekly by the leadership team and quarterly by the board include:

- Enrollment - total and persistence
- Staff persistence - 85%+
- Zero unfilled vacancies during the year
- Staff satisfaction - 85%+
- Parent satisfaction - 85%+
- Student persistence - 80%+
- Student climate/culture survey - 85%+
- Daily attendance rate 94%+
- Chronic absenteeism rate 14.5%>

- Suspension rate <7%
- Licensure compliance - 100%
- IEP compliance - zero red flags
- 95%+ on time district compliance

53. Describe the evidence that demonstrates the organization's operational readiness to launch a new school.

Over the last decade, the school's governing body and leadership team have governed and operated what has consistently been one of the highest performing charter schools in the state. Year after year, Libertas consistently shows academic improvement and increased achievement. The team has a deep bench of instructional leaders who are helping to refine its model continuously. This school has a unique educational model and offers teachers and staff an unusually compelling work and study environment, resulting in unusually high rates of teacher and student persistence. Operations make the educational program possible. So, the school's academic outcomes alone are strong evidence of the organization's operational readiness to launch a new school.

The board's community engagement and greenlighting practices provide additional evidence of the organization's readiness to launch a new school. This plan was not undertaken lightly or in haste. Instead, it grew out of thoughtful, strategic research and planning.

A third piece of evidence is the organization's successful recent launch of a middle school.

Behind all of this is a diversely skilled board with many members who have been with the school for many years, supporting a veteran leadership team that has also in many cases been with the school for years; the handful who are more recent additions have access to coaching and support systems that are enabling them to perform at a high level early.

## Budget and Finance

### School Operating Budget

54. Include, as **Attachment 8**, the completed budget template for the proposed replication school, using the required template. At a minimum, the budget must include:

- A month-by-month accounting of anticipated revenues and expenditures in Year 0 and revenues and expenditures for two scenarios (minimum and planned/anticipated) for years 1-5 of the school's operation.
- 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 sources, 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: salaries and benefits, contracted services, school operations, and facilities operations and maintenance.

Attached
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55. Provide a budget narrative that includes a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. Any services provided by the network should be clearly identified within this narrative. The narrative should:

- Address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising);
- Describe anticipated funding sources. Indicate the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which have been committed and which are anticipated;
- Describe the minimum student enrollment needed to open and operate in Year 1;
- Discuss the school's planned approach to teacher salaries over time, including whether the school plans to use a step-and-ladder pay schedule or offer annual raises;
- Describe the year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening; and
- Explain the school's contingency plan to meet financial needs for any year the school projects to be operating at a budget deficit.

Our budget is based on 11 years of operation of our existing charter school and detailed research about the unique needs of our planned expansion. We spoke to 20 different high schools across the nation in developing our plan, and looked at many financial models. We also have an ongoing consulting partnership with Afton Partners, one of the nation's leading charter school financial advisory firms. Afton provided insight on school financial models to help us create our plan.

Two notes of preface:

First, revenue and expense are projected at flat, current dollars. Obviously inflation will increase costs and the state will increase funding. Rather than assuming potentially conflicting rates that create unsustainable situations that we would not budget on an annual basis, we project at flat rates and then each year will adjust or negotiate expenses in line with revenue realities.

Second, while the total revenues and expenses between the state template and our network template fairly match, they are not, in all cases, exactly the same. The reasons are that (1) our internal model has more details than the state template permits, and (2) in some cases one template uses percentages of other items to project whereas the other uses dollars per unit.

The state template only allows one state/local revenue rate fixed for five years. But in TISA, CTE and outcomes vary by year as we add grades that access programs and funds that we couldn't before. Consequently the \$12,421 state/local amount shown on the state template school info tab is different from the result of dividing the TISA on our template by enrollment. The sum is more like \$12,355, with the resulting total varying yearly as we add CTE and outcomes. As a result, what the state template confusingly labels "average per pupil state and local" (it's actually total local/state PPR) appears incorrect.

A related second example is that the state template only allows a single average federal per pupil revenue rate, even though Title I and IDEA are determined on different bases (ED rates vs ULN levels) that our template captures. As a result of these, comparison of the subtotals for state/local and federal funding from the state template to ours would appear different (though this is further confused by the fact that budget template does not in fact show the subtotal federal revenue, but only the rate, and the subtotal amount is calculated into the total state/local/federal). To try to correct for this, because the template allows federal revenue rates to vary annually (unlike TISA), we have adjusted that federal revenue amount on the state template annually to not actually represent the federal amount we expect per se (which you can see on our template) but rather to make the total state/local plus federal revenue figure as close as possible to the corresponding total on our template (the revenue totals are off by less than \$2,000 between the two versions).

The other instance of this issue relates to salary and benefits costs. The state template locks in certain salary expenses proportional to FTE that we calculate from the bottom up. The template also calculates health benefits as a percentage of salary; we budget them at cost per staff. The state template also applies the pension rates to different groups of staff than we do. Because of these discrepancies, we had to adapt the numbers in our model. For example, the pension rate is about one percent different on the two tabs in order to make the template produce the same \*total\*

salary/benefits figures.

In summary, where these differences occur, it is known and "intentional." In all cases, the comprehensive network budget template is clearest.

### Enrollment

The foundation of any charter school's budget is enrollment. Our high school is intended to be small, as the village or community feeling - each student being known as an individual - was one of the top priorities for the hundreds of parents, students and alumni stakeholders from whom we sought feedback. Stakeholders persisted in expressing this priority even when we addressed the tradeoffs between school size and the limited range of programs it would allow us to offer. (Although as discussed elsewhere in the application, we already have several key partnerships in place or in process to ensure that our students can still enjoy the benefits of larger memberships while being part of a small community on a day to day basis.)

Our 9th grade enrollment assumes that 80% of our 8th grade graduates will matriculate. This 20% opt-out rate assumes some students will want high schools with other special programs. That is a bit more conservative than the 16% turnover rate for the other transitional grade, 6th (which has 84% persistence rate of 5th to 6th graders the last two years since inception of the middle grades). It is also lower than the 87% of families who said in a recent survey that they would enroll in our high school. We then assume 90% annual persistence from 9th to 12th grades, which is a little less than the persistence rate we currently see from 6th to 7th grade (92%). Other charter high schools we have spoken to in town say that persistence rates in high school grades can be higher as families are less likely to destabilize students during these final years of secondary schooling.

New students would be enrolled at a rate of just 10 ninth graders in the first year - a modest initial number that will allow us to ensure a strong culture composed primarily of students that have been with us for years and then about 23 students per year after that - equivalent to roughly one-third of the class each year, a figure that still allows two-thirds to be persisting Libertas students. This 2:1 ratio of returning students is what we are currently operating at Libertas middle school and is sustainable in terms of culture cohesion. It is also very attainable based on enrollment history. This year we took about 2 dozen new 6th graders and still have 2-3 dozen on the wait list. At the 10th grade level, we plan to only take 6-7 new students per year (10% of the class), and zero new students per grade in the upper classes assuming we meet persistence goals. Even though Libertas is committed to a neighborhood school mindset and takes new students in every lower grade, the reality is that graduation requirements are difficult to meet when changing schools in the final 1-2 years.

### Revenue

We projected TISA with a flat current base rate of \$7,295. As indicated in the demographics section above, the rate of economic disadvantage is conservatively budgeted at 36%, qualifying as concentrated poverty. A cautious figure of \$864 per pupil is included for CTE funding predicated on 12% of course codes being CTE eligible, mostly taught by our Manual Arts teacher but also 1 STEM lab science. Outcomes funding is assumed conservative at 15% starting in year 4 only. Additional local funding is budgeted at \$12,499 based on recent trends in Memphis/Shelby County and

reflected on reports from TDE. Charter facility funding is at \$500. Finally the ULN calculation is shown at \$960 although this is an imputed per pupil rate from what is actually based on specific IEP figures. Libertas currently serves almost 30% overall IEPs and nearly 9% students with high-need IEPs; total ULN funding based on their specific weights backs out into an average of \$960 per pupil in general.

Federal funds are assumed at \$1,490 per pupil times 36% of pupils (same as ED rate above) for Title 1 / schoolwide pool. Using a similar calculation method as above as for ULN (with further modification of weights based on the TPCSCS IDEA methodology adopted in 2025), IDEA allocation is conservatively estimated at \$600 per pupil (although current funding is closer to \$700).

Should these amounts vary, the budget would be adjusted accordingly, utilizing our reserve as a short-term cushion while long-term expenses are recalibrated as needed.

The budget includes a very modest activity fee averaging \$50 per student to cover extended learning opportunities. We will actually charge this to families on a sliding scale, with some paying a maximum of likely \$100 with others receiving partial or total scholarships.

Operational fundraising assumptions are moderate. We anticipate receiving a \$300,000 Seed startup grant from Charter School Growth Fund; we received this over the last 3 years for our middle school, and are currently in the review process for approval for the high school - since we are on track to all grant milestones we believe this is achievable. This is paid out in increments of  $\frac{1}{3}$  per year from the fall of the planning year to the fall/winter of years 1 and 2 of operation.

We are also preparing to apply for TN's CSP grant, which could be up to \$1 million. We have shown it in our budget at a more conservative \$750,000, spread over years 0-2. This grant is on a reimbursement basis and would be eligible for use both during the planning period (7/26 to 8/27) and initial implementation of up to two years (7/27 to 7/29). For budget purposes we assume we would draw down \$250,000 in year 0, then \$300,000 in year 1 and \$200,000 in year 2. As with the Seed grant, this is anticipated but not committed.

We assume a modest \$450 per pupil per year in ongoing operational fundraising from year 1 onward; this is less than a third of what we have averaged per pupil per year over our 11+ year fundraising history at Libertas.

Finally in terms of revenue, we anticipate both financing and raising capital funds toward the facility project, which will be explained below after outlining the facility plan capital expense.

#### Facility capital funding and expense

Using a national benchmark of at least 86 square feet per high school student, our 250 students would need 21,500 square feet. We have potentially 3 good options, with one on our existing campus and two within minutes away in the same neighborhood.

- Option A: Our middle school property has ample space for a further addition, and in fact the high school could share several spaces with our middle school, including the entryway, gym and cafeteria, and 3-5 classrooms. We estimate this is the equivalent of about 7,000 square feet of current space available for the high school, meaning ~14,500 square feet would be needed. An initial design of this space has already been created. At the rate of \$415 per square foot construction cost, this would cost approx. \$6 million. With a construction timeline of 16 months, this project would have to commence by fall 2026 to be ready by 2028; during 2027/28 the first class of students could incubate in the space to be shared with the middle school.
- Option B is a nearby public school that MSCS is deciding this spring whether to close and sell. This facility has much more space at over 44,000 square feet, actually more than we would need. The purchase cost is unknown but using recent benchmarks for similar age, size, and condition of the facility is likely to be \$750,000 to \$1.5 million. The building is currently operable but is expected to have ~ \$4 million in maintenance needs in the next 10 years. Thus the total price tag would thus be similar at ~\$5+ million though over a longer timeframe. If the district decides to sell, an appraisal will occur this spring and a bid process with award anticipated also in the summer or early fall.
- Option C is a nearby nonprofit facility of about 18,500 square feet. The facility would be adequate for at least the first two years and perhaps the third, giving us more time to plan and execute the additional space. The estimated purchase price of \$3.5 million would leave up to \$2.5 million (using the same total budget mentioned in option A) to add up to another ~6,000 square feet, exceeding our need to give more flexibility. This option is also likely to become more clear in the coming months.

All three options should have a decision point by roughly the time of the approval of the charter. We will keep the Commission informed at the appropriate times

For any of these three scenarios, a capital budget of up to \$6 million would be funded through debt financing and fundraising.

We are still in the diligence phase of researching financing options.

The financing assumed in our budget is based on the same rates as in the New Market Tax Credit subsidized loan that we closed with Truist in spring of 2024 for our middle school project (which is conservative because prime rates have actually dropped over a point since that time). We assume we will finance \$3.5 million at 3.4% with 20 year amortization and a 7 year term paying interest only (with principal invested in a sinking fund), resulting in annual interest payments of \$119,000, and principal paid into a sinking fund of \$175,000, for a total debt servicing of \$294,000 per year.

Once we reach scale this is equivalent to about \$1,176 per pupil per year, which in turn is about 9% of recurring public revenue. (Although when the debt is considered for the K-8 charter sites, which spent about 5.5% of recurring funds on debt, the entire K-12 organization would be at a still very reasonable 6.5% of recurring public revenue toward debt.). The high school debt payments are

reflected in the sustainable budget included with our application. The loan proceeds are shown as a “revenue” in years 0-1 as we draw down funds over the course of building the project. Year 0 we also start servicing the debt in year 0, for 9 months of the year once the project begins, but assuming interest only for that initial period based on the terms of the last loan. (In reality the capital transactions and principal payments would be on the balance sheet, however the required state budget template is a modified cash basis and we wanted to show all key inflows and outflows).

The capital fundraising assumption of \$2.5 million is substantial but achievable. We raised \$5.1 million in the last two years for our middle school facility project. We have already begun conversations with several major prospective donors. The budget shows this amount coming in over years 0-1; along with the loan proceeds it is then expended over those two years.

#### Staffing and compensation expense

The table below shows which teaching positions will be hired in each year. A few positions are expected to be either part-time (e.g. one of the CTE teachers; the PE/athletics teacher will work partial days and then coach in after school programs to be paid out of activity funds) or full-time but shared with the K-8 school (e.g. music teacher; Latin teacher year 1 / split with history teacher). In our high school English and Math teachers will provide the intervention and tutoring in their subject and grade level(s) (out of a 4 period block schedule, teach 2 periods, plan 1 period, tutor 1 period). Most teachers will also lead a “house” or homeroom community for social-emotional / character development during a short period. Teaching schedules are being designed to facilitate this. Our planned student:teacher ratio of 11-12:1 and class sizes of <20 demonstrate the value we place on this personalization and how we are centering it in the budget. (At the elementary school most classes have 20-25 students and both a full time teacher and assistants; this model with fewer assistants but smaller teacher:student ratios is more like our middle school).

Each of four core academic departments - English, Math, Sciences, History - will, eventually, have a department chairman (a historically gender neutral term; designated DC) who will have a partial course load relief (out of a 4 period block schedule, teach 2 periods, plan 1 period, provide leadership 1 period) to provide instructional coaching and curriculum support to other teachers on the team. The exact position on each team that will be the DC may vary from what is estimated here based on qualifications and interests.

Qualified CTE teachers will teach at least one STEM science course and multiple of the CTE / manual arts courses to ensure eligibility for the CTE funding reflected in the budget.

We expect continuity in our substantial special education population, as reflected in the budget for up to 2 self contained and 2.5 resource teachers at scale, along with a paraprofessional assistant.

Teachers	6.3	11	17.25	21.25	21.75
Algebra 1	0.67	1	1	1	1
Geometry	0.33	1	1	1	1
Algebra 2 / DC			1	1	1
Comp Sci / Math DE coach				1	1
Bio / BioSTEM / DC	1	1	1	1	1
Chem/Phys		1	1	1	1
Science other/STEM				1	1
English 1	1	1	1	1	1
English 2		1	1	1	1
English 3			1	1	1
English 4 / DC				1	1
US History			1	1	1
History 2 DC	0.5	1	1	1	1
History 3/4			1	1	1
SpEd - Resource	1	1	1.5	2	2.5
SpEd - Self Cont.	1	1	2	2	2
PE/Athletics	0	0.25	0.5	0.75	0.75
Latin	0.5	1	1	1	1
CTE / Manual arts	0.15	0.5	1	1.25	1.25
Music	0.15	0.25	0.25	0.25	0.25

Our teachers are paid on a model that we update periodically in relation to both the MSCS district scale as well as city, state and regional norms among charter schools utilizing the EdFuel compensation study in which we participate.

Starting pay ranges from \$51,000 for new teachers (what they would make with a bachelor's degree in the district) to \$71,500 for 18 year veterans, with steps in between of roughly 2% per year meeting expectations. However we do not guarantee automatic annual increases, but instead tether them to the teacher pay increases provided in the state budget. (Assistant teachers earn \$15 to \$18 per hour, competitive in our region.)

Though our pay is about market average, our benefits are well above market, with whole family insurance benefits sponsored at around 67% by the school, a Health Reimbursement Account (debit card), miscellaneous fringe benefits (life insurance, employee assistance program, etc), and partially subsidized access to our Nido infant/ toddler on-site Montessori child care program. Teachers also regularly report that they come to and stay at Libertas because of the curriculum, family culture, as well as our strong management and investment in teacher training and development. Libertas averages 90%+ teacher retention.

We also build up to \$25,000 per year at scale in stipends for staff to teach or coach enrichment, athletic, and after school programs.

Employee insurance benefits are budgeted at a conservative \$5,200 per person, similar to what we do at the K8 and allowing for above-market benefits. State and local retirement are likewise budgeted proportional to those programs.

The budget also includes the following roles:

- Director starting year 0 to help with program development
- 1.5 FTE in year 0 for curriculum development / teacher leader incubation: They will teach part time with 8th grade for inculturation/ relationship building, while developing plans for HS year 1, at which point they will transition into teacher / department chairmen roles
- A full time instructional coach starting by year 3 to work alongside department chairmen
- A dedicated dean starting in year 2 (In year 1 the dean duties would be provided by the middle school dean if sharing the same location)
- A college/career counselor starting part-time in year 2 and full time in year 3, to coordinate postsecondary opportunities and transitions
- A registrar position phasing-in year 3 and full time in years 4+ to ensure all documentation is in order for postsecondary applications by the senior year. The director with the assistance of K8 clerical staff and our data consultant will maintain these records in the earlier years.
- One each special education and general ed. assistants phasing-in years 1 and 2 respectively.

Regarding “network” or “CMO” support staff and services: the organization currently employs the following roles, which are already effectively supporting two campuses and we believe can effectively scale up for another marginal 250 students at the current second campus (in part because we have staffed up some of these additional roles in the last 2 years in anticipation of middle school growth and potential high school addition).

- Executive director
- Principal (become a head of schools role to support three campus level directors)
- Administrative Assistant Principal / People Officer
- Finance Director; Payroll/benefits specialist; Accounts payable specialist (½ time)
- Director of operations; two campus operations managers
- Development manager; Communications manager
- Family engagement manager; events coordinator; registration/attendance specialist; health coordinator; extended learning manager; two campus receptionists; social worker (½ time)

These positions are shown on the original school P-8 budget with a portion of their FTE and costs allocated on the middle school budget.. The actual cost of these 18 positions (1.06 M in salaries) is \$58,888 per FTE, or when spread over our current 742 students (P-8) is \$1,355 per pupil. However the high school will be allocated a lower share of support staff cost of 31%. The high school isn't actually causing an increase in network staffing cost, and so the P-8 school isn't paying more. In fact anything that the high school pays toward CMO staff will actually save money for the P-8 school. Also the high school has additional marginal costs not borne by the lower school (e.g. college/ career counselor, registrar). And the new enrollment will be about a one third increase to the organization's size. These are the reasons behind the planned modified rate of CMO staff to be charged to the high school.

Other expenses

These are detailed on the budget. Unless otherwise specified below, every per pupil expense rate is drawn from our experience operating our other locations. As a “network” we have various contracted services that will be available to the new high school at rates based on existing vendor relationships. Some of our main network level service contracts include staff recruitment, technology support, insurance, special education evaluations and therapy, data management and assessment, audit and financial services. See below for a few special notes on certain items.

- Facility related items such as custodial service, utilities, and preventative maintenance and repair will be shared with the middle school campus with the high school paying proportional to dedicated and shared space use
- Furniture is budgeted at \$333 per student for initial setup (proportional to what we did at the middle school recently) with a small annual replacement amount.
- A book budget of 215 per new student in the startup years is to acquire class sets of texts, with 65 per pupil each year for replacements assuming ~4 year lifespan per book.
- A modest budget is designated for materials that students would need for dual enrollment courses. The state grant covers the tuition but the school will assist with textbook fees.
- Faculty and family engagement budgets cover expenses for teacher appreciation; food and child care and programming for family events; promotional items (i.e. t-shirts), etc
- Nutrition services are budgeted at no cost because we expect to continue operating food service with MSCS in which they process all reimbursements and provide food at no cost
- Transportation: the school will be served by the same buses and routes serving our elementary and middle campuses. We only bus a small portion of total enrollment (10%) now; we assume about half of that rate will take the bus as high school students (220 vs 110 per pupil budgeted per year). However we also added an additional budget of \$20-25,000 per year in years 3 and beyond to bus students to and from dual enrollment and CTE courses off site. We will further assess the details of bus frequency and expense as we approach that time, however our current provider - a minority and woman owned local business - is enthusiastic about utilizing the bus more during the midday for such educational trips.
- Only a small professional development budget is allocated because we plan to provide most PD through in-house providers (department chairs and instructional coach).
- Substitute services assume each teacher needs paid coverage three times per year. While we provide more sick days than this, teachers do not on average use all their sick time, and our small teacher:student ratios allow us to flex in-house coverage to an extent.
- Uniforms: previously we purchased uniforms and then sold them to families for more or less break even. We will transition by the time the new school opens to having the vendor (Give Threads / Agape North) sell directly to families so that funds do not pass across our books.
- Insurance includes all required liability / umbrella organizational type coverage as well as property insurance. Totals are estimated on per pupil, per staff, and per square foot rates similar to what we pay for P-8th now. While the high school phases in we will allocate 110 instead of 220 per pupil in data management costs.
- Data management includes our contract with United Infolytics (data dashboards, TISA data, etc) as well as the costs for nationally normed (NWEA MAP) and internal (PEAR) assessment platforms and related items. While the high school phases in we will allocate 100 instead of 200 per pupil in data management costs.

- Audit & financial services: while most financial work is in house, we pay for systems such as QuickBooks and Bill.com as well as the auditing firm. While the high school phases in we will allocate 50 instead of 100 per pupil in financial services costs.
- Special education evaluations (Dr. Karen Streeter) and therapies (Le Bonheur Children's Hospital) are highly prevalent among younger children with disabilities (68.5%) but utilized at lower rates among middle school SwD (38.6%); we anticipate high school students will have a similar split. Hence we are budgeting 160 per pupil in therapy rather than the 320 at the elementary school; likewise 38 per pupil for evaluations versus 77.

#### Minimum enrollment for viability

In year 1, holding constant fixed expenses and fundraising, 1 enrollment could dip from our planned 55 to 49 (about 10% down) and still break even that year without needing to change revenue; it could dip as low as 39 (30%) and we could stay afloat theoretically by drawing down most of the remaining CSP planned for year 2.

Over time, again holding constant fixed costs and fundraising, the smallest the school could be is 227 (9% smaller than planned) to produce an annual net income of ~\$220,000+ necessary to have a positive balance every year and exceed DSCR. This would require eliminating the separate instructional coach position, in which case most of the coaching would be done by the director and department chairs (which is possible in a campus of only 250). This is admittedly a fairly narrow range of only 9% from the planned goal. But as discussed above, the 250 enrollment goal is already conservative to start, given the demand among our current families and new applicants.

#### Year 0 cash flow and contingency plan

In year 0 we will have about \$233,000 in operating expenses including salary/benefits for the director and incubating teacher-leaders paid out over 12 months July-June, and \$89,000 in interest payments monthly from roughly October through June. For simplicity this is an average of roughly \$427,000 per month. The \$350,000 in startup funding should cover this in total. Of that, we expect to receive \$100,000 in Seed funds at the outset of the year, which would float 3.5+ months of expense; we would invoice the \$250,000 in CSP funds in monthly increments, and even allowing for 60 day turnaround of those reimbursements we should stay 1.5 months ahead of expenses at any given time.

In year 1 we expect \$1.152 million in operating revenue and fundraising (excluding capital) and \$1.085 million in operating expense (including loan principal and interest payments but excluding construction cost outlay from loan and capital campaign funds). This will amount to a surplus of ~\$67,000, roughly about 30 days of cash. The cash flow will be tighter in certain months because we do not receive TISA (\$66,000/month) in July or May; also we expect federal funds (\$6,200/month) and CSP reimbursements to come at a ~2 month lag for processing time; and the expenses will be somewhat front loaded with supply purchases. However we will go into the year with a \$26,000 cash surplus from the prior year, and will receive another Seed payment of \$100,000 in the fall/winter of year 1. To the limited extent that this creates a short term cash flow need for the high school in isolation we will solve it with one of the solutions discussed below.

Meanwhile for each of years 0 and 1 we project \$3 million in capital outlay which will be offset by \$1.75 million in loan proceeds and \$1.25 million in fundraising. Outlay will occur in monthly payments (\$250,000), but the bank will fund those draws monthly. So those payments and draws should synchronize. Philanthropic contributions will come in at different points, but we are confident that at least \$500,000 could come in by the beginning of each year, which means that we could float up to two months of payments if there was a delay on the bank draws.

The simplest contingency for the \$100,000 in the fall of year 1 and any other cash flow issues in the high school would be the organizational reserve. At the end of this fiscal year Libertas' reserve is projected to be over \$3.5 million, equivalent to over 127 days of current operating expense, well above our DSCR requirement (growing to \$4.4 million by summer of 2027, 167 days' cash on hand). While not budgeted to cover high school shortfalls, some of this reserve could temporarily address cash flow needs while high school related funds flow in. In addition, the bank previously offered us a \$1 million line of credit. That is not currently reflected in our financials as we do not expect to need it but it is available if contingency should require.

At this time there is no annual deficit in any fiscal year of the budget. The "minimum" budget predictably shows tighter margins, especially in year 1 (barely break even at <7k), with slight expense adjustments: 9% reduction in recurring per pupil technology expense (still enough to ensure a chromebook for each student to utilize part of each day) and a single year (3) reduction to dual enrollment related transportation to half of what was estimated, as we could shift more students to online or site-based dual enrollment rather than traveling to the higher education site (to be further analyzed approaching year 3 and have a better sense of student DE readiness). Even in these lean years in the minimum scenario, however, we would still have positive cash on hand (\$30,000+) from carryover.

### Network Operating Budget

56. Describe the **fiscal health** of other schools in the network. Disclose any school(s) that have been subject to financial enforcement action, including but not limited to corrective action via an audit, fiscal probation, in default on a financial commitment, or in bankruptcy. Explain the circumstances around these schools. Explain how this information demonstrates the organization's financial readiness to open a new school.

As noted above, our other charter—the K-8 school at two campuses in Frayser—is financially healthy. None of the above-mentioned concerns have occurred; nor have any other issues arisen with our financial health. On the contrary, the organization recently received a clean audit report for 2025 without any material qualification for the 11th straight year. We have consistently earned high marks on charter authorizer evaluation of our financial management. On the most recent fully completed annual report from TPCSC (2024), we were listed as "meets standard" on financial measures; on the draft of the most recent report (2025), we were fully compliant on compliance measures. Because of some overlap in the questions, please see the financial readiness question below for additional

quantitative information on school financial health.

57. Include, as **Attachment 9**, a detailed budget for the network. (Governing bodies should upload an Excel document using a format that allows them to capture all of the information requested here. There is no required template for the network budget.) Where applicable, reference the school-level budgets provided within this application. The governing body's network budget must detail:

- Costs related to back-office services;
- Costs related to the network's facilities plan;
- All revenue assumptions for funding sources including but not limited to state, local, federal, grants, and philanthropy;
- Anticipated financial transfers between the school and the network or its affiliates, if applicable (including start-up or other funds provided or loaned to the school, management fees, and other payments to be made by the school);
- All anticipated network expenditures including but not limited to:
  - Total employee compensation (network/CMO level), including the percentage of the total compensation allocated for the proposed replication school;
  - Management fees and any other management compensation to the CMO or network (if applicable); and
  - Other network expenditures.

In the attached budget spreadsheet there are tabs for

- high school planned budget
- high school minimum scenario
- existing school P-8 budget summary
- network combined budget (this just adds the numbers from the HS plan and the P-8 budget)

Back office services are detailed in the following manner. CMO/network staff positions are detailed above in question 55; in short, 18 positions are itemized with compensation in the P-8 school budget in the buckets of Leadership, Family Engagement, and Finance/Operations (encompassing executive, network academic and people leadership, finance, operations, development, communications, family engagement / wraparound services). Some of these are positions that could arguably be split into individual school budgets (e.g. receptionists), although in our model they are supervised by a "network" level manager and thus are grouped with it.

The high school budget then shows a calculation of how many positions we have per pupil, and then applies the discount allocation rate of 31% discussed above, resulting in an allocation of network positions for the high school, escalating each year as it grows. An average salary is then multiplied by that FTE to generate a salary allocation to the high school. This is in turn subtracted from total salaries on the P-8 budget.

Other services considered “back office” (e.g. audit/financial software, assessment/data analysis, etc) are detailed on each campus’ budget on a per pupil basis extrapolated for the high school from current rates we pay on the P-8 campuses.

Facilities plan costs are detailed on both campus tabs and rolled up onto the network tab. Current and projected interest and principal payments for each site are shown in a special section marked “occupancy,” whereas regular facility operating expenses (utilities, janitorial, etc) are included in the other operating expenses. For reference, the occupancy expense section is used to calculate, at the bottom of each sheet, two useful statistics: proportion of recurring public revenue (TISA, federal funds, and local PreK for the P-8 campus) toward occupancy expense; and debt service coverage ratio (note that the middle school bond involved a sinking fund held by the school during the term of this projection and not a principal payment and thus that is not counted in the denominator for DSCR as are the other principal payments).

Revenue assumptions are detailed on the HS budget and discussed in the narrative above. The P-8 budget is outlined at a higher level as we were instructed by TPCSC staff on 1/27/26 that it was not necessary to include the same detail because that budget and financial history has already been routinely validated by TPCSC review of our budgets and financial reports.

Regarding financial transfers between schools/network: there are no transfers shown as such between schools, network, or affiliates, other than the aforementioned single allocation of CMO/network staff salary (and resulting benefits calculation) from the P-8 to the high school. There is no “management fee.” There is simply an allocation of shared costs to the campuses. All other expenditures by the network are integrated within the campus level spending calculations; there is no separate “network office” shown.

A calculation of total compensation for staff at the replication school versus the P-8 school is shown on the network budget underneath the compensation. As you can see, the figures are roughly proportional to the enrollment split between campuses.

### **Budget and Finance Capacity**

58. Describe and provide a rationale for any adjustments the governing body anticipates needing to make related to budget and financial **systems** at the proposed replication school compared to the existing school(s). Include a discussion of the systems, policies, and processes the proposed replication school will use for financial planning, accounting, purchasing, and payroll; and any services to be contracted, such as business services, payroll, and auditing services.

The governing body does not anticipate needing to make any significant adjustments to our budget or financial systems, policies, or processes at the replication campus for planning, purchasing, payroll, accounting or contracted services.

Our overall approach has been working well for the last number of years. Our procedures - based on a financial handbook originally provided by the State of TN Department of Finance and Administration and modified as needed over time - for budget/accounting and purchasing/procurement can be found in our [organizational policies online](#).

This work is led by our Finance Director and Director of Operations (see the Qualifications section), with the support of full time payroll/benefits and accounts payable specialists at the network level, and an operations manager who will support at the campus level. The latter two roles were added in the last year to support middle school campus growth and are maintained in the budget. The elementary operations manager does purchasing work for a campus of 500+ students and so the upper school operations manager should be able to handle a combined middle/high school enrollment of <450. The finance director already meets each month with school and departmental leaders to analyze spending trends and discuss variances to identify potential changes to bring to the ED and Board; she will work with the new high school director to emulate this model. She and the ED bring all leaders together annually for an in-depth budget planning process, which has led year after year to outperforming budget targets for both revenue and expenses.

Our accounting software, Quickbooks online, is an industry standard product that can scale to accommodate our growth; the same is true of the accounts payable system we use, [Bill.com](#); our payroll software, Segue; and our donor management platform, Network for Good. All four of those systems were adopted in the couple of years before our middle school expansion precisely to allow future growth.

The finance committee of the board meets nearly every month to monitor transactions, reports, policies and procedures, financial strategy, and related business matters; see below for more information on those persons. Our auditor for the last couple of years has been HHM; they are providing efficient and thorough audit services on time and for a reasonable budget and will continue providing expert support for our expansion.

59. Based on the team identified in Tables 6 and 7, describe the governing body's team's individual and collective **qualifications** for implementing the financial plan successfully. Identify any gaps in the governing body's team and describe plans to fill those gaps with future hires. The discussion of both current team capacity and future hires should include a discussion of capacity in areas such as the following:

- Financial management;
- Fundraising and development; and
- Accounting and internal controls.

Our finances are overseen by the finance committee of our Board of Trustees. The Board Treasurer who chairs this committee is Andrew Boord, a trained accountant whose career has specialized in investment management; it also includes Brittney Diseroad, a corporate financial manager at FedEx; and Markise Rogers, a longtime bond trader at Raymond James who now works in community real estate development. Allison Leslie, the board chair and an ex-officio member of the finance committee, is a former charter school network CEO.

Our Executive Director has extensive experience in operations and finance management at the CMO level, having served as COO of a \$100 million charter network previously. During that time, he was an invited presenter at national convenings. He is highly engaged with financial planning.

Our finance director is a trained accountant who completed the Georgetown University Edconomics lab certificate in education finance and receives ongoing coaching from Afton Partners - the nation's leading charter school finance consultants.

Our payroll/benefits specialist has over 15 years in the field and routinely receives 90%+ satisfaction on the quality of her support to our staff. Our payables specialist is new to our team in the last year but is meeting expectations.

Our development manager has worked at Libertas for several years, and previously worked in other development roles in Memphis. Over 11 years, the organization has raised over \$20 million in competitive private and public gifts and grants. We now have a few hundred small donors and several major ongoing donors.

Across this group, we have demonstrated strengths in all areas - financial planning and analysis; accounting and internal controls; and fundraising.

At this immediate time there are no other future hires planned on the staff, as we have already staffed up and acquired the consultants needed for expansion. However we are recruiting additional advisory or full board members to help steer the strategic direction of the expansion. The following individuals have already agreed to serve on an advisory committee: Montgomery Martin, founding head of major local contracting firm (retired); Steve Lockwood, director of Frayser Community Development Corporation (retired); Theresa Cook, realtor; Noah Gray, local nonprofit real estate development; Margo Roen, national educational consultant, former high school leader; Regenia Dowell, Frayser PTSA; \*Pending - local market president of a regional bank. One or more of these individuals may also be elected a full board member.

60. Explain how financial **stability** at the proposed replication school will be **monitored** and measured, including any similarities or differences in the approach between the existing school(s) and the proposed replication school.

Libertas has a leadership dashboard of key measures across all areas of organizational performance; the ED and other leadership team members look at this every week during the leadership team meeting, while board members review it monthly. We will maintain this practice with our expanded campus. Key indicators to monitor include:

- Enrollment: hitting overall targets, as well as student persistence. School leaders and the family engagement manager monitor these throughout the year but especially in the registration and enrollment window.
- Revenue: most of this flows from enrollment, but with TISA's ED and ULN, and the weighted IDEA model, monitoring factors like student eligibility for public benefits and IEP classifications can help more accurately predict funding and staff properly. Our finance director, family engagement manager and special ed coordinator monitor these data quarterly and adjust forecasts as needed. Likewise we generally budget fundraising cautiously and then invest extra funds when they are secured rather than relying on reaching ambitious fundraising targets each year.
- Expenses: staying within approved expense budgets is simple but key. As mentioned the finance director reviews budget to actuals with departmental leaders on a monthly basis so that we can identify and plan around potential variances quickly.
- Cash on hand: a minimum of 60 days' cash on hand is preferred because it can take 2 months for federal funds to be reimbursed. It will be challenging for the high school to reach this mark on its own in the first 3 years but it is projected to remain above that level once it reaches full scale. In the ramp-up years we will monitor building toward that while relying on organization wide cash flow (mentioned above) to ensure liquidity.
- Debt service coverage ratios: this covenant from facility financing is another key indicator that the high school should maintain on its own by the time it reaches full enrollment and will gradually build to with support from the organization wide financial statements in the early years. Thus far our understanding from our potential financing partner is that organization wide meeting of this covenant is sufficient for them rather than needing it to be at the campus level.
- Percent of recurring public revenues toward occupancy costs: while we want a great facility, we must maximize dollars in the classroom. National best practice suggests that in a region with the real estate costs and state funding like Memphis, 8-9% is about the ceiling we should invest in occupancy, and that is the level that this high school facility is planned for (see further below on this point). Once again the school is projected to reach this <9% of public revenue to occupancy at full scale, with fundraising offsetting facility costs in the early years while enrollment and operating revenue catch up.

61. Describe the evidence that demonstrates the organization's financial **readiness** to launch a new school.

Some of the key factors in financial readiness have been outlined above.

Our clean audits and overall financial health indicators from the Commission mean that we are operating effectively. Our qualified, veteran finance committee and staff have proven they can oversee and implement the work.

Also important are our current standing on the financial stability factors discussed just above for ongoing monitoring. At the end of this fiscal year Libertas' cash balance plus accounts receivable is projected to be over \$3.5 million – equivalent to over 127 days of current operating expense, well above our DSCR requirement. This will grow to \$4.4 million by summer of 2027, which is 167 days' cash on hand and more than double our DSCR. And we have a \$1 million line of credit available from the bank. These reserves and line of credit mean that cash flow should not be an immediate threat.

We own the properties where our elementary and middle school buildings are located, and both have been recently and comprehensively updated and expanded with good financing terms. Specifically, the elementary school secured several years ago a \$5.3 million tax exempt bond at 3.25%, plus \$4 million in grants and fundraising, to complete a \$9+ million renovation and addition. And then in the last two years we secured for the new middle school campus a \$2.5 million subsidized loan at 3.4% plus \$5 million in fundraising to do a \$7 million addition and renovation. Total debt service for those projects is only about 5.5% of recurring public revenue. Even if the high school project is 8.8% as projected, the organization wide rate will stay closer to 6.5%.

Finally, we have developed a modest and efficient but sustainable operating budget projection for the new high school and also have three very viable facility plans with promising financing and fundraising options available to make it a reality.

**STOP. This is the end of the application narrative. Governing bodies should now complete any applicable [Addenda](#).**

## Addenda

Addenda are required of all governing bodies meeting any of the criteria included below. Governing bodies must complete all addenda that are applicable to their status and application. The addenda that the governing body completes should align to the governing body’s history and intent as indicated on their letter of intent.

Additionally, governing bodies may find that some addenda questions closely linked to questions asked in prior sections of the application narrative. Governing bodies must answer each of the questions in the addendum, even if they feel they have answered the question previously. Governing bodies may refer to previous questions and build upon prior answers when responding to addendum questions.

Addenda	Criteria
Addendum A	Governing bodies seeking to contract with a third-party education service provider (ESP), including a management organization
Addendum B	Governing bodies seeking approval of multiple schools during this application cycle
Addendum C	Governing bodies seeking to replicate an Opportunity Public Charter School
Addendum D	Higher education institutions seeking to replicate a charter school

None of these addenda are applicable to Libertas' replication application.

## Technical Support and Resources

For additional application support and resources, please visit the [State Board's charter school webpage](#). Questions regarding the application may be submitted via email to [charter.applications@tn.gov](mailto:charter.applications@tn.gov).

The State Board publishes a Tennessee Charter Authorizers and Agency Contact list, available on the [State Board's charter school webpage](#). This list contains current local education agencies that have authorized or are currently operating a charter school. To contact local education agencies that do not currently have any operating charter schools, please visit the [Tennessee School Directory](#) for contact information.

### State Education Agency Websites

- [Tennessee Department of Education Website | Department School Choice Page](#)
- [Tennessee State Board of Education Website | State Board of Education Charter School Page](#)
- [Tennessee Public Charter School Commission Website](#)

### Tennessee Governing Statutes

- [Tennessee Code Annotated](#)
- [Tennessee Code Annotated, Title 49 Education](#)
- [Tennessee Code Annotated, Title 49, Chapter 13 Tennessee Public Charter Schools Act](#)

### Tennessee State Board of Education Rules and Regulations

- [Tennessee State Board of Education Rules](#)
- [Tennessee State Board of Education Policies](#)
- [Tennessee State Board of Education Pending Rules and Policies](#)

### Tennessee Public Charter School Commission Rules and Regulations

- [Tennessee Public Charter School Commission Rules](#)
- [Tennessee Public Charter School Commission Policies](#)
- [Tennessee Public Charter School Commission Pending Rules and Policies](#)

### Vacant and Underutilized Facilities Reports

- The Department maintains a [list of vacant and underutilized facilities](#) as reported by LEAs. Governing bodies should review this resource and engage in a conversation with the authorizer regarding a potential facility.

### External Resources

- [National Charter School Resource Center](#)
- [National Alliance for Public Charter Schools](#)
- [National Association of Charter School Authorizers](#)
- [Tennessee Charter School Center](#)

## Glossary of Terms

<b>Academic Focus<sup>3</sup></b>	A distinctive, thematic program such as math, science, arts, general academics, or an instructional program such as Montessori or Paideia.
<b>Academic Plan<sup>4</sup></b>	A platform that supports the academic focus of the charter school and will include instructional goals and methods for the school, which, at a minimum, must include teaching and classroom instruction methods, materials and curriculum that will be used to provide students with knowledge, proficiency and skills needed to reach the goals of the school.
<b>Authorizer<sup>5</sup></b>	A local board of education, the Tennessee public charter school commission, or the achievement school district that makes decisions regarding approval, renewal, and revocation of a public charter school application or agreement. For the purposes of this application, the authorizer is the local board of education.
<b>At Risk</b>	The term “at-risk” is defined for public schools in 20 USC § 6472 and further defined for Opportunity Public Charter Schools in Chapter 1066 of the Public Acts of 2024. Governing bodies should ensure that they are using the correct definition when completing their application.
<b>Charter Agreement<sup>6</sup></b>	A fixed-term renewable agreement between a public charter school and the authorizer that outlines the rights, responsibilities, and performance expectations of each party.
<b>CMO or Charter Management Organization<sup>7</sup></b>	A nonprofit entity that manages or operates two (2) or more public charter schools; at least one (1) of which is in Tennessee.
<b>Commission or TPCSC<sup>8</sup></b>	Tennessee public charter school commission was created by Chapter 219 of the Public Acts of 2019. The Commission serves primarily as an appellate authorizer for charter schools in Tennessee.
<b>Conversion Public Charter School<sup>9</sup></b>	A charter school established by the conversion of an existing traditional public school into a charter school.
<b>Currently Operating</b>	The school is open and educating students as of the date of this application.

<sup>3</sup> T.C.A. § 49-13-104(1)

<sup>4</sup> T.C.A. § 49-13-104(2)

<sup>5</sup> T.C.A. § 49-13-104(3)

<sup>6</sup> T.C.A. § 49-13-104(4)

<sup>7</sup> T.C.A. § 49-13-104(5)

<sup>8</sup> T.C.A. § 49-13-104(6)

<sup>9</sup> T.C.A. § 49-13-104(7)

<b>Curriculum<sup>10</sup></b>	A list of courses available to students enrolled in the LEA, accompanied by a course description and a list of the materials that will be used to provide instruction for the course.
<b>Tennessee Department of Education</b>	The Tennessee Department of Education is a state agency that provides support to districts and public charters schools in the implementation of state law, rules and policies.
<b>Economically disadvantaged</b>	As defined in Tennessee's Every Student Succeeds Act (ESSA) plan established pursuant to the federal Every Student Succeeds Act (20 U.S.C. § 6301 et seq.), a homeless, foster, runaway, or migrant student or a student eligible for free or reduced-price school meals or milk through the direct certification eligibility guidelines established pursuant to 42 U.S.C. §§ 1751-176.
<b>Elementary<sup>11</sup></b>	Schools serving any combination of kindergarten through grade six (K-6). For purposes of federal funding, "elementary schools" are schools serving any combination of pre- kindergarten through grade six (pre-K - 6).
<b>EL<sup>12</sup> and NELB</b>	<p><b>EL</b> - English Learner (EL) means an NELB student who qualifies for ESL services via a Department of Education approved English Language Proficiency screener.</p> <p><b>NELB</b> - NELB Student means a Non-English Language Background Student whose parent(s) or guardian(s) list a language other than English in response to any question on the home language survey. A NELB student may or may not qualify for ESL services.</p>
<b>Foreign<sup>13</sup></b>	A country or jurisdiction outside of any state or territory of the United States.
<b>Governing Body<sup>14</sup></b>	Organized group of persons who will operate a public charter school(s) by deciding matters, including, but not limited to, budgeting, curriculum and other operating procedures for the public charter school and by overseeing management and administration of a public charter school.
<b>Intellectually gifted<sup>15</sup></b>	Intellectually gifted means a child whose intellectual abilities, creativity, and potential for achievement are so outstanding that the child's needs exceed differentiated general education programming, adversely affect educational performance, and require specifically designed instruction or support services.

<sup>10</sup> T.C.A. § 49-2-138

<sup>11</sup> T.C.A. § 49-6-301(a)

<sup>12</sup> State Board 0520-01-19

<sup>13</sup> T.C.A. § 49-13-104(8)

<sup>14</sup> T.C.A. § 49-13-104(9)

<sup>15</sup> State Board Rule 0520-01-09-.03

<b>Licensed teacher<sup>16</sup></b>	A person over the age of eighteen (18) who meets the qualifications of T.C.A § 49-5-101 and holds a valid Tennessee educator license in compliance with the rules and regulations of the state board of education.
<b>Local Education Agency or LEA<sup>17</sup></b>	Any county, city, or special school district, unified school district, school district of any metropolitan form of government or any other school system established by law.
<b>Middle schools<sup>18</sup></b>	Schools designed to serve grades five through eight (5-8) only, or any combination of grades five through eight (5-8).
<b>Network</b>	For purposes of this application, “Charter Network” has the same definition as CMO or Charter Management Organization, as defined above.
<b>Opportunity Public Charter School<sup>19</sup></b>	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.
<b>Proposed school</b>	The new charter school that the governing body is proposing to open.
<b>Public charter school<sup>20</sup></b>	A public school in this state that is established and operating under the terms of a charter agreement and in accordance with the Tennessee Public Charter Schools Act of 2002.
<b>State Board or State Board of Education</b>	The Tennessee State Board of Education is a state agency that sets the rules and policies for Pre-K through 12th grade public education. The State Board also conducts charter authorizer evaluations.
<b>Senior high schools<sup>21</sup></b>	Senior high schools are schools in which are taught any combination of grades corresponding to grade nine through grade twelve (9-12); however, the school must include grade twelve (12).
<b>Sponsor<sup>22</sup></b>	A proposed governing body filing an application for the establishment of a public charter school, that is not a for-profit entity; nonpublic school as defined in T.C.A. § 49-6-3001; other private, religious, or church school; or postsecondary institution not regionally accredited; and does not promote the agenda of any religious denomination or religiously affiliated entity.

<sup>16</sup> T.C.A. § 49-13-104(10)

<sup>17</sup> T.C.A. § 49-13-104 (11)

<sup>18</sup> T.C.A. § 49-6-301(b)

<sup>19</sup> Chapter 1066 of the Public Acts of 2024

<sup>20</sup> T.C.A § 49-13-104(12)

<sup>21</sup> T.C.A. § 49-6-401(b)

<sup>22</sup> T.C.A. § 49-13-104(13)

<b>Students with disabilities<sup>23</sup></b>	“Child with a Disability” means a child between three (3) and twenty-one (21) years of age, both inclusive, who has been evaluated and determined as having a state-identified disability
<b>TCA</b>	Tennessee Code Annotated
<b>TCAP</b>	Tennessee Comprehensive Assessment Program
<b>TVAAS</b>	Student growth is measured by the Tennessee Value-Added Assessment System (TVAAS).

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<sup>23</sup> State Board Rule 0520-01-09-.02



# ATTACHMENT 1

Evidence of Community Engagement

See application for list of dates and specifications





## Please Print

Event: High School Vision Night

Date: Nov. 4, 2025

Family Member Last Name	Family Member First Name	Child Last Name	Child First Name
Grooms	Micah	Grooms	Henry
Carter	Jamin	Carter	Benjamin
JEANS	Brandi	Jean s	Braylon & Bryson
Lauderdale	Britne	Lauderdale	Rolandas II
Lauderdale	Rolandas	Lauderdale	Rolandas II
Mummy	Stantaishe	Roddy	Jamani
FLEMING	SARAH	REYES	MATI
AYCOCK	JAMES	—	—
NICHOLS	MENWETHER	NICHOLS-MARTIN	JAMES
MARTIN	WENDE	NICHOLS-MARTIN	COLE
Pruittame Booker	JEN	<del>THEISS</del> Booker	THESSIS
Lebel	Camille	<del>Woods</del> Lebel	Luke, Micah
Washington	James	Washington	Jacob
Roshak	Kate	Grohn	Rosalee & Victoria
Sisson-White	Auriclle	SISSON-EOST	Christine
<del>Veronica</del> <del>Quezada</del>			
Quezada	Veronica	Quezada	Antonio y Sarah
McDonald	Cindy	<del>Woods</del> McDonald	Marie
Cowherd	Cindy + John	Cowherd	Jakob + Daniel
Johnson	Grace + Jay	Johnson	Xavier
Jones	Honice + Sherrita	Jones	Homer + Houston
St. Lowell	Seth R.	Lomus K	Seth J.



Please Print

Event: \_\_\_\_\_ Date: \_\_\_\_\_

Family Member Last Name	Family Member First Name	Child Last Name	Child First Name
HERROD			
Wainwright			
Ansells			
Taylor			
Santos			
Leske			
Holms			
Grooms			
Roh			
Clark			
Stuart			
Gorringe Tibbs			
Self Lovell			
FLEMING			
Mumy			
Estrada			
Chatman			
Tate			
Ellis			
Durant			
Grady			
Bretscher			







# What kind of extracurricular opportunities are important to you?

opportunities that  
are important  
include travel  
education and  
cross-cultural  
engagement  
outside of learning  
(extracurricular)

leso club,  
coding club  
Photography  
soccer

Sports  
yes

Robotics

Tennis, Basketball  
Soccer, netball  
Extracurricular  
opportunities are  
important to me

- inclusion in extra-  
curriculars for students  
with disabilities

Speech  
team  
Debate  
team

Theater &  
art programs

School  
Dances, pep  
rallies, spirit  
week

Teams -  
sports  
academic  
debate  
martial arts

- sports  
- arts/media  
- clubs  
- entrepreneurship/business  
- travel  
- debate

Night Hike  
w/ Bonfire &  
smores

Extracurricular  
that are import-  
ant  
arts/Crafts  
Sports  
Performing Arts  
Clubs

Clubs

#4  
clubs  
• photography  
• music  
• student government  
• sports → club day  
• Fine Arts  
• Drama  
• Choir

- opportunities to  
explore special hobbies  
for lifelong fitness:  
hiking, yoga, cross-  
country, bicycling, etc.

Arts  
MUSIC  
DANCE  
AN  
TECH (Arts)

What should students be **ready** to do when they graduate in terms of college and/or career?

They should be ready to do the following:  
- Analyze and synthesize information  
- Communicate effectively  
- Work in teams  
- Solve problems

Having confidence in what skills they have and what they do most is great!  
- Write  
- Communication skills

- Financial literacy  
- Energy literacy  
- Know to manage time  
- Creative thinking

Learn how to be productive citizens & lead in the community by having soft skills

- Critical thinking skills  
- Problem solving skills  
- Practical organization & study skills

- Independent study & research skills  
- Small business experiences

- Communicate  
- Investigate  
- Self-advocate  
- Evaluate  
- Accept defeat gracefully

~~Be selective~~  
BE MINDFUL IN THE MIDDLE OF CONFLICT

Be selective among peers  
- Agree with basic info and evidence  
- Listen to skills  
- Negotiate skills  
- Negotiate skills  
- Negotiate skills

What opport

opportunities that are important to students and that are not being addressed by the current curriculum

Speech team  
Debate team

Night Hike w/ Bonfire & smores

opportunities to engage students in ways that are meaningful and fun

pathways  
have to  
these goals?

What kind of extracurricular  
opportunities are important to you?

### ICE BREAKER



How would you describe your high school experience?  
What do you remember most about high school?



ON QUESTIONS

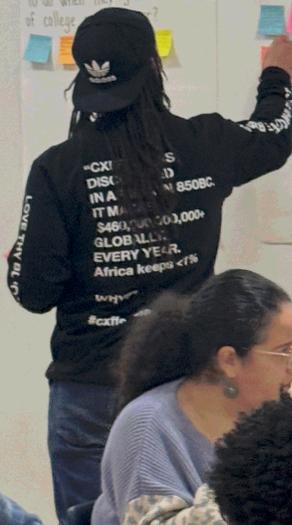


Questions  
t and  
ver for  
y note.

notes to  
e papers  
e wall.

What should students be ready to do when they graduate in terms of college?

What kind of extracurricular opportunities are important to you?







**Please Print**

Event: \_\_\_\_\_ Date: \_\_\_\_\_

Family Member Last Name	Family Member First Name	Child Last Name	Child First Name
HERRON	Chi Quita	HERRON	Kyla ☺
Wainwright	Rena	Hunt	Jeremiah ☺
ANSELKELLS	Allen	Prith	Allen.
Taylor	Judy	Jade Anderson	Ida
Santos	Alizia	Santos	Arya & Aysa
Leske	Alli	Board Member	_____
Holms	Brian	Holmes	Theo + Vincent
Grooms	Micah	Grooms	Henry
Rohm	Margo	n/a	w/g
Clark	Kimberly	n/a	n/a
Stuart	Sarah	Stuart	Liv
Gorringe Tibbs	Erin	Tibbs	Sonne & Juniper
Seth Lovell	Seth	Lovell	Seth Jr
FLEMING	SARAH	REYES	MATIAS
Mumy	Stantasha	Roddy	Jamari
Estrada	Leo	w/a	n/a
Chatman	Sade	"PJ"	"Packer"
Tate	Alexandria	Tate	Brooklyn.
Ellis	Charity	ELIN	Carson
Durant	Samantha	<del>Alice</del> Rachel	Alice
Grady	Kyle	Grady	Rumi
Bretscher	Laura	Willmann	Kaylee











# Libertas

SCHOOL OF MEMPHIS

## Faculty Council: High School Growth Feasibility Conversation

December 1, 2025

Staff Name	Position
Charity Ellis	External Relations
Chiquita Herrod	Assistant Principal
Kathlyn Woodard	Assistant Principal
Josh Shelley	Principal
Jaime Nichols	Family Engagement Manager
Brian Holmes	Math Teacher
Kelsey Johnson	Instructional Coach
James Aycock	MS Student Support Coordinator
Sabrenna Boggan	MS Dean of Students & Families
Meagan Tate	6 <sup>th</sup> Grade History
Catherine Fleming	7 <sup>th</sup> grade ELA
Josh Sanfey	6 <sup>th</sup> grade math
Leonardo Estrada jr	Director of Operations / Science Curriculum
Sam Durant	Middle School Director
Kyle Brady	Middle School History
Jake Kent	MS Science (6 <sup>th</sup> )
Regina Moschitta	Spec Teacher
Alex Biennz	Special Education Teacher



**Please Print**

Event: High School Vision Night

Date: Nov. 4, 2025

Family Member Last Name	Family Member First Name	Child Last Name	Child First Name
Grooms			
Carter			
JEANS			
Lauderdale			
Lauderdale			
Mummy			
FLEMING			
Aycock			
NICHOLS			
MARTIN			
Pruittone Book			
Lebel			
Washington			
Roshak			
Sisson-White			
<del>Versaw</del> Qvezada			
Qvezada			
McDonald			
Cowherd			
Johnson			
Jones			
St. Lowell			





# ATTACHMENT 1

Evidence of Community Engagement

Anonymous Focus Groups - Conducted in  
Partnership with Leadership Memphis - Nov.&  
Dec. 2025

**Libertas High School Feasibility Study  
Surveys**

## **Online Survey: Current Middle School & Upper Elementary Families**

**Target Audience:** Families of current Libertas middle school students (grades 6-8) and 4th/5th grade students

**Purpose:** To assess family support and expectations for a potential high school program.

### **Likert Scale Questions (1 = Strongly Disagree, 6 = Strongly Agree)**

1. I would consider sending my child to a Libertas high school if it opens in 2027-28.
2. A Montessori and human flourishing approach (human-centered, hands-on learning) would benefit my child in high school.
3. I value career technical education (CTE) programs (automotive technology, health science, information technology) to prepare my child for future careers.
4. Access to Advanced Placement (AP) or Dual Enrollment courses is important for my child's college readiness.
5. I am excited about the potential facilities and resources of a Libertas High School.
6. A Libertas high school could offer better opportunities than other local high schools.
7. I want my child to have work-based learning opportunities (e.g., internships) in high school.
8. A high school that emphasizes community and personal growth aligns with my values for my child.

### **Open-Ended Questions**

1. How do you see a Libertas high school supporting your child's Mind, Hands, and Heart?
  2. What ideas, concerns, or questions do you have about a potential Libertas high school?
-

# Focus Group and 1:1 Interviews

## Current Middle School Families and 4th & 5th Grade Families

**Target Audience:** Families of current Libertas middle school students (grades 6-8) and 4th/5th grade students

**Purpose:** To assess family support, expectations, and concerns for a potential high school.

### Questions:

1. Why would a Libertas high school be valuable for your child and our community?
2. What would a high school with student-centered, hands-on learning look like for your child?
3. How could the mission of Minds, Hands, and Hearts shape a high school that meets your child's needs?
4. What benefits do you see in programs like CTE, AP, Dual Enrollment, or work-based learning for your child?
  - CTE - career technical education: automotive technology, health sciences, construction, or information technology
  - DE - dual enrollment: taking UofM classes that count for high school and college credit. If you pass the class, you get the college credit.
  - AP - Advanced Placement: taking college classes taught at Libertas High School. Take the AP exam and, if pass, earn potential college credit
  - WBL - work based learning: working at an employer to gain real world experience and determine if a career path is right
5. How might a Libertas high school offer better opportunities than other local high schools?
6. What would make you confident in choosing a Libertas high school for your child?
7. A Libertas High School would be a small community-based school, and it wouldn't have all of the programs and elements of a large high school with thousands of students. What programs or features would you say are absolutely necessary in order for you to choose Libertas as your child's high school?
8. What excites you or worries you most about this potential high school?

### What to Listen For:

- **Vision:** Descriptions of how Minds (academics), Hands (skills), and Heart (community) could benefit their child.
- **Desires/Goals:** Prioritization of college readiness, career skills, or student well-being.
- **Risks/Fears:** Concerns about resources, academic rigor, or competition with schools like Crosstown (19.1 ACT) or University (<5% absenteeism).
- **Engagement:** Willingness to advocate for or choose a Libertas high school.

- **Gaps:** References to local school challenges (e.g., Trezevant's 19.7% Ready Graduate rate, MLK's <5%) and desired improvements.

**Libertas High School Feasibility Study  
Surveys**

## **Online Survey: Families of Libertas Alumni**

**Target Audience:** Families of Libertas alumni who attended other middle and high schools

**Purpose:** To gather insights on their high school experiences and expectations for a potential Libertas high school.

### **Likert Scale Questions (1 = Strongly Disagree, 6 = Strongly Agree)**

1. My child's experience at Libertas prepared them well for their subsequent high school.
2. A Libertas high school with a Montessori and human flourishing approach would have better served my child.
3. Career technical education (CTE) programs would have helped my child prepare for a career.
4. Access to Advanced Placement (AP) or Dual Enrollment courses was critical for my child's college readiness.
5. My child's high school lacked adequate resources or opportunities (e.g., facilities, programs).
6. A Libertas high school could have provided a stronger sense of community for my child.
7. Work-based learning opportunities (e.g., internships) would have been valuable for my child in high school.
8. I would have preferred my child attend a Libertas high school if it had been available.

### **Open-Ended Questions**

1. What would you have wanted a Libertas high school to offer your child?
2. What concerns or questions do you have about Libertas launching a high school?

## **Focus Group and 1:1 Interviews**

### **Families of Alumni (Attended Other Middle and High Schools)**

**Target Audience:** Families of Libertas alumni who attended other middle and high schools

**Purpose:** To understand their high school experiences and expectations for a potential Libertas high school.

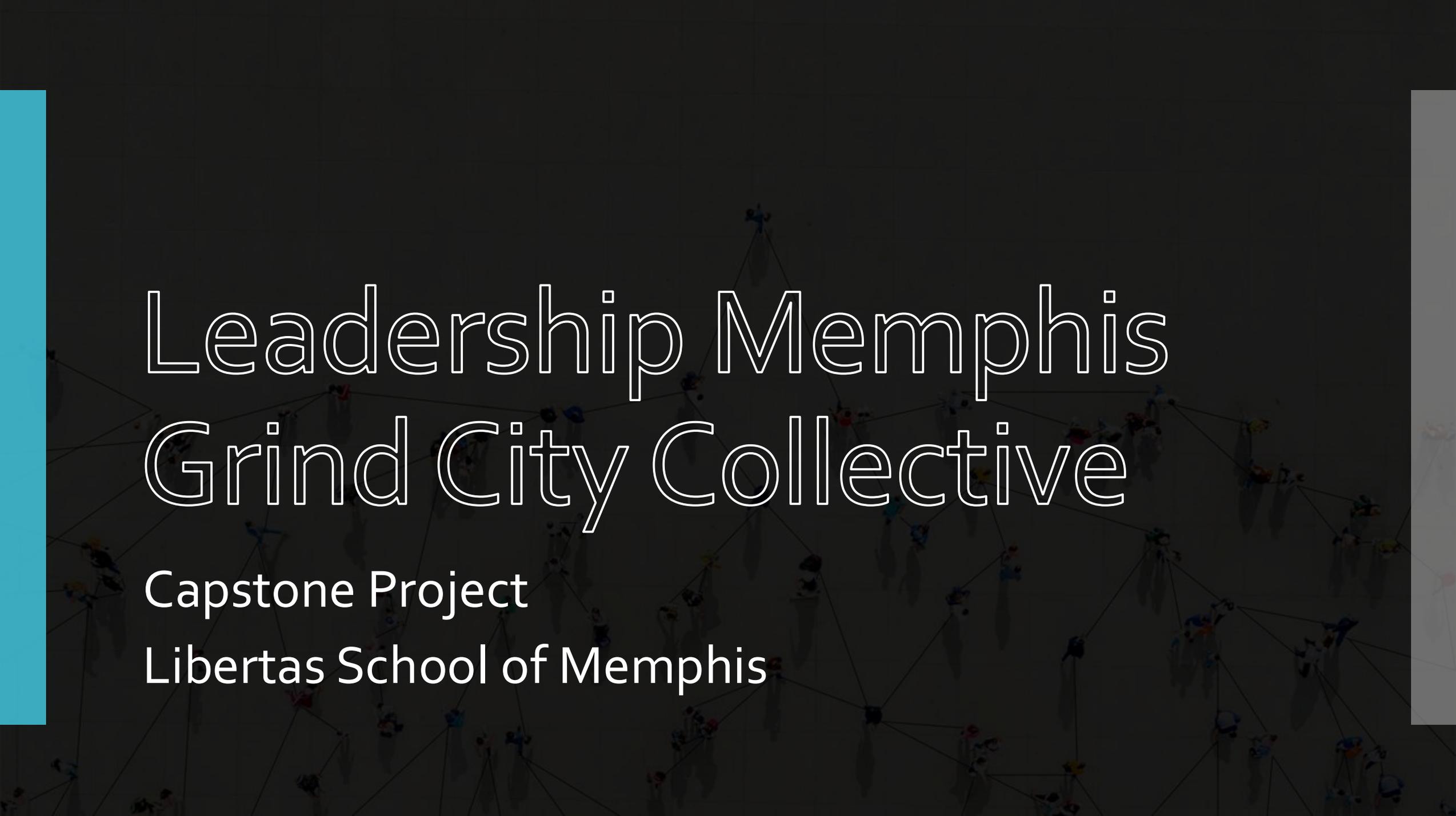
#### **Questions:**

1. How well did Libertas prepare your child for their later middle or high school experience?
2. What could a Libertas high school with a Montessori and human-centered approach have offered your child?
3. How could Libertas's mission of cultivating Minds, Hands, and Hearts have supported your child's high school journey?
4. What benefits could programs like CTE, AP, Dual Enrollment, or work-based learning have provided your child?
  - CTE - career technical education: automotive technology, health sciences, or information technology
  - DE - dual enrollment: taking UofM classes that count for high school and college credit. If you pass the class, you get the college credit.
  - AP - Advanced Placement: taking college classes taught at Libertas High School. Take the AP exam and, if pass, earn potential college credit
  - WBL - work based learning: working at an employer to gain real world experience and determine if a career path is right
5. What gaps or challenges did your child face in their high school that Libertas could address?
6. How could a Libertas high school have fostered a stronger sense of community for your child?
7. What would you want a Libertas high school to prioritize based on your child's experience?
8. A Libertas High School would be a small community-based school, and it wouldn't have all of the programs and elements of a large high school with thousands of students. If Libertas High School had existed when your child left middle school, what programs or features would have been absolutely necessary in order for you to choose Libertas as your child's high school?
9. What excites you or worries you about Libertas launching a high school?

#### **What to Listen For:**

- **Vision:** Ideas for how Minds, Hands, Heart could have improved their child's high school experience.

- **Desires/Goals:** Emphasis on academic, career, or social supports they felt were lacking.
- **Risks/Fears:** Worries about resources, quality, or competition with high-performing schools like University (A grade) or Crosstown (93.9% graduation).
- **Engagement:** Support for a Libertas high school or concerns based on their child's challenges elsewhere.
- **Gaps:** References to local school data (e.g., MLK's 86.6% absenteeism, Trezevant's 13.1 ACT) and desired improvements.



Leadership Memphis  
Grind City Collective

Capstone Project

Libertas School of Memphis

1:1 Phone  
Survey Data

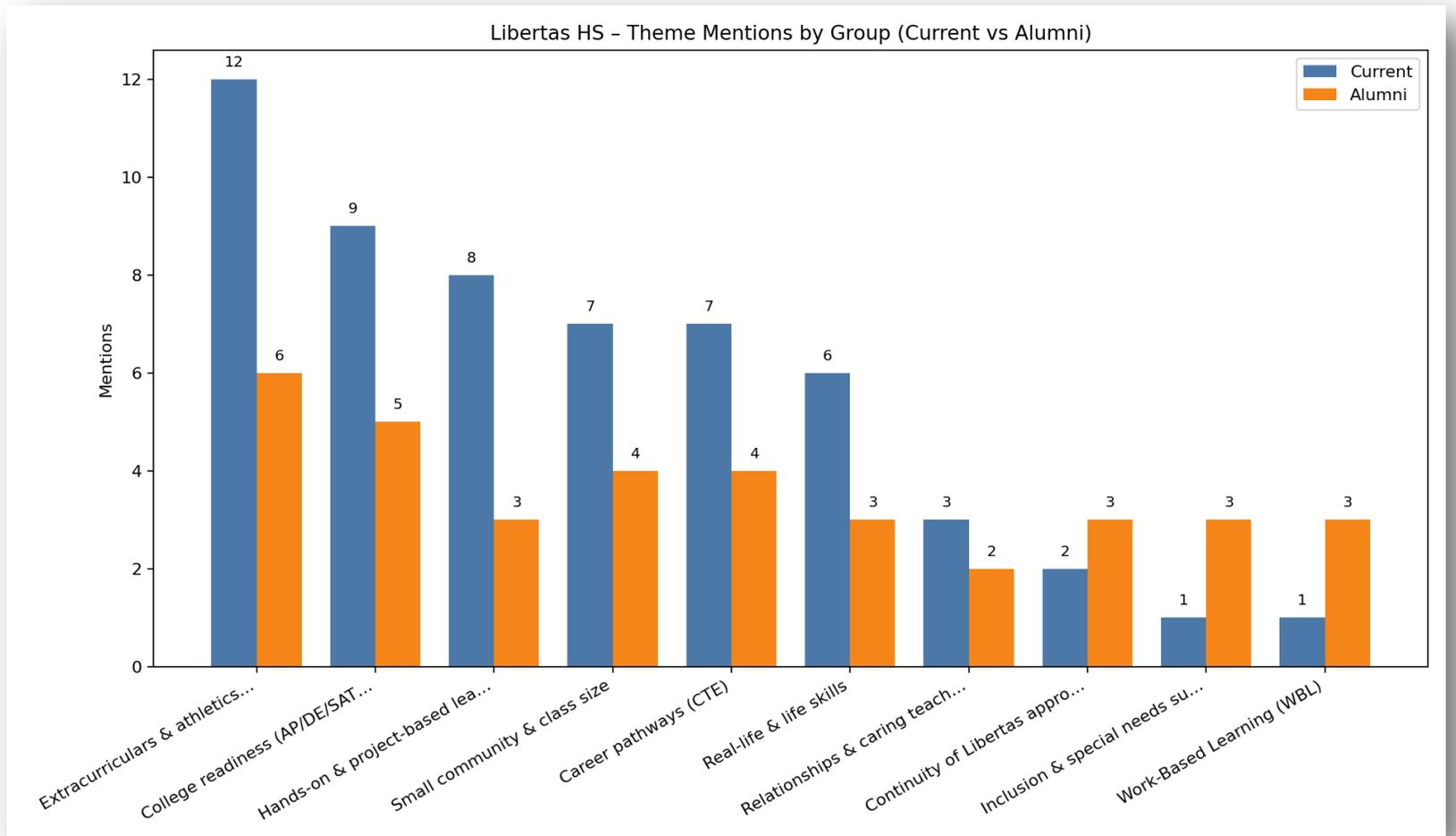
## Alumni & Current Student Families Interviewed

- Conducted by Leadership  
Memphis Team
- 19 Responses

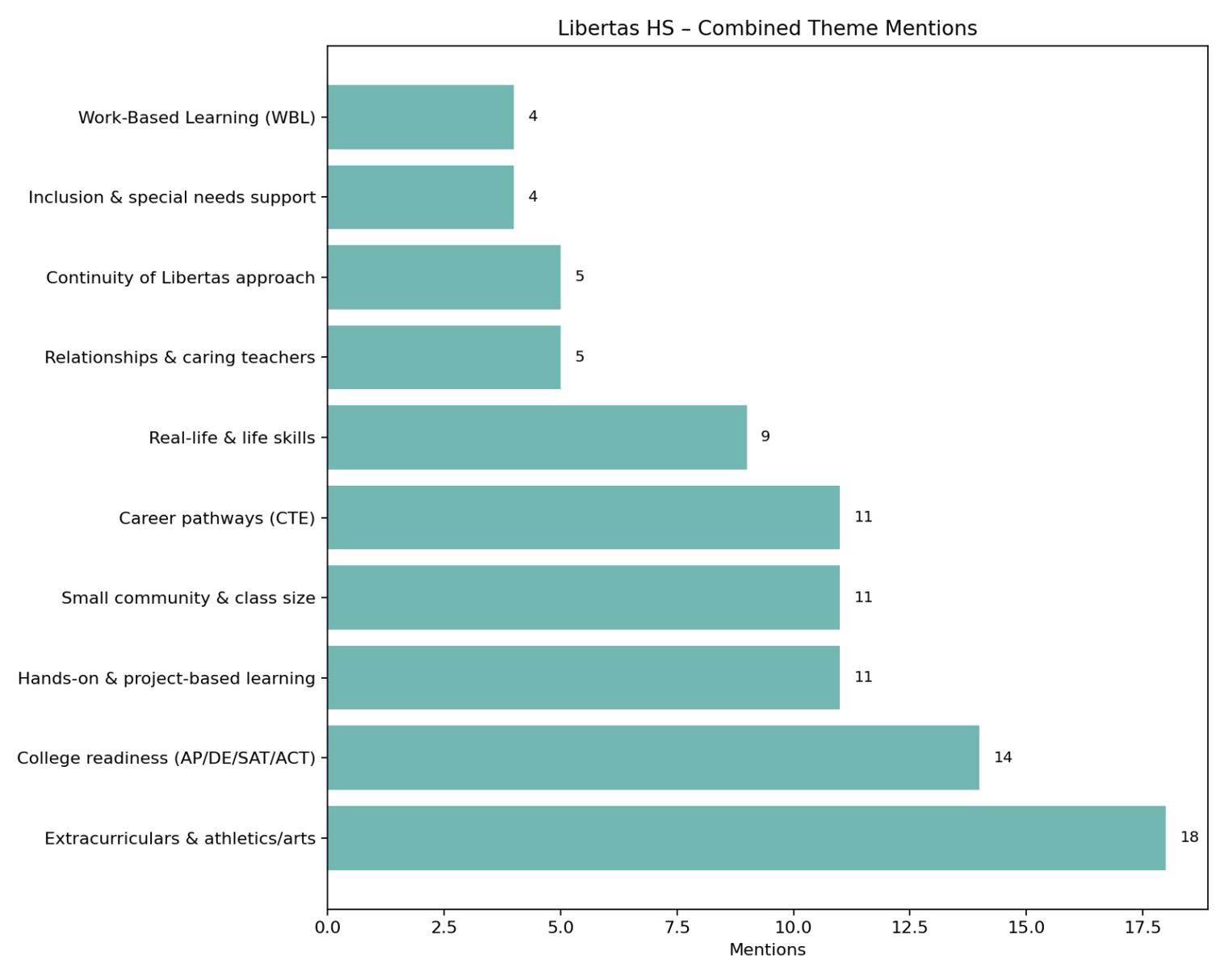
# Interview Questions

- Why would a Libertas high school be valuable for your child and our community?
- What would a high school with student-centered, hands-on learning look like for your child?
- How could the Libertas mission of Minds, Hands, and Hearts shape a high school that meets your child's needs?
- What would make you confident in choosing a Libertas high school for your child?
- A Libertas High School would be a small community-based school, and it wouldn't have all of the programs and elements of a large high school with thousands of students. What programs or features would you say are absolutely necessary in order for you to choose Libertas as your child's high school?
- What excites you or worries you most about this potential high school?
- What benefits do you see in: CTE, Dual Enrollment, Advanced Placement, Work-Based Learning, Alternate Approaches – Student-run business?

# Top Themes by Group



# Combined Groups- Overall Theme Mentions



# Program Priorities Families Would Support

## Program

- **Advisory model + small class sizes** to preserve relationships and personalization.
- **Hands-on projects integrated across subjects, plus a student-run enterprise** (e.g., food truck, farm, renovation, screen printing) with strong safety protocols.
- **Dual Enrollment and AP access, SAT/ACT prep, and comprehensive college counseling.**
- **CTE pathways aligned to local demand** (construction, health/biomed, IT/engineering) and **vetted WBL** partnerships.
- **Balanced extracurricular slate** (athletics/PE, band/choir, theater, art, clubs) via community partnerships and shared services to scale offerings efficiently
- **Inclusive supports** (IEPs, neurodiversity) and **positive, non-punitive culture of safety**; explicit anti-bullying measures.

WBL – work-based learning; IEP inclusive extracurricular programs

# Concerns & Practical Mitigation Strategies

- **Academic rigor & college recognition:** Publish graduation requirements and advanced course catalog; track outcomes (DE/AP credits, SAT/ACT); secure MOUs with local colleges for DE; ensure advanced math/science sequences.
- **Funding & sustainability:** Phase enrollment; pursue grants/philanthropy; leverage CTE/WBL revenue opportunities; transparent staffing and budget; monitor class sizes.
- **Breadth of programs in a small school:** Use co-op models, community coaches, shared facilities, and city-wide leagues/clubs to extend sports/arts without heavy overhead.
- **Safety/liability for hands-on work:** Implement OSHA-aligned training, PPE, supervision ratios, equipment certifications, and insured operations for labs/shops/student businesses.

**Currently – No Full Feeder Pattern**

# High School Feasibility Summary

- Results indicate a strong demand from current families and alumni.
- The Academic Spine would include rigor + recognition for readiness (whether college or workforce are the next steps).
- It would represent a **CHOICE** for students to attend a small community-based high school that preserves Libertas' *caring culture* and embeds *hands-on, project-based learning*.



# ATTACHMENT 1

Evidence of Community Engagement

Letters of Support

# SHELBY COUNTY BOARD OF COMMISSIONERS

160 North Main Street, Suite 600 – Memphis, Tennessee 38103



CHARLIE CASWELL, JR.

December 17, 2025

## **Subject: Support for Libertas High School Application**

To the Tennessee Public Charter School Commission,

I am writing to express my strong support for the application submitted by Libertas School of Memphis to open a high school. I offer this endorsement both as a longtime Libertas parent and as a County Commissioner representing neighboring areas of North Memphis.

My daughter has been a student at Libertas since kindergarten and is now a thriving middle school student. Throughout her academic journey, I have consistently witnessed the dedication of the teachers and staff, who are deeply committed to nurturing the whole child academically, socially, and emotionally. Libertas fosters an inclusive and supportive learning environment, welcoming students with diverse needs and ensuring they receive compassionate, individualized support.

In my role as a county leader, I have also observed the broader impact Libertas has on our community. The school goes beyond the classroom by providing meaningful wraparound services and partnering with local agencies to support families and strengthen the entire neighborhood. These efforts reflect a deep commitment to student success and community well-being.

Based on my personal experience and professional perspective, I am confident that Libertas School of Memphis has the leadership, capacity, and vision to successfully expand to the high school level and continue making a positive difference in the lives of students and families. I respectfully urge the Commission to approve this application.

Thank you for your time, consideration, and continued dedication to educational excellence across Tennessee.

United In Service,

*Charlie Caswell, Jr.*

Charlie Caswell, Jr.  
Shelby County Commissioner, District 6



THE UNIVERSITY OF  
MEMPHIS

Dual Enrollment

The University of Memphis  
200 Wilder Tower  
Memphis, TN 38111

Dear Leadership Team of Libertas School of Memphis,

The University of Memphis Dual Enrollment Program is issuing this letter in support of a potential partnership with Libertas School of Memphis to offer dual enrollment opportunities. Based on preliminary conversations and the vision of the school, we believe we could offer early college course work in the form of dual enrollment to qualifying juniors and seniors.

The University of Memphis is prepared and enthusiastic to collaborate with Libertas School to offer rigorous early postsecondary and work-based learning opportunities by leveraging current partnerships to provide students access to industry experts.

We look forward to exploring dual enrollment options and ways to help students gain college access and further explore career fields.

Sincerely,

Courtney Orians

Director Dual Enrollment & Early Postsecondary Programs



William R. Moore College of Technology  
NON-PROFIT ESTABLISHED 1909

1200 Poplar Avenue, Memphis, TN 38104 · 901-726-1977 · [www.mooretech.edu](http://www.mooretech.edu)

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December 15, 2025

To the Tennessee Public Charter School Commission,

Please accept this letter as a strong statement of support for a partnership between William R. Moore College of Technology (Moore Tech) and the proposed Libertas High School.

Moore Tech is a longstanding technical college in Memphis that provides industry-aligned certifications, diplomas, and degrees in high-demand fields such as maintenance and building trades, machining, welding, automotive technology, and related disciplines. We currently operate successful dual enrollment programs with multiple schools throughout Shelby County, enabling students to graduate from high school with substantial progress toward postsecondary credentials that lead directly to employment and career advancement.

We recently toured the Libertas facilities and met with Mr. Nardo and members of the leadership team. We were impressed by Libertas's academic vision, leadership, and commitment to preparing students for both college and career success. The school's focus on strong foundations, student engagement, and long-term outcomes aligns well with Moore Tech's mission and experience serving first-generation and career-focused learners.

Our conversations included the potential for collaboration beginning as early as 2026, including foundational programming at the middle school level, as well as expanded school-based and on-site technical training opportunities for high school students. We are particularly enthusiastic about the opportunity to partner with Libertas at Moore Tech's new Northside campus, located just minutes from the Libertas site, which will allow for convenient access to hands-on labs, industry-standard equipment, and career-focused instruction.

Moore Tech fully supports the proposed Libertas High School and believes this partnership has the potential to create strong, sustainable career pathways for students while addressing critical workforce needs in the Memphis region. We look forward to the opportunity to collaborate and to contribute our experience, facilities, and industry connections in support of Libertas's success.

Sincerely,

A handwritten signature in black ink that reads "Karen Treas".

Karen Treas  
Chief Administrative Officer  
William R. Moore College of Technology



January 7, 2026

Subject: Letter of support for TCAT partnership with Libertas School of Memphis

Dear Members of the Tennessee Public Charter School Commission:

I write in support of a partnership between the Tennessee College of Applied Technology Memphis and Libertas School of Memphis as part of Libertas' proposed charter replication.

TCAT Memphis has a long-standing commitment to expanding access to high-quality dual enrollment opportunities for secondary students across the Memphis region. Through these partnerships, students earn industry-recognized credentials while gaining early exposure to in-demand career pathways aligned with workforce needs.

Libertas School of Memphis has established an 11-year record of strong academic outcomes and sustained community engagement. I, along with TCAT Memphis leadership, met with Mr. Nardo, Executive Director of Libertas, to discuss potential collaboration in support of student success. We are encouraged by the alignment of mission and look forward to continued discussions regarding innovative dual enrollment and career-focused opportunities for Libertas students.

Please do not hesitate to contact me should additional information be required.

Sincerely,

A handwritten signature in blue ink that reads "Dr. Gwen Sutton".

Dr. Gwen Sutton  
President  
Tennessee College of Applied Technology Memphis



December 16, 2025

To the Tennessee Charter School Commission,

As a person born, raised and active in the Frayser community I am a true witness to the greatness of the Frayser Community and the many partners that make that happen. I don't know if have ever witnessed a school and its leader in just 11yers become such a crucial and intricate force in any neighborhood that has Libertas Montessori. Libertas educational program offers so much to our community, its students and has become a magnet for both bringing families and keeping them in Frayser. The Montessori philosophy was for many years and families an unattainable dream that is now with Libertas a reality. Libertas is not only a blessing but a pillar of leadership and strength in Frayser its families and students.

With great respect I ask you approve Libertas' application so that they can continue their impact and leadership in our community and their educational opportunities.

E. Shelly Rice

Frayser Exchange Club

901-362-1924

Memphis Tenn, 38127

[srice@saundersgroupinc.com](mailto:srice@saundersgroupinc.com)



## The Pursuit Of God Transformation Center

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December 16, 2025

Subject: Support for Libertas High school application

To the Tennessee Public Charter School Commission

Pastor Sheila Floyd and the Pursuit of God Transformation Center support the application of Libertas for a high school. We find that Libertas focuses on the needs of our community while attracting people from diverse backgrounds to join us. Libertas continues to bring people together when unity is so much needed.

We have seen as grandparents how the personalized learning of a Montessori school helps children to accelerate. Libertas expands children's horizons with its rich curriculum while fostering the heritage of our people. And meanwhile the school is making us proud with such strong academic growth. My own granddaughter has excelled in her schoolwork and her social skills in her years at Libertas.

Pastor Sheila Floyd



# ATTACHMENT 1

Evidence of Community Engagement

Feasibility Board Report - January 2026



Libertas  
SCHOOL OF MEMPHIS

# High School feasibility report

January 26, 2026

# Contents

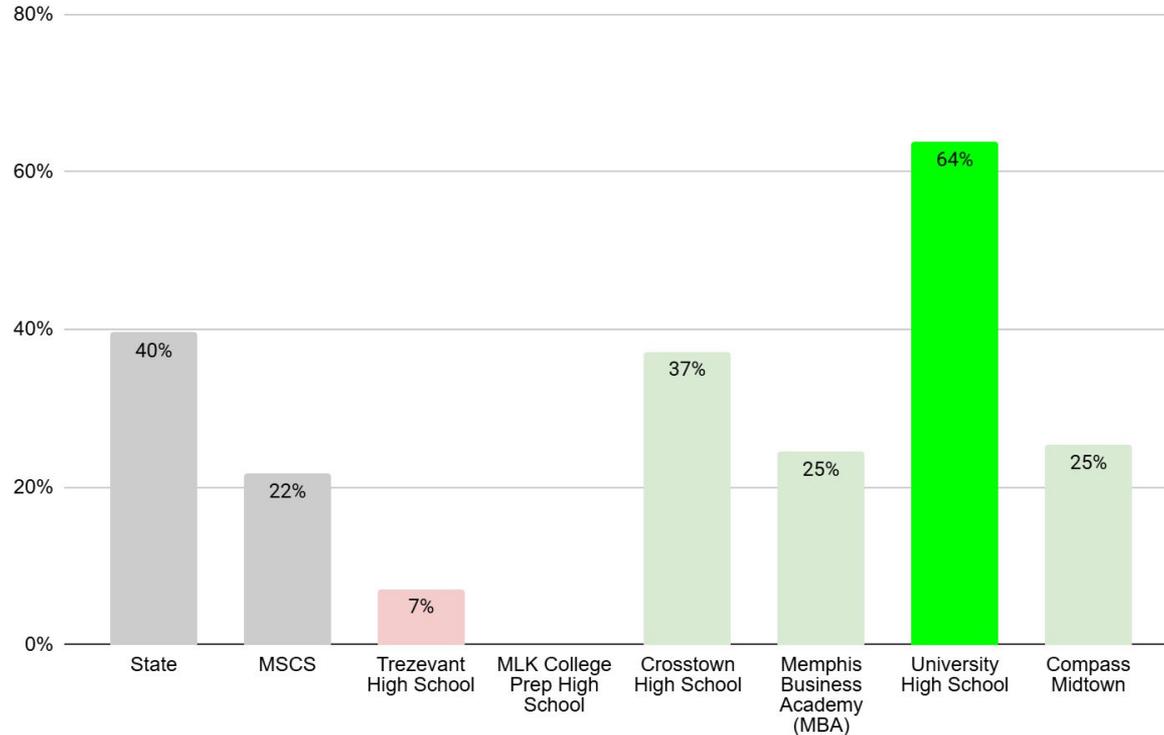
1. Review the need
2. Stakeholder engagement - what our people want
3. School research - what is happening elsewhere
4. School design elements - what we could do
5. Key implementation details:
  - a. Enrollment, Talent, Facility, Financing, Charter
6. Readiness and path forward
7. Recommendation
8. Closing reflection



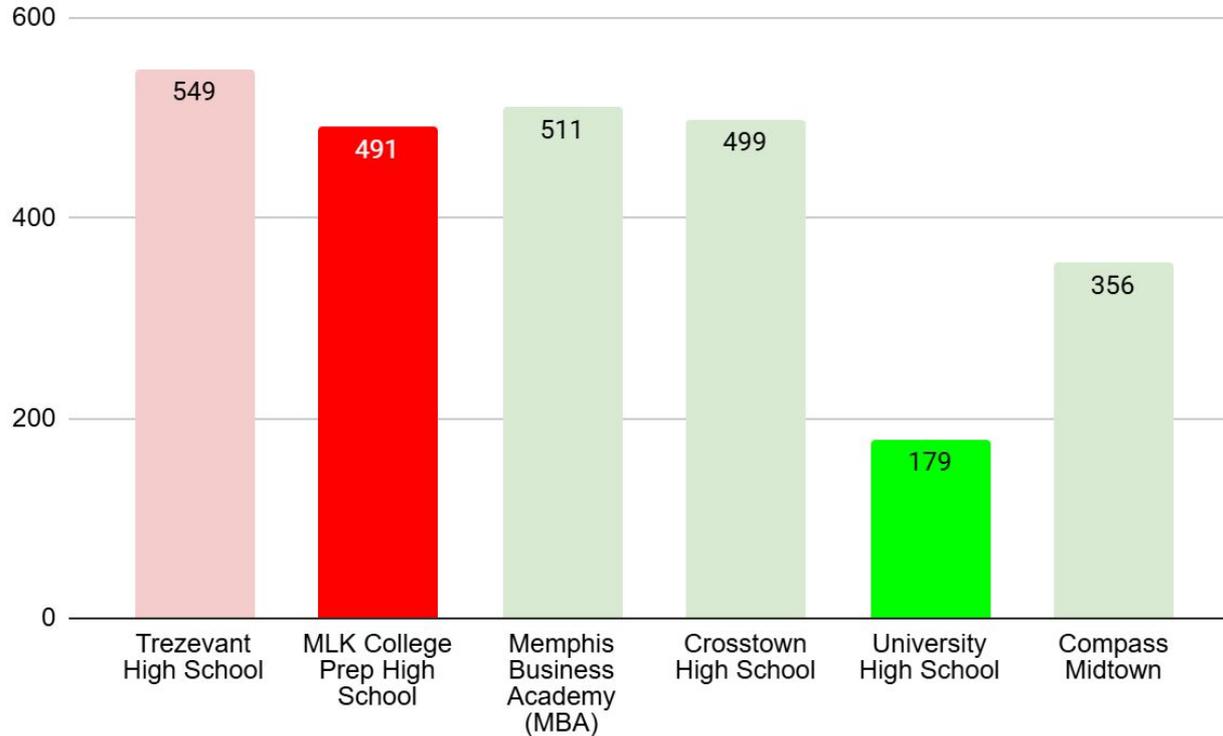
# Review need



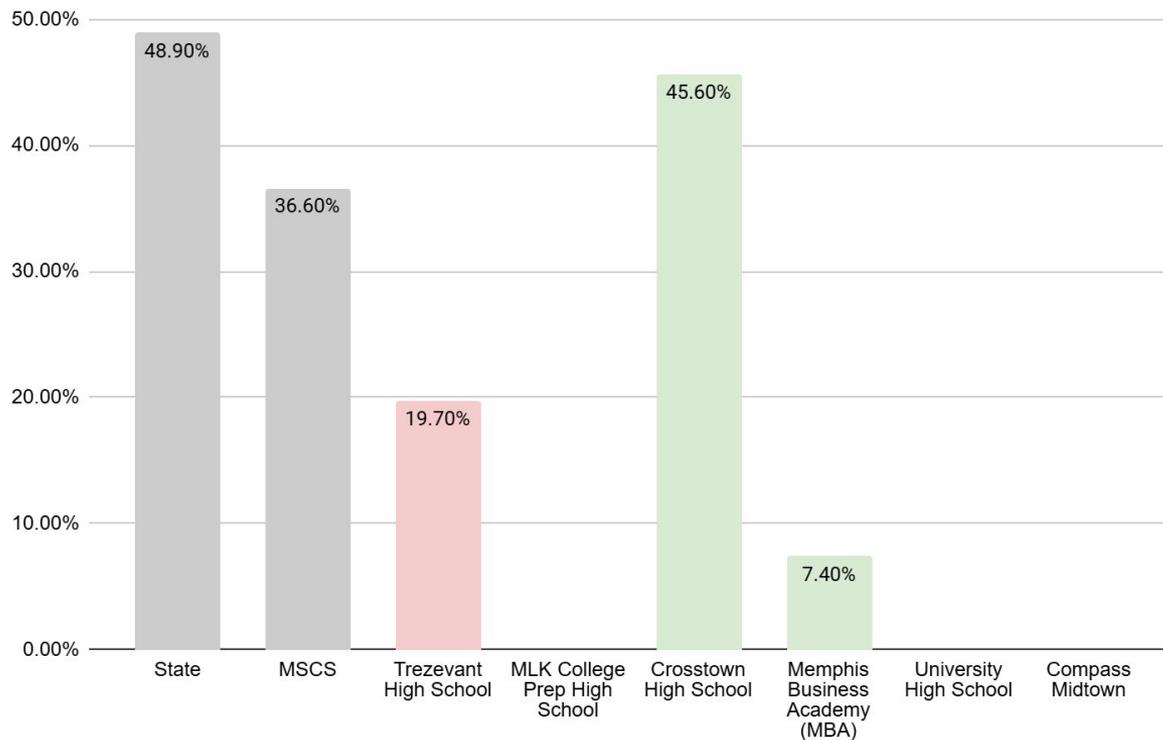
# Success Rate by High School Option



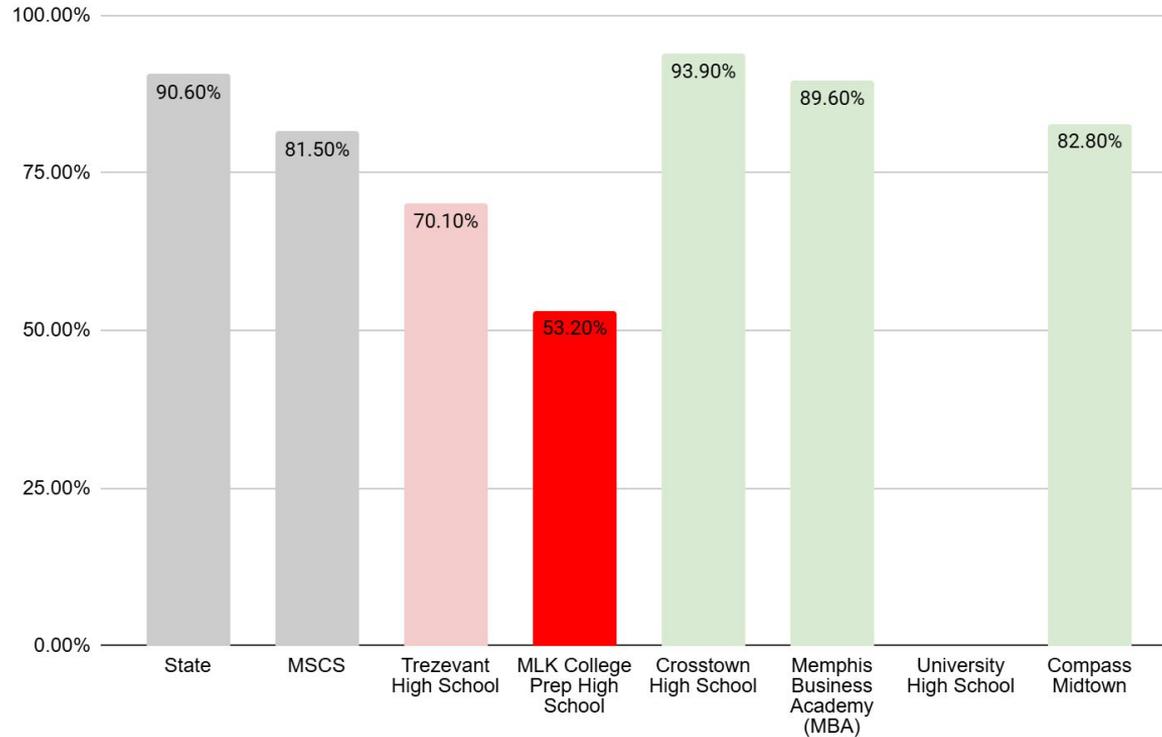
# Total Enrollment by School



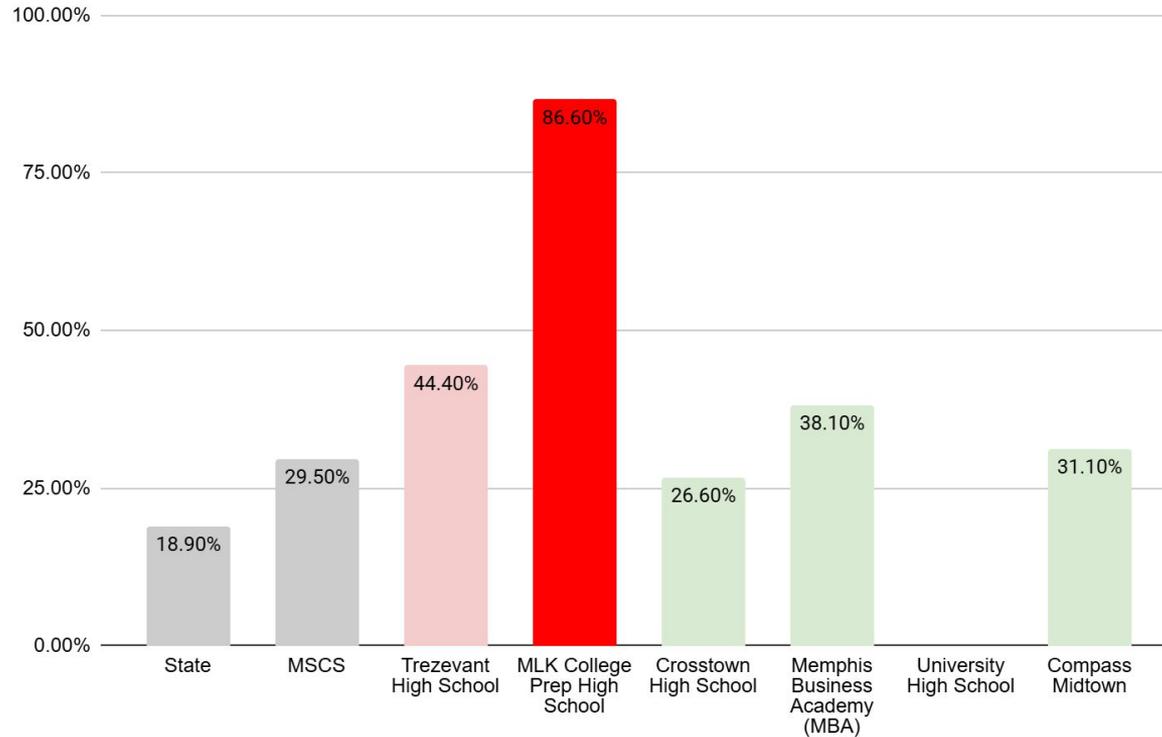
# Ready Graduate 2023-24



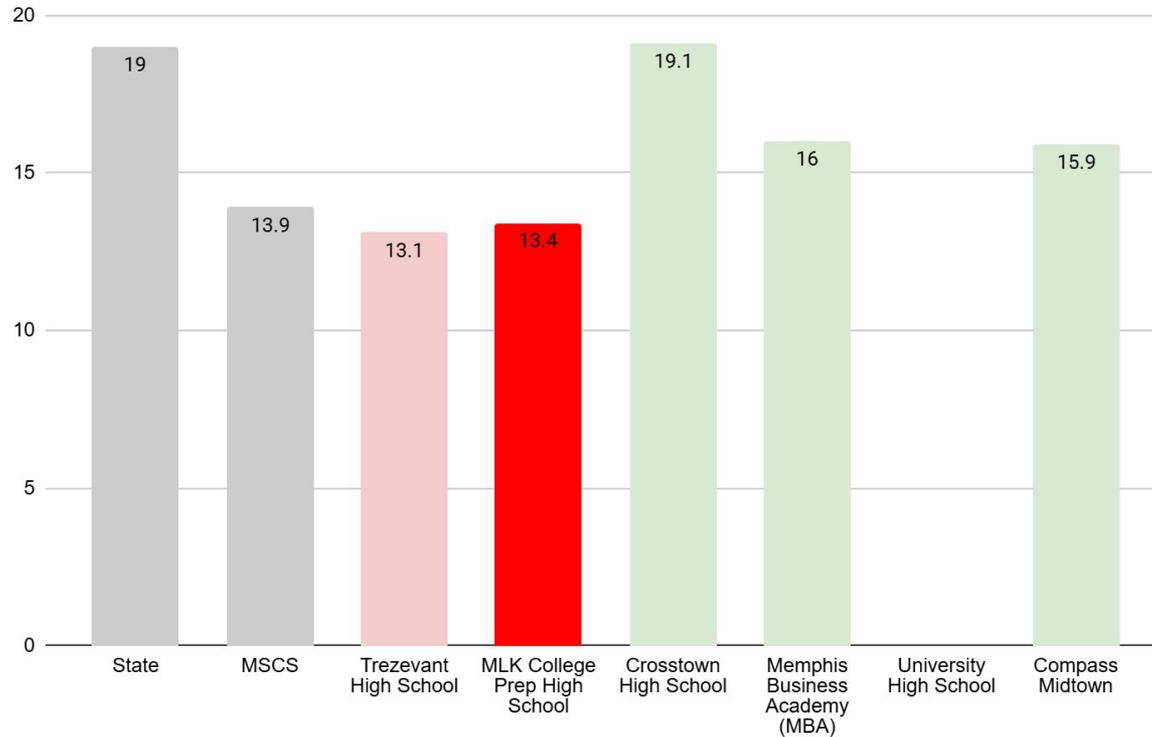
# Graduation Rate



# Chronic Absenteeism



# Average ACT





# Stakeholder engagement



# A Village for a Lifetime



Welcome home. Tonight is about a promise we made in 2015.  
A Village for Birth through Graduation.



## ***What excites you about a possible Libertas high school?***

“The possibility that other families won't have to watch their kids **lose their spark** like mine did [after leaving Libertas]. Keeping that Libertas magic through high school could be transformative.” - Libertas alumni parent



# Minds. Hands. Hearts.



Not just expansion | Completion





20

Focused Studies of  
Peer High Schools

70

Families  
Participated in  
Listening sessions

161

Survey Results from  
Current Elementary  
& Middle Families

12

Focus Groups with  
Current and Alumni  
Families

We found you don't want a 'big' high school. You want a continuation of the Libertas Village.



# What did we hear?

The percentage of 161 families that “agreed” or “strongly agreed”

87%

How likely would you be to enroll one or more of your children in a Libertas high school?

99%

My child would benefit from a high school with human-centered, hands-on learning.

90%

A Libertas high school could offer better opportunities than other local high schools.

99%

I want my child to have a high school that emphasizes community and personal growth.



The percentage of 161 families that said “very important”

77%

Work-Based  
Learning

74%

Career-Technical  
Education

74%

Foreign Language  
Instruction

72%

Access to AP or Dual  
Enrollment

67%

Music Instruction

67%

Visual Arts  
Instruction

66%

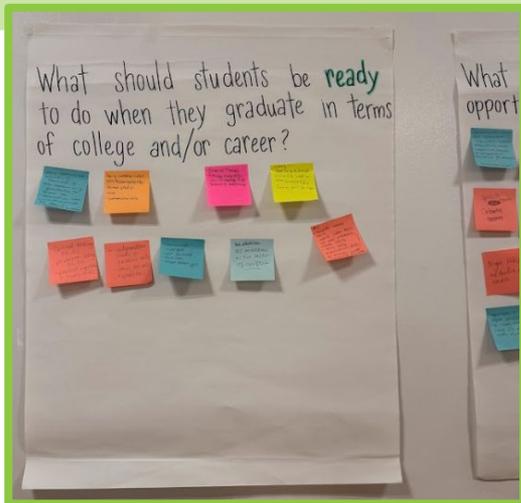
Montessori  
Education

66%

Rigorous Academics



# Parent Input



# Parent Voice: The Protector



“Please don’t let it stop feeling like family.”

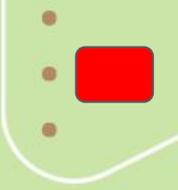


“Libertas gave my son an **incredible foundation** - critical thinking, confidence to ask questions, and genuine love of learning. The transition to a larger school was academically smooth, but...he went from a **close-knit community** where everyone knew him to being just another face in a crowded hallway.... The biggest shock was the lack of relationships with teachers.” – Libertas Alumni Parent

# Parent Voice

Parent One has had children at Libertas since the primary years. She speaks softly but with quiet urgency, often circling back to the same phrase written on three separate sticky notes: “Please don’t let it stop feeling like family.” For her, the current school is the first place her neurodiverse son has ever been fully known and accepted. She repeatedly says the words “emotionally safe” and “village vibe,” and when the facilitator asks about ideal high-school size, she immediately writes “NOT ANY BIGGER than 200-250 total” and underlines it twice. She is willing to accept limited sports or fewer AP classes if it means her children will still “walk down the hall and be greeted by name by every adult.” She ends her reflection sheet with: “If the high school no longer feels like Libertas, we will leave-no matter how good the academics are.”

# Parent Voice: The Realist



“Teach them how to work with their hands and survive in the real world.”





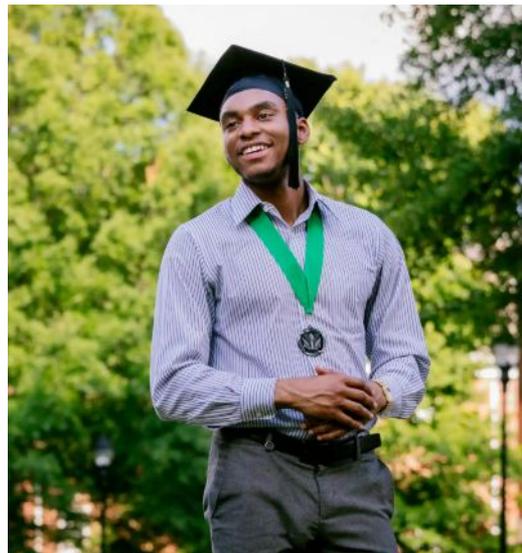
“I'd love to see my daughter working on real projects that matter - like **designing solutions** for actual community problems or **creating things with their hands.**”

- Current Libertas parent when asked what a student-centered high school would look like for their child

# Parent Voice

Parent Two is a Frayser mechanic who attended the evening circle still wearing his work shirt. Across six sticky notes he wrote variations of “teach them how to work with their hands and survive in the real world.” His list is concrete and urgent: change a tire, cook real food, do taxes, renovate a house, run a small business, get a certification that pays on day one. He is openly skeptical of “college for everyone” and says, “My son is smart but he learns by doing-if the high school is just more sitting and listening, he’s done.” He lit up describing the idea of students restoring a Frayser house or running a farmers market, adding, “Let them make real money and real mistakes while they still have adults who care watching over them.” When someone mentioned Associate’s degrees, he nodded but quickly added, “as long as it’s not instead of learning a trade.”

# Parent Voice: The Dreamer



“Small classes, long-term advisors, and lots of options for classes and enrichment experiences.”





“If Libertas keeps that same love, patience, and purpose at the high school level, I know it will be **a place where my son can truly thrive.**”

– Current Libertas Middle School Parent



“The Libertas approach is wonderful, but you can't sacrifice college readiness.”

– Current Libertas Middle School Parent

“Small enough for parents to know each other, work together, and make decisions together.”

– Current Libertas Middle School Parent



# Parent Voice



Parent Three is a nurse and single mother of two daughters, one in upper elementary and one in middle school. She wants “everything at once” and refuses to choose between options. Her reflection sheet and sticky notes repeatedly use the phrase “emotionally safe AND academically rigorous.” She wants dual-enrollment and AP courses, but also construction or culinary pathways; she wants soccer and robotics, but also debate and theater; she wants international trips, but also deep service in Frayser. Above all, she wants her daughters to have a real choice: “Let them build their own schedule, pick their own track, and still be surrounded by the same caring adults they have now.” She circled the same sentence three times on her page: “Small classes, long-term advisors, and the freedom to be whoever they’re becoming—that’s the Libertas magic. Don’t lose it in high school.”



# Faculty Input



# Faculty Input



Large and small group conversations highlighted the importance of:

- ❑ Continuity of school culture: “Village”
- ❑ Facility / location
- ❑ Sustainability of existing programs
- ❑ Adolescent developmental needs
- ❑ Enrollment mix
- ❑ Staffing & leadership: \*continuity from K-8\* people/culture





# School research



# Recap of some opportunities in HS

- **AP** - Advanced Placement
- **CTE** - Career Technical Education
- **DE** - Dual Enrollment
- **WBL** - Work-Based Learning

# Advanced Placement

- Students enroll in college classes taught in a high school setting
- Students receive additional GPA points
- Students sit for an AP exam at the end of the semester or year to earn college credit

# Dual Enrollment

- Students enroll in college classes taught in a high school OR college setting
- Students receive additional GPA points
- Students earn the college credit if they pass the course
- Students can complete up to one year of college while in high school

# Career Technical Education

- Students receive career training while enrolled in high school
- Students can earn potential certifications while enrolled in high school (i.e., computer science certifications, Adobe certifications, etc.)
- Students can transfer in to a Tennessee College of Applied Technology, Moore Tech, etc.

# Work Based Learning

- Students shadow or intern at different businesses, governmental agencies, non-profits, or other employment settings to gain experience and earn money (and potentially earn money) while in high school
- Allows students to gain experience and exposure and to determine whether a career is a right fit for them

# Benchmark Schools



- *ETSU University High*
- *Valor Collegiate Academies*
- *KIPP Nashville*
- *Milan CTE*
- *Elizabethton High School*
- *Oliver Springs High School*
- *Tennessee High (Bristol, TN)*
- *University High School*
- *Crosstown High School*
- *DB Excel (Kingsport, TN)*
- *Collegiate Academies NOLA*
- *Compass Montessori (Colorado)*
- *Science Leadership Academy*
- *Ann Arbor Student Building Program*
- *Metro Early College (Ohio State Univ.)*
- *Youth Build Philly*
- *Purdue Polytechnic (Indiana)*
- *Believe St. Louis*
- *Building 21 (Philadelphia)*
- *Workshop School (Philadelphia)*



# Compass Montessori (Golden, Colorado)



# ETSU University School

(Johnson City, Tennessee)



# Elizabethton High School (Northeast Tennessee)



# Ann Arbor Student Building Industry Program

(Ann Arbor, Michigan)

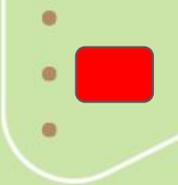


**399 Sedgewood Ln, Ann Arbor, MI 48103**

**Sales price \$685,000**

- **5 bedroom**
- **3.5 bathroom**
- **3,729 square feet**
- **7,851 square foot lot**

# Workshop School (Philadelphia, Pennsylvania)









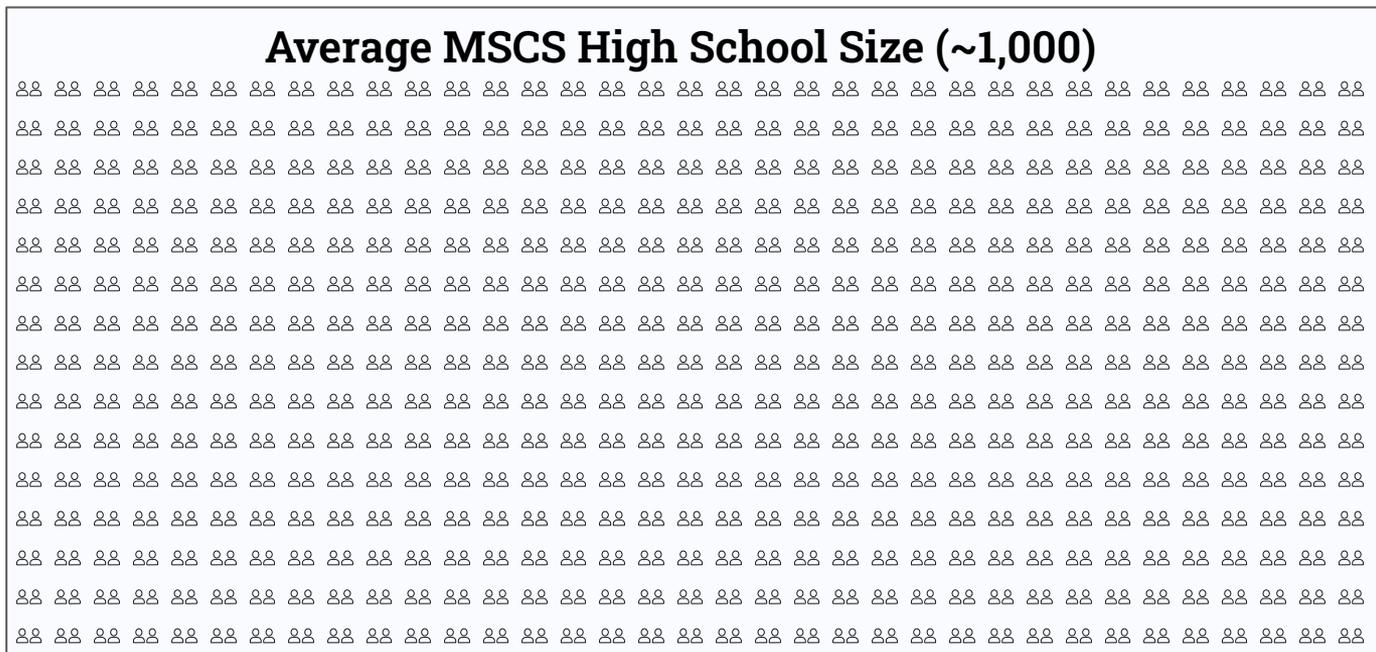
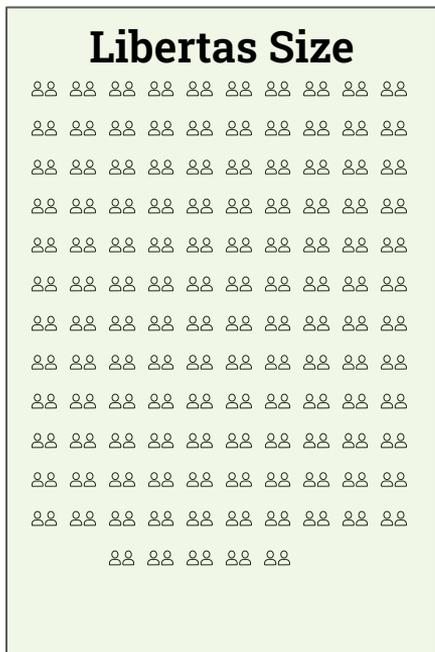
# School design elements



# Keep the Village!



## Target Size: Fewer than 250 students



# A Focus on Student Enterprise



Example



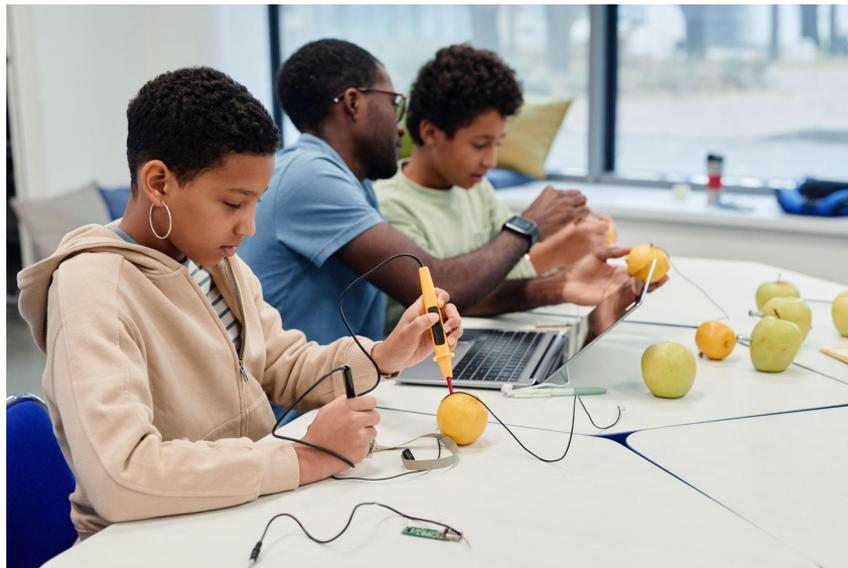
# Partnerships for Career Pathways



Construction & Building Trades | Computer Programming & IT  
Teaching as a Profession | Health Sciences | Business | Etc.

- *Antigone*
- *Aristotle*
- *Scriptures as literature*
- *Dante*
- *Frederick Douglass'*  
*autobiography*
- *Thoreau's "Civil Disobedience"*
- *Seneca Falls Declaration*
- *DuBois' The Souls of Black Folk*
- *Othello*
- *King's Letter from Birmingham Jail*
- *Othello*
- *Pride and Prejudice*
- *Dostoevsky*

# Courses and Schedules



Rigorous High School Classes, Targeted Supports,  
Post-Secondary Access, Continued Traditions

# A Sample Possible Schedule

9th Grade	House	English Literature History Algebra/Geometry	Lunch  Study Lab / Work Period	Manual/Fine Arts Latin 1 & 2 Biology	Clubs  Sports  Extra- Curric
10th Grade		English Literature History Geometry/Algebra		Manual/Fine Arts Computer Science Chemistry	
11th Grade		English Literature U.S. History		Dual Enrollment: <i>Math, Science, Foreign Language, Other Courses</i>	
12th Grade		English Literature World History		CTE Coursework P.E. Student Enterprise	

# Extracurricular Offerings





**SOUTHWEST**  
TENNESSEE COMMUNITY COLLEGE



THE UNIVERSITY OF  
**MEMPHIS**

TigerLIFE





- Montgomery Martin, founding head of major local contracting firm (retired)
- Steve Lockwood, director of Frayser CDC (retired)
- Joe T Woods, CTE design expert, retired superintendent
- Theresa Cook, realtor, Libertas grandparent
- Noah Gray, local nonprofit real estate development
- Margo Roen, national educational consultant, former HS leader
- Regenia Dowell, Frayser PTSA



# Key implementation details



# Enrollment

- Conservatively assume
  - 20% of 8th graders choose a different high school
  - 90% persistence in later grades
- New students: after year 1, add  $\frac{1}{3}$  of 9th grade, 10% of 10th grade, 0 in 11/12

<b>Libertas HS budget</b>	<b>yr1</b>	<b>yr2</b>	<b>yr3</b>	<b>yr4</b>	<b>yr5</b>
<b>Enrollment</b>	<b>55</b>	<b>124</b>	<b>187</b>	<b>242</b>	<b>250</b>
9th	55	68	68	68	68
10th		56	68	67	67
11th			51	61	60
12th				46	55

# Talent - teachers

- Transmit culture by promoting “seed” staff
- Incubating new teachers in our culture
  - Year 0 partial over-staff 2 roles in MS
- Sourcing new teachers:
  - Recruiter contract
  - TFA relationship
  - # 2 partner Memphis Teacher Residency
- Training / professional development:
  - Montessori adolescent: AMI or TBD
  - Liberal arts: Great Hearts, Washington Latin, Polis Institute
  - STEM/CTE: Moore Tech, TCAT

Libertas HS budget	yr1	yr2	yr3	yr4	yr5
Teachers	6.3	11	17.25	21.25	21.75
Algebra 1	0.67	1	1	1	1
Geometry	0.33	1	1	1	1
Algebra 2 / DC			1	1	1
Comp Sci / Math DE coach				1	1
Bio / DC	1	1	1	1	1
Chem/Phys		1	1	1	1
Science other				1	1
English 1	1	1	1	1	1
English 2		1	1	1	1
English 3			1	1	1
English 4 / DC				1	1
US History			1	1	1
History 2 DC		1	1	1	1
History 3/4			1	1	1
SpEd - Resource	1	1	1.5	2	2.5
SpEd - Self Cont.	1	1	2	2	2
PE/Sports	0	0.25	0.5	0.75	0.75
Latin	1	1	1	1	1
CTE / Manual arts	0.15	0.5	1	1.25	1.25
Music	0.15	0.25	0.25	0.25	0.25

# Talent - leaders

- Teachers as leaders
  - department chairs with part-time course relief
  - MS team with HS content leadership experience: Drs Grady & Estrada; Aycock, Durant, Tate - some (but not all) would advance with students
- Promote Head of School role - champion and align across levels
- School leadership
  - [Draft](#) of High School Director job description
  - Search process this spring with Josh's K12 Jobs Blast
  - 1-2 residency / planning year(s), starting summer 2026
  - 2-3 internal & known external candidates

# Talent - support staff

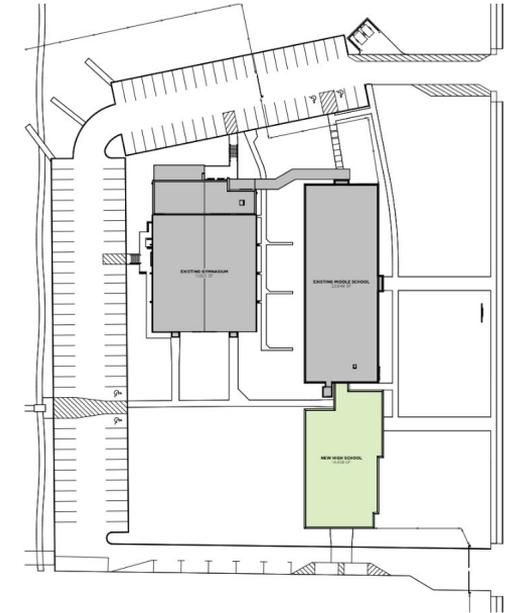
- Shared dean and receptionist if share MS site
- Dedicated postsecondary counselor
- Other “network” leaders ready to support expansion
  - Director of operations
  - Director of finance
  - Director of communications/development

Libertas HS budget	yr1	yr2	yr3	yr4	yr5
<u>Leadership</u>	<u>1</u>	<u>2.5</u>	<u>4</u>	<u>4</u>	<u>4</u>
Director	1	1	1	1	1
Instructional coach			1	1	1
Curric. dev / teacher-leader incubation					
Dean	0	1	1	1	1
CC Counselor/Coordi	0	0.5	1	1	1
<u>Support</u>	<u>0.5</u>	<u>1.5</u>	<u>2.5</u>	<u>3</u>	<u>3</u>
Registrar	0	0	0.5	1	1
Receptionist	0	0	0	0	0
Assistant - SpEd	0.5	1	1	1	1
Assistant - Gen	0	0.5	1	1	1

# Special education

- Current need served: 30% IEPs (K+), 9% high-need
- Plan for 4.5 HS special education teachers at scale
  - including 2 self-contained and 2.5 resource
  - + FTE paraprofessional and \$50k/year contracted/therapy services
- Summer 2026 - our upper school SpEd coordinator (former HS SpEd director) to work on a plan for alternative diplomas, possible extended time (18-21), etc
- Conversations begun with Tiger Life (special education program at UM)

1. Build a further addition at the middle school campus

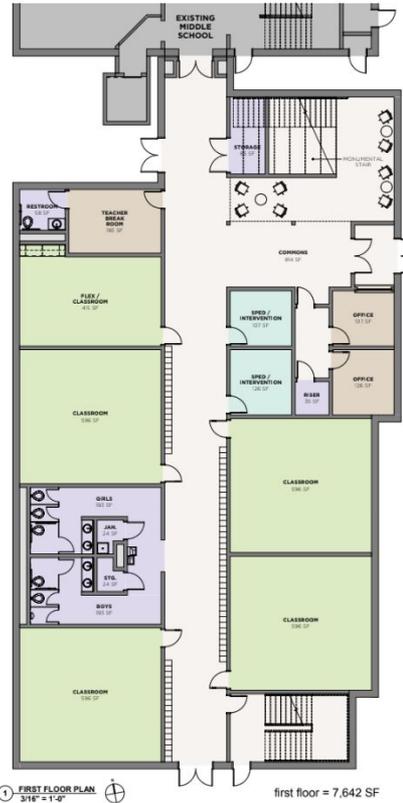


LIBERTAS SCHOOL OF MEMPHIS  
**HIGH SCHOOL CONCEPT**  
3833 Mountain Terrace Street | Memphis, TN 38127



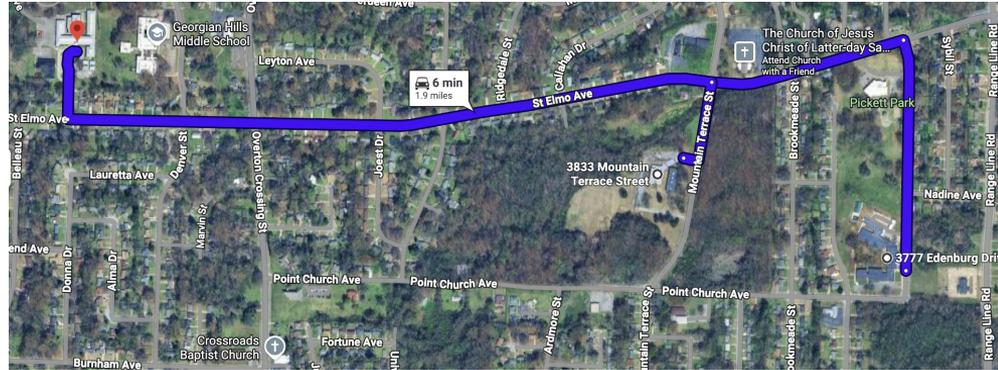
# Facility

- 14,458 sq ft
- Fire-rated wall to separate
- Share elevator
- \$410-425 / sq ft construction cost
- = \$6M+
- Share ~4 rooms MS/HS



## 2. MSCS Georgian Hills Elementary

- Potentially for sale after Feb '26 [pending MSCS decision](#)
- Built 1951/2011
- 44,786 sq ft on 5+ acres
- Purchase cost unknown
- Est [maintenance](#) needs \$3.9 M  
+20% = ~\$4.7 M w/in 10 years



## 3. Another nonprofit facility in Frayser

- Space detail: 18,624 sq ft on 8.3 fenced acres
  - 7,560 sf classroom building - 7 rooms
  - 6,500 sf event space
  - 4,565 sf admin space
  - Ample outdoor space
- 9 minutes away
- Recent construction
- Sale price TBD
- Potentially available early 2027
- By year 3-4 would need to add on ~7 rooms, est. 3.8 M
  - Similar net price as MS addition but for ++ sf



# Facility / financing assumptions

Space need and financing plan [draft](#)

For scenario A (new addition at MS)

- =~\$6 M budget
  - \$3.5 M financing similar\* to last Truist deal
    - Annual payment =\$294 K
    - <\$1,200 per pupil (<9% recurring public revenue) x250 at scale
    - \*Assumes 10% better interest rate
  - \$2.5 M fundraising
- → Constructs (at \$415 / sq ft) =~14,388 square feet
  - =9.5 rooms at ~750 sq ft each
  - + share ~4 rooms at MS (plus other shared space)
  - =14 total rooms needed

# Facility / financing assumptions

## Scenario B (MSCS)

- Aside from big questions about politics and timing...
- Existing 44,786 sq ft would cost us \$18.5 M to build → potential great deal
  - But is this more than we need / want?
  - Also MSCS is pulling out - how much maintenance vs enrollment?
- Assuming \$4.7 M maintenance needs, that leaves \$1.3 M to purchase
- Should not need any other work for classrooms

## Scenario C (partner site)

- Existing 18,492 sf would cost \$7.7 M to build → potential very good deal
- But the unknown is current layout / use of space
- If we purchase is 3.5 M, we would have 2.5 M left to add on
  - = 6k sq ft = ~4-6 rooms? Will that be enough?

# Budget / Finance plan

- Viable 5-year [budget](#) drafted
- Efficient staffing
- Other costs proportional to LS/MS, adjusted for HS (textbooks; CTE/DE)
- Occupancy cost est above LS/MS but ~w/in recommended range
- Meets/exceeds debt covenants and state requirements
- Precedented fundraising
- To further assess/ refine this spring

Libertas HS budget	yr0	yr1	yr2	yr3	yr4	yr5
Enrollment	0	55	124	187	242	250
<b>REVENUE</b>	<b>\$350,000</b>	<b>\$1,102,224</b>	<b>\$2,050,054</b>	<b>\$2,703,212</b>	<b>\$3,445,710</b>	<b>\$3,448,158</b>
TISA		\$662,549	\$1,496,944	\$2,398,010	\$3,050,262	\$3,038,675
Other public		\$62,275	\$141,050	\$211,948	\$274,619	\$284,366
Fundraising	\$350,000	\$374,660	\$405,854	\$83,929	\$108,746	\$112,605
Activity fee		\$2,740	\$6,206	\$9,325	\$12,083	\$12,512
<b>EXPENSE</b>	<b>\$233,903</b>	<b>\$1,033,232</b>	<b>\$1,750,649</b>	<b>\$2,588,930</b>	<b>\$3,054,612</b>	<b>\$3,113,834</b>
St:тч ratio			11.3	10.8	11.4	11.5
class size			15.0	14.4	15.2	15.3
FTE		8.2	15.9	25.1	30.1	30.6
Salaries	\$195,000	\$503,580	\$971,472	\$1,526,655	\$1,811,744	\$1,846,391
Benefits	\$38,903	\$138,492	\$265,113	\$417,597	\$495,409	\$504,779
Other expenses		\$97,160	\$220,065	\$350,679	\$453,458	\$468,665
Occupancy		\$294,000	\$294,000	\$294,000	\$294,000	\$294,000
<b>NET INCOME</b>	<b>\$116,098</b>	<b>\$68,992</b>	<b>\$299,404</b>	<b>\$114,282</b>	<b>\$391,098</b>	<b>\$334,324</b>
DSCR		0.64	1.42	0.79	1.74	1.54
occupancy per pupil		\$5,365	\$2,369	\$1,576	\$1,217	\$1,175
occupancy % of recur ppr		40.6%	17.9%	11.3%	8.8%	8.8%

# Charter/Authorization

- 2025 legislation permits us (as an existing high performing school) to apply directly to the TN Charter Commission for a new, separate charter
- Makes us eligible to apply federal Charter School Program grant (~750k)
- Mitigates risk to existing program by separating school # and accountability (while still managed under same legal entity and board)
- Timeline
  - Application: Feb 2026
  - Decision: May/June 2026
  - Opening: fall 2027, or 2028 if we choose to defer
    - Longer runway vs amendment, but could still matriculate current 7th

## Other options considered

- A. Amendment to current charter
  - a. Pro: rapid approval (apply/approve in fall, open next fall)
  - b. Con: mingles results of K-8 and HS; less CSP funding available
- B. ESA funded independent school
  - a. Pro: greater autonomy over curriculum and use of time; new state-funded scholarships could fund most operations
  - b. Con: significantly lower funding to operate; special risk to sustaining SpEd



# Readiness and path forward



In place

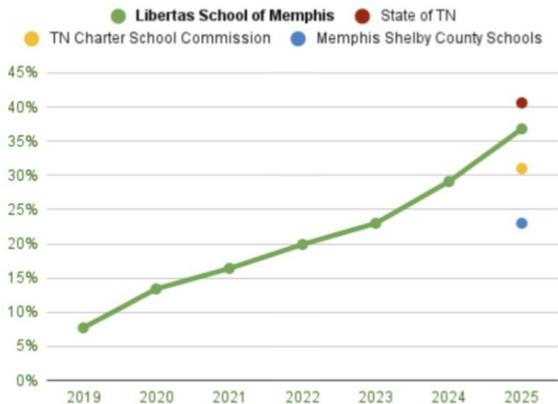
- ✓ 10-year **charter renewal** in 2025
- ✓ **Academic growth and performance** for all current student subgroups
- ✓ Elementary and Middle School **facilities** secured
- ✓ Healthy **financial position**
- ✓ Lower school **sustainability**

In progress / on track toward later decision points:

- Complete **buildout** of middle school program
- **Human capital** pipeline plan for teachers & leaders
- **Facility** options
- **Financing**/fundraising plan

# Readiness criteria

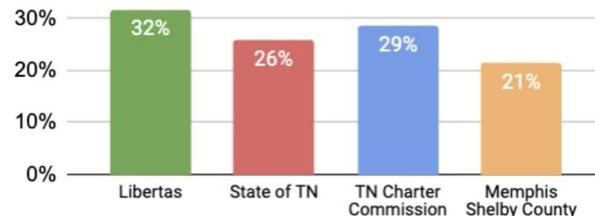
**2025 TCAP State Test - English & Math Proficiency**



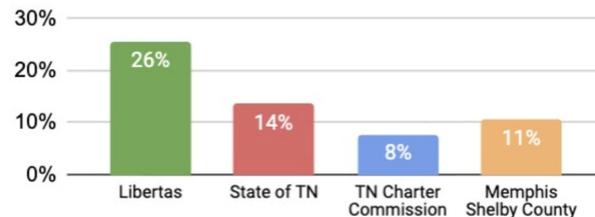
**Libertas at-risk students outperform peers statewide**

Math + English proficiency on 2025 TCAP state test  
\*36.8% schoolwide proficiency

**Black + low-income + special ed. students ("super subgroup")**



**Special education / students with disabilities**



# Lower school program sustainability

- 50 teachers trained over last 4 years
- Renewal of our state licensure program expected 2025




**A-re-te Memphis**  
PUBLIC MONTESSORI RESIDENCY  
TRAINING PARTNER WITH  
YOUR LOCAL SCHOOL

**A Montessori Residency for  
Public School Educators**

[LIBERTASMEMPHIS.ORG/ARETE](http://LIBERTASMEMPHIS.ORG/ARETE)



**Montessori  
Training**

Earn a nationally-recognized  
**Montessori teaching credential**  
for Early Childhood (ages 3-6) or  
Elementary (ages 6-12).



**Tennessee  
Teaching License**

Obtain a **teaching license** or  
add an additional endorsement  
to your existing license.



**Classroom  
Residency**

Receive school-based coaching  
and mentorship, supported by a  
Community of Practice, in a **full-  
time, salaried** classroom role.

**Guiding Lives of  
Wonder, Work, and Love**

Arete cultivates the minds, hands, and hearts of public Montessori educators for the human flourishing of the children and communities they serve.

**New Cohort Begins Summer 2025**

Residents complete course modules and gain classroom experience over the course of two summers and one full school year. School covers all tuition and fees.

 **Self-Paced Online Pre-Course:** 15 hours | **Summer One:** 4 weeks in person  
**School Year:** 1-hour evening virtual meetings twice per month + 3 virtual Saturday sessions (November, February, April) | **Summer Two:** 20 weeks in person

**Residency Programs & Opportunities for:**

- NEW TO EDUCATION
- MONTESSORI CREDENTIALLED TEACHERS
- STATE LICENCED TEACHERS
- EDUCATION SUPPORT STAFF

# 3-year forecast for P-8th

Year	25/26	26/27	27/28	28/29
<b>ENROLLMENT (P4-8th)</b>	698.0	742.9	734.1	728.8
<b>REVENUE</b>	<b>\$12,209,102</b>	<b>\$10,652,389</b>	<b>\$10,266,646</b>	<b>\$10,227,675</b>
<b>EXPENSES</b>	<b>\$10,043,770</b>	<b>\$9,656,493</b>	<b>\$9,486,636</b>	<b>\$9,482,491</b>
<b>NET INCOME</b>	<b>\$2,165,332</b>	<b>\$995,896</b>	<b>\$780,010</b>	<b>\$745,184</b>
% recur. pub. rev on debt (+sink fund)	5.7%	5.5%	5.6%	5.6%
Debt service ratio (1.1 - 1.15)	5.90	3.06	2.53	2.45
Ending Cash+AR	\$3,595,577	\$4,421,328	\$5,053,193	\$5,650,232
# days' expense cash in bank (60-90+)	131	167	194	217

# Path Forward

- ❑ Board of Trustees approval of application plan - submit February 1
- ❑ Leadership recruitment - spring 2026
- ❑ Charter Commission authorization - May/June 2026
- ❑ Board decision - summer 2026
  - ❑ Whether, when and where to open
- ❑ Leadership residency / incubation - 26/27 (+27/28)
- ❑ Finalize school plan details and Graduate Profile “
- ❑ Launch in fall 2027 (can be deferred to 2028 if determined needed)



# Recommendation



# Recommendation

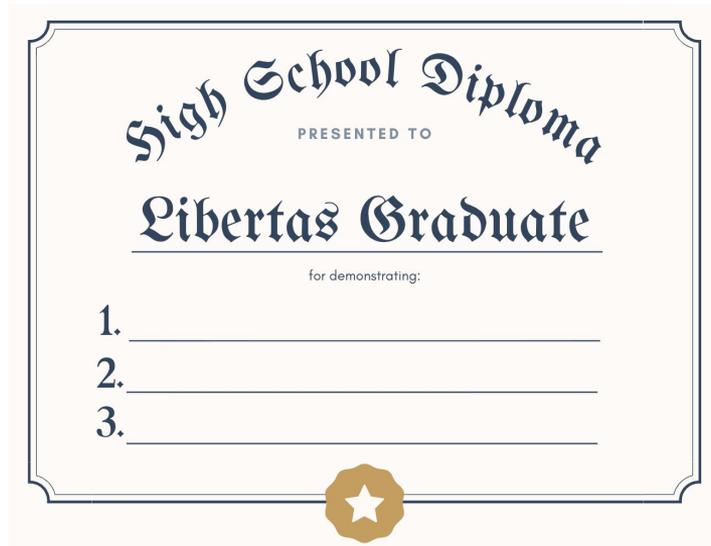
- Our community has need and demand
- Our current program is nearly ready
- Approve submission of application
- Confirm launch plan in summer
  - based on progress toward readiness criteria



# Closing reflection



# The Diploma



Consider diplomas for the Class of 2031 or 2032.

What three things must be true for them?





# ATTACHMENT 2

Articles of Incorporation

ARTICLES OF INCORPORATION of  
**Libertas School**

The undersigned natural person, having the capacity to contract and acting as adopts the following Charter pursuant to the applicable provisions of the Tennessee Nonprofit Corporation Act:

1. The name of the corporation is: **Libertas School**
2. This corporation is a public benefit corporation.
3. The corporation will not have members.
4. (a) The complete address of the corporation's initial registered office in **Shelby County, Tennessee** is: **5050 Poplar Avenue, Suite 1714, Memphis, TN 38137**  
  
(b) The name of the initial registered agent, to be located at the address listed in 4(a) is:  
  
**Gregory Polley**
5. The name and complete address of each incorporator is as follows:  

<b>Gregory Polley, 3657 Waynoka Ave, Memphis, TN 38111</b> <b>Sara Nardo, 1440 Robertson Road, Memphis, TN 38127</b>
---
6. The complete address of the corporation's principal office in **SHELBY COUNTY, Tennessee** is:  
  
**5050 Poplar Avenue, Suite 1714, Memphis, TN 38137**
7. The corporation is not for profit.
8. The duration of the corporation is **perpetual**.
9. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for educational purposes and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code, or the 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 so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the corporation 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.
10. The corporation is organized and operated exclusively for educational purposes within the meaning

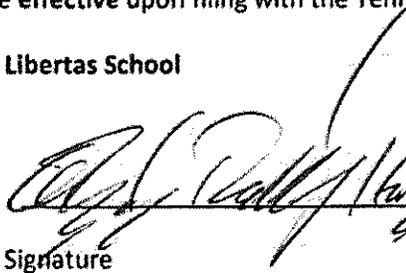
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of Section 501(c)(3) of the Internal Revenue Code, including the following specific purposes:

- (a) to operate, advise and support public charter schools in the state of Tennessee; and
  - (b) to engage in any business permitted under the laws of the State of Tennessee.
11. The corporation shall have the power to do all things necessary or convenient to its business affairs in accordance with the laws of the State of Tennessee.
  12. No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its directors, officers, or other private persons, except that the corporation 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 Section 10 hereof.
  13. The corporation shall indemnify its directors and officers to the fullest extent provided under the Tennessee Nonprofit Corporation Act. In the event a director or officer is made a party to a proceeding because such individual is a director or officer of the corporation, the corporation shall indemnify and pay for reasonable expenses incurred by such director or officer in advance of final disposition of such proceeding unless the Board of Directors, by majority vote of the directors, determines that (a) such director's or officer's conduct was not in good faith; and (b) the individual could not have reasonably believed: (i) in the case of conduct in the individual's official capacity with the corporation, that the individual's conduct was in the best interest of the corporation; and (ii) in all other cases, that the individual's conduct was not opposed to the best interest of the corporation; and (iii) in the case of any criminal proceeding, that the individual has reasonable cause to believe the individual's conduct was lawful. Directors shall not have personal liability to the Corporation for monetary damages for a breach of fiduciary duty as a director. This limitation shall not eliminate or limit the liability of a director for any breach of a director's duty of loyalty to the corporation or for any acts or omissions not in good faith or which involve intentional misconduct or a knowing violation of the law or unlawful distributions.
  14. This corporation is organized and operated exclusively for educational purposes, including, for such purposes, the making of distributions to organizations that qualify as tax-exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.
  15. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue law) or (b) by a corporation contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue law).

16. The fiscal year of the corporation shall end on June 30 in each year.
17. Provisions for the regulation for the internal affairs of the corporation shall be set forth in the By-laws.
18. This Charter will become effective upon filing with the Tennessee Secretary of State.

Libertas School

  
Signature

Libertas School 12/10/13  
Date

Gregory Polley, Incorporator

7261.3108, 12/11/2013, 12:47:55, RECEIVED BY TENNESSEE SECRETARY OF STATE THE HARTGATE



STATE OF TENNESSEE  
Tre Hargett, Secretary of State  
Division of Business Services  
William R. Snodgrass Tower  
312 Rosa L. Parks AVE, 6th FL  
Nashville, TN 37243-1102

Libertas School  
STE 1714  
5050 POPLAR AVE  
MEMPHIS, TN 38157-1714

December 11, 2013

### Filing Acknowledgment

Please review the filing information below and notify our office immediately of any discrepancies.

<b>SOS Control # :</b>	<b>740408</b>	Formation Locale:	TENNESSEE
Filing Type:	Corporation Non-Profit - Domestic	Date Formed:	12/11/2013
Filing Date:	12/11/2013 12:47 PM	Fiscal Year Close:	6
Status:	Active	[ Annual Report Due:	10/01/2014 ]
Duration Term:	Perpetual	Image # :	7261-3103
Business Type:	School Organization - Exempt		
Public/Mutual Benefit:	Public		
Business County:	SHELBY COUNTY		

### Document Receipt

Receipt # : 1231973

Filing Fee: \$0.00

#### Registered Agent Address:

GREGORY POLLEY  
STE 1714  
5050 POPLAR AVE  
MEMPHIS, TN 38157-1714

#### Principal Address:

STE 1714  
5050 POPLAR AVE  
MEMPHIS, TN 38157-1714

Congratulations on the successful filing of your **Charter for Libertas School** in the State of Tennessee which is effective on the date shown above. You must also file this document in the office of the Register of Deeds in the county where the entity has its principal office if such principal office is in Tennessee. Visit the TN Department of Revenue website ([apps.tn.gov/bizreg](http://apps.tn.gov/bizreg)) to determine your online tax registration requirements.

*see on website*  
You must file an Annual Report with this office on or before the Annual Report Due Date noted above and maintain a Registered Office and Registered Agent. Failure to do so will subject the business to Administrative Dissolution/Revocation.

Tre Hargett  
Secretary of State

Processed By: Tammy Morris

7261-3103, 12/11/2013, 12:17:09, Received by Tennessee Secretary of State Tre Hargett

# CHARTER NONPROFIT CORPORATION (ss-4418)



Business Services Division  
**Tre Hargett, Secretary 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

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: Libertas 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: School organization - exempt

4. The name and complete address of the initial registered agent and office located in the state of Tennessee is:  
Name: Gregory Polley  
Address: 5050 Poplar Ave, Suite 1714  
City: Memphis State: TN Zip Code: 38137 County: SHELBY

5. Fiscal Year Close Month: June 30 Period of Duration:  Perpetual  Other  / /  
Month Day Year

6. If the document is not to be effective upon filing by the Secretary of State, the delayed effective date and time is:  
(Not to exceed 90 days) Effective Date:  / / Time:  / /  
Month Day Year

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 executive office is:  
Address: 5050 Poplar Avenue, Suite 1714, Memphis, TN 38137  
City: Memphis State: TN Zip Code: 38137 County: SHELBY

**\*Note: Pursuant to T.C.A. §10-7-503 all information on this form is public record.**

Submitter Information: Name: Robert Nardo Phone #: (   ) 901-654-7788

# CHARTER NONPROFIT CORPORATION (SS-4418)



Business Services Division  
**Tre Hargett, Secretary 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*

The name of the corporation is: Libertas School

10. The complete mailing address of the entity (if different from the principal office) is:

Address: \_\_\_\_\_  
 City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

11. List the name and complete address of each incorporator:

Name	Business Address	City, State, Zip
Gregory Polley	3657 Waynoka Ave	Memphis, TN 38111
Sara Nardo	1440 Robertson Road	Memphis, TN 38127

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 §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:

Please reference articles of incorporation *#9 - see attached*

14. Other Provisions:

Please reference articles of incorporation *- see attached*

**\*Note: Pursuant to T.C.A. §10-7-503 all information on this form is public record.**

12/10/13  
 Signature Date

*Gregory Polley* / for Libertas school  
 Incorporator's Signature

Gregory Polley  
 Incorporator's Name (printed or typed)

72513104 - 12/11/2013 12:47:21 Received by Tennessee Secretary of State Tre Hargett

State of Tennessee



Department of State  
Corporate Filings  
312 Rosa L. Parks Avenue  
6<sup>th</sup> Floor, William R. Snodgrass Tower  
Nashville, TN 37243

For Office Use Only

Statement of Exemption  
from Nonprofit Charter Filing Fee  
under 2008 Tenn. Pub. Acts, ch. 1156

The undersigned hereby certifies that pursuant to 2008 Tenn. Pub. Acts, ch. 1156, the attached nonprofit charter is exempt from the \$100 filing fee required by TCA §48-51-303(a)(1) since:

- (1) the attached nonprofit charter is for a "school support organization" as defined in TCA §49-2-206(4)(A)<sup>1</sup> which is required to register as a nonprofit organization, foundation, or chartered member of a nonprofit organization or foundation by a policy adopted in accordance with TCA Title 49, chapter 2, part 6 (the "School Support Organization Financial Accountability Act"); and
- (2) this "school support organization" is an educational institution as defined in TCA §48-101-502(b)<sup>2</sup>.

12/10/13  
Date

*Gregory Polley* / For Liberty School  
Signature

Gregory Polley  
Name (typed or printed)

Incorporator  
Capacity

<sup>1</sup> TCA §49-2-603(4)(A) provides: " 'School support organization' means a booster club, foundation, parent teacher association, parent teacher organization, parent teacher support association, or any other nongovernmental organization or group of persons whose primary purpose is to support a school district, school, school club, or academic, arts, athletic, or social activities related to a school, that collects or receives money, materials, property or securities from students, parents, or members of the general public."

<sup>2</sup> TCA §48-101-502(b) provides: " 'Educational institution,' for the purposes of this section, means an organization organized and operated exclusively for educational purposes and which normally maintains a regular faculty and curriculum and normally has a regularly enrolled body of pupils or students in attendance at the place where its educational activities are regularly carried on, and which is accredited by a recognized accrediting agency. Included in such definition are organizations composed of parents of students and other persons connected with the institution, which are organized and operated for the purpose of conducting activities in support of the operations or extracurricular activities of such institutions. 'Educational institution' also includes private foundations soliciting contributions exclusively for such organizations."

7281.3105, 12/11/2013, 12:47:31, Received by Tennessee Secretary of State Tre Hargett



# ATTACHMENT 3

Proof of Nonprofit and Tax-Exempt Status

Tracking Number  
B2025792706



Tre Hargett  
Secretary of State

## Annual Report

Division of Business and Charitable Organizations  
Department of State  
State of Tennessee  
312 Rosa L. Parks Avenue, 6th Floor  
Nashville, Tennessee 37243  
Phone: 615-741-2286  
sos.tn.gov/businesses

Control #: 000740408  
Filed: 10/01/2025 11:04 AM  
Tre Hargett  
Secretary of State

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### Entity Information

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**Business Name:** LIBERTAS SCHOOL

**Entity Type:** Non-Profit Corporation

**Place of Formation:** Tennessee

**Control Number:** 000740408

**Principal Office Address:**

3777 EDENBURG DR  
USA, MEMPHIS, TN 38127

**Mailing Address:**

3777 EDENBURG DR  
USA, MEMPHIS, TN 38127

**Nature of Business (NAICS):**

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### Officer Information

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ROBERT NARDO  
3777 EDENBURG DR EX OFFICIO  
MEMPHIS, TN 38127, USA  
*Director*

MARKISE ROGERS  
3777 EDENBURG DR  
MEMPHIS, TN 38127, USA  
*Director*

ALISON LESLIE  
3777 EDENBURG DR  
MEMPHIS, TN 38127, USA  
*Director*

LEE ADAMS  
3777 EDENBURG DRIVE  
MEMPHIS, TN 38127, USA  
*Director*

FRANCIS GINSKI  
3777 EDENBURG DR  
MEMPHIS, TN 38127, USA  
*Director, Secretary*

ANDREW BOORD  
3777 EDENBURG DRIVE  
MEMPHIS, TN 38127, USA  
*Director, Treasurer*

BOB NARDO  
3777 EDENBURG DR  
MEMPHIS, TN 38127, USA  
*President*

CARLISSA SHAW  
3777 EDENBURG DRIVE  
MEMPHIS, TN 38127, USA  
*Director*

JAMESHA HAYES  
3777 EDENBURG DR  
MEMPHIS, TN 38127, USA  
*Director*

---

### Registered Agent Information

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CHARITY ELLIS  
3777 EDENBURG DR  
MEMPHIS, TN 38127

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## Signature

---

By entering my name in the space provided below, I certify that I am authorized to file this document on behalf of this entity, have examined the document and, to the best of my knowledge and belief, it is true, correct and complete as of this day.

**Signed Electronically:** CHARITY ELLIS

**Date:** 10/01/2025

**Title:** EXTERNAL RELATIONS MANAGER

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: SEP 05 2014

LIBERTAS SCHOOL  
5050 POPLAR AVE STE 1714  
MEMPHIS, TN 38137

Employer Identification Number:  
46-4684942  
DLN:  
17053134347004  
Contact Person:  
CUSTOMER SERVICE ID# 31954  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
June 30  
Public Charity Status:  
170(b)(1)(A)(ii)  
Form 990 Required:  
Yes  
Effective Date of Exemption:  
December 11, 2013  
Contribution Deductibility:  
Yes  
Addendum Applies:  
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

For important information about your responsibilities as a tax-exempt organization, go to [www.irs.gov/charities](http://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,



Director, Exempt Organizations

Letter 947

LIBERTAS SCHOOL

INFORMATION FOR CHARTER SCHOOLS

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2, C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled, or not renewed, you will be required to comply with Revenue Procedure 75-50.



# ATTACHMENT 4

Governing Board Bylaws

**BYLAWS of LIBERTAS SCHOOL of MEMPHIS**

**I. Nonprofit Purposes**

**A. Internal Revenue Code Section 501(c)(3) Purposes**

This corporation is organized and operated exclusively for educational purposes, including, for such purposes, the making of distributions to organizations that qualify as tax-exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

**B. Specific Objectives and Purposes**

The corporation is organized and operated exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, including, operating, advising, and supporting public charter schools in the state of Tennessee.

**II. Board of Trustees**

Libertas School will be governed by a Board of Trustees (hereinafter "Board"). The rules of governance will be consistent with the By-laws as stated in this constitution.

**A. Powers**

The Board shall conduct or direct the affairs of Libertas School and exercise its powers, subject to the limitations of the Tennessee Nonprofit Corporation Act, the Articles of Incorporation, and the By-laws. The Board may delegate the management of the activities of the corporation to others, so long as the affairs of the corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction. Without limiting the generality of the powers here granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these By-laws, and the following specific powers:

1. To elect and remove Trustees
2. To select and remove officers, agents and employees of Libertas School; to prescribe powers and duties for them; and to fix their compensation
3. To conduct, manage and control the affairs and activities of Libertas School, and to make rules and regulations
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of Libertas School
5. To carry on a business that will result in revenue and to apply any revenue that results from the business activity to any activity that will fulfill the mission of Libertas School
6. To act as Trustee under any trust incidental to the Libertas School's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest,

## **By-laws: Libertas School of Memphis**

or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property

8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities

9. To indemnify and maintain insurance on behalf of any of its Trustees, officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the Tennessee Nonprofit Corporation Act and the limitations noted in these By-laws.

### **B. Number of Trustees**

The number of Trustees of the Libertas School shall be not less than 4 or more than 11. The actual number of Trustees shall be determined from time-to-time at the discretion of the board.

### **C. Interested Persons**

Not more than 49% of the persons serving on the Board may be interested persons. See Section III, part A of these By-laws for a definition of an "interested person."

### **D. Election of Trustees**

#### 1. Election

Libertas School's Executive Director shall automatically be an ex officio Trustee serving on the Board; and will serve in an advisory capacity and shall not have a vote. The Board shall elect the remaining Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee.

#### 2. Eligibility and composition

The Board may elect any person who in its discretion it believes will serve the interests of Libertas School faithfully and effectively. In addition to other candidates, the Board will consider as nominees various members of the community, and, following the graduation of the initial class, an alumna or alumnus of Libertas School. One seat on the board shall be reserved for the parent of an active Libertas School student ("Parent Representative"). Subject to the Board's assent to an Affiliation Agreement, two seats shall be reserved for representatives of the Team CFA Foundation.

#### 3. Term of Office

a. Board members' terms will be for two years, except for two of the initial Trustees, who will serve three-year terms so that the terms of board members will be staggered. Trustees are eligible for re-election for two additional consecutive terms. No Trustee, other than a Trustee serving as a corporate officer or the Executive Director, may serve for more than seven (7) consecutive years. Trustees who have served the limit of consecutive terms may be re-elected a year after their terms have ended.

## **By-laws: Libertas School of Memphis**

d. The term of office of a Trustee elected to fill a vacancy in these by-laws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

e. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment of the Articles of Incorporation or the By-laws or other Board action.

f. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the Articles of Incorporation or the By-laws or other Board action.

### **4. Time of Elections**

The Board shall elect Trustees whose terms begin on July 1 of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

## **E. Removal of Trustees**

The Board may remove by a majority vote a Trustee with or without cause as provided by the Tennessee Nonprofit Corporation Act. The Board may remove any Trustee who:

1. Has failed to attend two or more of the Board's Regular Meetings in any calendar year
2. Has been declared of unsound mind by a final order of court
3. Has been convicted of a felony
4. Has been found by a final order or judgment of any court to have breached any duty imposed by the Tennessee Nonprofit Corporation Act
5. For such other good causes as the Board may determine

## **F. Resignation by Trustees**

A Trustee may resign by giving written notice to the Board Chairman or Secretary. The resignation is effective on the giving of notice, or at any later date specified in the notice. A Trustee may not resign if the Trustee's resignation would leave Libertas School without a duly elected Trustee in charge of its affairs.

## **G. Vacancies**

A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these By-laws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

## **H. Compensation of Trustees**

Trustees shall serve without compensation. The exception is that the Executive Director of Libertas

## **By-laws: Libertas School of Memphis**

School, a Trustee who serves in an advisory capacity on the Board as an ex-officio member without a vote, may be compensated by the Corporation. His or her salary and benefits will be determined by the Board of Trustees according to reasonable standards for such a position.

The Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Libertas School business.

### **I. Nonliability of Trustees**

The Trustees shall not be personally liable for Libertas School's debts, liabilities or other obligations.

### **J. Indemnification by Corporation of Trustees and Officers**

The Trustees and officers of Libertas School shall be indemnified by the corporation to the fullest extent permissible under the laws of Tennessee.

### **K. Insurance for Corporate Agents**

Except as may be otherwise provided under provisions of law, the Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the corporation (including a Trustee, officer, employee, or other agent of the corporation) against liabilities asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the articles of incorporation, these By-laws, or provisions of law.

## **III. Conflict of Interest Policy**

The purpose of the Conflict of Interest Policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Trustee of the Corporation.

### **A. Interested Person**

Any Trustee, principal officer, or member of a committee with board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person. If a person is an interested person with respect to any entity of which the Corporation is a part, he or she is an interested person with respect to all entities of the corporation.

### **B. 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 the Corporation has a transaction or arrangement, or
2. a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
3. a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

## **By-laws: Libertas School of Memphis**

4. Compensation includes direct and indirect remuneration as well as gifts or favors that are not substantial in nature. A financial interest is not necessarily a conflict of interest. Under part D of this Section, 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.

### **C. Duty to Disclose**

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Trustees and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

### **D. Determining Whether a Conflict of Interest Exists.**

After disclosure of the financial interest and all material facts, and after any discussion and/or presentation 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 by a majority vote.

The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

After exercising due diligence, the board or committee shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.

If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the board or committee shall determine by a majority vote of the disinterested Trustees whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether it is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

### **E. Violations of the Conflicts of Interest Policy**

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.

If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the board or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

### **F. Recording Conflicts of Interest**

The minutes of the board and all committees with board-delegated powers shall contain:

1. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial

## **By-laws: Libertas School of Memphis**

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; and

2. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

### **G. Annual statement**

Each Trustee, principal officer and member of a committee with board delegated powers shall annually sign a statement which affirms that such person:

1. has received a copy of the conflicts of interest policy,
2. has read and understands the policy,
3. has agreed to comply with the policy, and
4. understands the Corporation is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

### **H. Periodic Reviews**

To ensure the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize the tax exempt status of the Corporation, periodic reviews shall be conducted. The periodic reviews shall include, at a minimum, whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation'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 excess benefit transaction

## **IV. Meetings of the Board**

### **A. Place of Meetings**

Board Meetings shall be held at a Libertas School site, or at the registered corporate office of Libertas School, or any other reasonably convenient place as the Board may designate.

### **B. Annual Meetings**

An Annual Meeting shall be designated by the board for the purpose of electing Trustees, making and receiving reports on Libertas School affairs, and transacting other business as comes before the meeting.

### **C. Regular Meetings**

Regular Meetings shall be held at various times within the year as the Board determines. Any such regular meeting previously scheduled by board statute, ordinance, or resolution shall give adequate public notice of such meeting [TN Code Annotated 49-13-111(h)].

## **By-laws: Libertas School of Memphis**

### **D. Special Meetings**

A Special Meeting shall be held at any time called by the Chairman of the Board or by any four Trustees. Any such special meeting not previously scheduled by statute, ordinance, or resolution, or for which notice is not already provided by law, shall give adequate public notice of such meeting [TN Code Annotated 8-44-103(b)].

### **E. Adjournment**

A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given to absent Trustees if the time and place be fixed at the meeting adjourned, except if the meeting is adjourned for longer than 24 hours, notice of the adjournment shall be given as specified in these By-laws.

### **F. Notices**

Notices of Board Meetings shall be given as follows:

1. Annual Meetings and Regular Meetings may be held without notice if the By-laws or the Board fix the time and place of such meetings.
2. Special Meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United State mail, addressed to the recipient at the address shown for the recipient in the corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee of to a person whom it is reasonably believed will communicate it promptly to the Trustee.

## **V. Action by the Board**

### **A. Quorum**

A quorum consists of 51% of the fixed number of Trustees.

### **B. Action by the Board**

#### **1. Actions Taken at Board Meetings**

The actions done and decisions made by a majority of the Trustees present at a meeting duly held at which a quorum is present are the actions and decisions of the Board, except for purposes of electing Trustees, appointing committees and delegating authority thereto, or amending the Libertas School's By-laws, where the action of a majority of Trustees then in office is required as set out in these By-laws. The Board may continue to transact business at a meeting at which a quorum was originally present, even though Trustees withdraw, provided that any action taken is approved by at least a majority of the quorum required.

#### **2. Actions by proxy not permitted**

Proxy voting by Trustees is not allowed.

## **By-laws: Libertas School of Memphis**

### 3. Actions without a Meeting

The Board may take any required or permitted action without a meeting if all the Trustees individually or collectively consent in writing to the taking of that action. Such consent shall have the same effect a unanimous vote of the Board, and shall be filed with the minutes of the Board proceedings.

### 4. Board Meeting by Conference Telephone

Trustees may participate in a Board meeting through use of conference telephone or similar communication equipment, so long as all Trustees participating in such meeting can simultaneously hear one another and be able to speak to one another [TN Code Annotated 8-44-108(c)(3)]. Participation in a meeting pursuant to this section constitutes presence in person at such meeting.

## **C. Committees**

### 1. Appointment of Committees

The Board may appoint one or more Board Committees by vote of the majority of Trustees. A Board Standing Committee will include at least one Trustee, as well as persons who are not also members of the Board. All committee members shall serve at the pleasure of the Board.

### 2. Authority of Board Committees

The Board may delegate to a Board committee any of the authority of the Board, except with respect to:

- a. The election of Trustees
- b. Filling vacancies on the Board or any committee which has the authority of the Board
- c. The amendment or repeal of any Board resolution
- d. The amendment or repeal of By-laws or the adoption of new By-laws
- e. The appointment of other committees of the Board, or the members of the committees

### 3. Procedures of Committees

Meetings and action of committees shall be governed by, noticed, held, and taken in accordance with the provisions of these By-laws concerning meetings of the Board, with such changes in the context of such bylaw provisions as are necessary to substitute the committee and its members for the Board and its members, except that the time for regular and special meetings of committees may be fixed by resolution of the Board or by the committee. The Board may also adopt rules and regulations pertaining to the conduct of meetings of committees to the extent that such rules and regulations are not inconsistent with the provisions of these By-laws.

## **D. Standard of Care**

### 1. Performance of Duties

## **By-laws: Libertas School of Memphis**

Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith, in a manner the Trustee believes to be in Libertas School's best interest and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

### **2. Reliance on Others**

In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

- a. One or more officers or employees of Libertas School whom the Trustee believes to be reliable and competent in the matters presented
- b. Legal counsel, independent accountants or other persons as to matters that the Board believes are within that person's professional or expert competence
- c. A Board Committee on which the Trustee does not serve, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted

### **3. Investments**

In investing and dealing with all assets held by Libertas School for investment, the Board shall exercise the standard of care described above and avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income, as well as the probable safety of the corporation's capital. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board. No investment violates this section where it conforms to provisions authorizing such investment contained in an instrument or agreement pursuant to which the assets were contributed to Libertas School.

## **E. Rights of Inspection**

Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

## **F. Participation in Discussions and Voting**

Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except as noted below:

1. Any Trustee shall be excused from the discussion and vote on any matter involving: (a) a self-dealing transaction; (b) a conflict of interest, (c) indemnification of that Trustee; or (d) any other matter at the discretion of a majority of the Trustees then present.

## **By-laws: Libertas School of Memphis**

### **G. Duty to Maintain Board Confidences**

Every Trustee has a duty to maintain the confidentiality of all Board actions, including discussions and votes. Any Trustee violating this confidence may be removed from the Board.

## **VI. Officers**

### **A. Designation of Officers**

The officers of Libertas School will consist of Chairman, Vice Chairman, Secretary and Treasurer. Libertas School also may have such other officers as the Board deems advisable.

1. Chairman: Subject to Board control, the Chairman has general supervision of the affairs of Libertas School, and such other powers and duties as the Board may prescribe. If present, the Chairman shall preside at Board meetings.
2. Vice Chairman: If the Chairman is absent or disabled, the Vice Chairman shall perform all the Chairman's duties and, when so acting, shall have all the Chairman's powers and be subject to the same restrictions. The Vice Chairman shall have other such powers and perform such other duties as the Board may prescribe.
3. Secretary: The Secretary shall: (a) keep or cause to be kept, at Libertas School's Executive Director's office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of Libertas School's Articles of Incorporation and By-laws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the By-laws; and (d) have such other powers and perform such other duties as the Board may prescribe.
4. Treasurer: The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of Libertas School's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited Libertas School's monies and other valuables in Libertas School's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed Libertas School's funds as the Board directs; (e) render to the Chairman and the Board, as requested but no less frequently than once per quarter every fiscal year, an account of Libertas School's financial transactions and financial condition; (f) prepare any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

### **B. Election, Eligibility and Term of Office**

#### 1. Election

The Board shall elect the officers annually at the annual meeting or a regular meeting designated for that purpose or at a special meeting called for that purpose, except that officers elected to fill vacancies shall be elected as vacancies occur.

#### 2. Eligibility

## **By-laws: Libertas School of Memphis**

A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chairman.

### **3. Term of Office**

Each officer serves at the pleasure of the Board for a one year term, holding office until resignation, removal or disqualification from service, or until his or her successor is elected. An officer may be elected to serve more than one term.

### **C. Removal and Resignation**

The Board may remove any officer, with or without cause, at any time. Such removal by majority vote shall not prejudice the officer's rights, if any, under an employment contract. Any officer may resign at any time by giving written notice to Libertas School, the resignation taking effect on receipt of the notice or at a later date of specified in the notice.

## **VII. Other Provisions**

### **A. Fiscal Year**

The fiscal year of the corporation begins on July 1 of each year and ends on June 30 of the following year.

### **B. Checks and Notes**

Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of Libertas School may be signed by the Chairman, Treasurer or Libertas School's Executive Director.

### **C. Interpretation of Charter**

Whenever any provisions of these By-laws are in conflict with the provisions of the Charter, the provisions of these By-laws control.

## **IX. IRC 501(c)(3) Tax Exemption Provisions**

### **A. Limitations on Activities**

No substantial part of the activities of Libertas School shall be the carrying on of propaganda, or otherwise attempting to influence legislation (except as otherwise provided by Section 501(h) of the Internal Revenue Code), and Libertas School 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 provisions of these By-laws, Libertas School shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

### **B. Prohibition Against Private Inurement**

No part of the net earnings of this corporation shall inure to the benefit of, or be distributable to, its

## **By-laws: Libertas School of Memphis**

members, directors or trustees, officers, or other private persons, except that Libertas School shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of this corporation.

### **C. Distribution of Assets**

Upon the dissolution or winding up of Libertas School, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for educational purposes and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code, or the 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 so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the corporation 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.

### **X. Amendment**

The Board of Trustees may adopt, amend or repeal these By-laws, provided, however, that any meeting of the Board of Trustees at which the Bylaws are amended must be preceded by a notice to each Trustee, under the usual provisions for notice, setting forth the existing language to be changed and the proposed new language to be inserted. Amendments or repeal require an affirmative vote from two-thirds of the Board of Trustees.

### **XI. Dissolution**

In the event Libertas School should cease operations for whatever reason, including the non-renewal or revocation of its charter, it is agreed that the chartering authority [as defined in T.C.A. 49-13-104(4)] shall supervise and have authority to conduct the winding up of the business and affairs of Libertas School; provided, however, that in doing so, the chartering authority does not assume any liability incurred by Libertas School beyond the funds allocated to it by the chartering authority under the charter agreement. The chartering authority hereunder shall include, but shall not be limited to, the return and disposition of any assets acquired by purchase or donation by Libertas School during the time of its existence.

These by-laws are hereby adopted unanimously by the Libertas School Board of Trustees at the board meeting of Libertas School on January 22, 2014.



# ATTACHMENT 5

Board Policies

## Conflict of Interest Policy

The purpose of the Conflict of Interest Policy is to protect the school's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer, Trustee, or employee. Those making decisions on behalf of the school may not have a direct or indirect monetary interest in the sale of any merchandise, equipment or material, or similar commodity, to Libertas or any other Tennessee state agency during the tenure of such employment, or for six months thereafter. All employees shall, prior to commencing employment and anytime circumstances relating to conflicts change, submit written notification to Libertas' Executive Director and/or Board of Trustees of potential conflicts of interest. Trustees and employees shall avoid any action, whether or not specifically prohibited by this policy that might result in or create the appearance of using employment with Libertas for private gain.

### **Interested Person**

Any Trustee, officer, or committee member with board delegated powers, or decision-making employee, with a direct or indirect financial interest, as defined in this policy, is an interested person. An interested person with respect to any entity of which the school is a part is an interested person with respect to all school entities.

### **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 the school has a transaction or arrangement, or
2. a compensation arrangement with the school or with any entity or individual with which the school has a transaction or arrangement, or
3. a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.
4. Compensation includes direct and indirect remuneration as well as gifts or favors that are not substantial in nature. A financial interest is not necessarily a conflict of interest. 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.

### **Duty to Disclose**

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Trustees and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

### **Determining Whether a Conflict of Interest Exists**

After disclosure of the financial interest and all material facts, and after any discussion and/or presentation 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 by a majority vote.

The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

After exercising due diligence, the board or committee shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.

If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the board or committee shall determine by a majority vote of the disinterested Trustees whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether it is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

### **Violations of the Conflicts of Interest Policy**

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.

If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the board or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

### **Recording Conflicts of Interest**

The minutes of the board and all committees with board-delegated powers shall contain:

1. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the board's or committee's decision as to whether a conflict of interest in fact existed; and
2. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

**Annual statement**

Each Trustee, principal officer and member of a committee with board delegated powers shall annually sign the attached disclosure statement.

**Periodic Reviews**

To ensure the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize the tax exempt status of the Corporation, periodic reviews shall be conducted. The periodic reviews shall include, at a minimum, whether partnerships, joint ventures, and arrangements with management organizations conform to the school'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 excess benefit transaction

Adopted unanimously by the Libertas School Board of Trustees at the board meeting of Libertas School on January 22, 2014.

### **Disclosure of potential financial interests**

Pursuant to Libertas School bylaws section III, I acknowledge that I have (1) received a copy of the conflicts of interest policy, (2) read and understand the policy, (3) agree to comply with the policy, and (4) understand that the school is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

I hereby disclose the following financial interests – through actual or potential business, investment, family, or compensation arrangement (direct or indirect remuneration or insubstantial gifts or favors) – in any entities with which Libertas School has proposed transactions or arrangements:

Financial interests are not necessarily conflicts of interest. Libertas policy empowers the appropriate board or committee to determine whether or not a financial interest is a conflict of interest, during which time the person in question will not be present for relevant deliberations. The minutes of the board and any committees with board-delegated powers shall contain the names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the board's or committee's decision as to whether a conflict of interest in fact existed. The minutes shall also contain the names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Any Trustee or committee member may voluntarily recuse themselves from any deliberations or decisions involving potential financial or other conflicts of interest.

I pledge to ensure that Libertas engages in reasonable investment or payments for goods and services, and to never permit aforementioned financial or other conflicts of interests influence such decisions for the good of the school.

Printed name:

Date:

Signature:

## Parent or Community Grievance Resolution

### Process and timeline

If a Libertas parent, guardian, employee, student or other community member has a concern about the actions of any school staff member or volunteer, they should use the following procedure.

- (1) *First, directly contact the relevant school faculty or staff member by email or by phone at 901-609-3611.* Please communicate any concerns or complaints directly to the teacher or staff member with whom you have a concern. Please assume that the person may not know about your concern until you have clearly conveyed it.
- (2) *Second, escalate your concern to relevant leaders:* If the individual staff member with which you communicated was unable to resolve your concern, please contact Principal Josh Shelley or Executive Director Bob Nardo by phone at 901-609-3611, by email at [info@LibertasMemphis.org](mailto:info@LibertasMemphis.org), or by mail at 3777 Edenburg Dr, Memphis TN 38127. Most concerns can typically be resolved at the school level. The school will make every effort to respond within seven business days and resolve your concern within 30 business days.
- (3) *Third, if school leaders are unable to resolve your concern, contact our Board of Trustees:* Libertas School is governed by a nonprofit Board of Trustees, and is subject to oversight by its authorizer, the Tennessee Public Charter School Commission. The Board of Trustees is the legal entity with authority to provide final oversight for administrators in decisions such as staffing, school programs, use of time, discipline, support services, etc. The Chairman of our board, who can be found on [our board member list](#), is able to receive and direct to the board committee's attention any grievances from parents or students that were not satisfactorily resolved by school staff. Families may contact these board members at [info@LibertasMemphis.org](mailto:info@LibertasMemphis.org). The board also meets publicly on a regular basis. Please note that the Board will generally not hear grievances that have not first been channeled through school staff.
- (4) *Fourth, contact the Tennessee Public Charter School Commission (TPCSC):* If a parent has concerns regarding potential violations of the law, the charter agreement, special education rights (including discipline), child abuse, suggestions for a student to transfer or enroll at a different school, Title VI and Title IX (civil

rights) claims, ADA/Section 504 claims, applicable district policies, or student safety responsibilities - and if the parent's efforts to resolve the issue directly with school leadership and the board of trustees fail to satisfactorily address these concerns - then the parent may appeal to the TPCSC for assistance in resolving the issue. To contact the TPCSC, please email [charter.commission@tn.gov](mailto:charter.commission@tn.gov), specifying attention to the Executive Director. A formal complaint to the Commission must:

- (1) Identify the school(s) involved in the issue;
- (2) Clearly describe the grievance or complaint and provide any corresponding documentation supporting the issue;
- (3) Provide details of how the individual attempted to resolve the issue with the school or governing board, if applicable; and
- (4) Be filed within 180 days of the alleged violation, unless the Commission determines that special circumstances exist to allow the filing of the complaint or grievance.

Within seven (7) business days, the Director of Schools or his/her designee will determine whether or not the grievance or complaint is properly before the Commission or if it needs to be resolved with the school, and the Director of Schools or his/her designee will notify the complainant of this decision in writing. If it is determined that the complaint or grievance is properly before the Commission, the Commission will address the complaint or grievance within thirty (30) calendar days, unless special circumstances exist. If special circumstances exist, all parties will be notified.

When warranted, the TPCSC may engage external authorities to investigate and/or address an issue. Please note that, for most concerns, the TPCSC does not have authority to overturn the decisions of Libertas' board regarding student services and staff. If warranted, the sole actions that the TPCSC has the authority to take beyond informing and influencing Libertas to resolve an inadequately addressed Tennessee statute-defined violation on its own are to modify the expansion or replication of a school or revoke the charter.

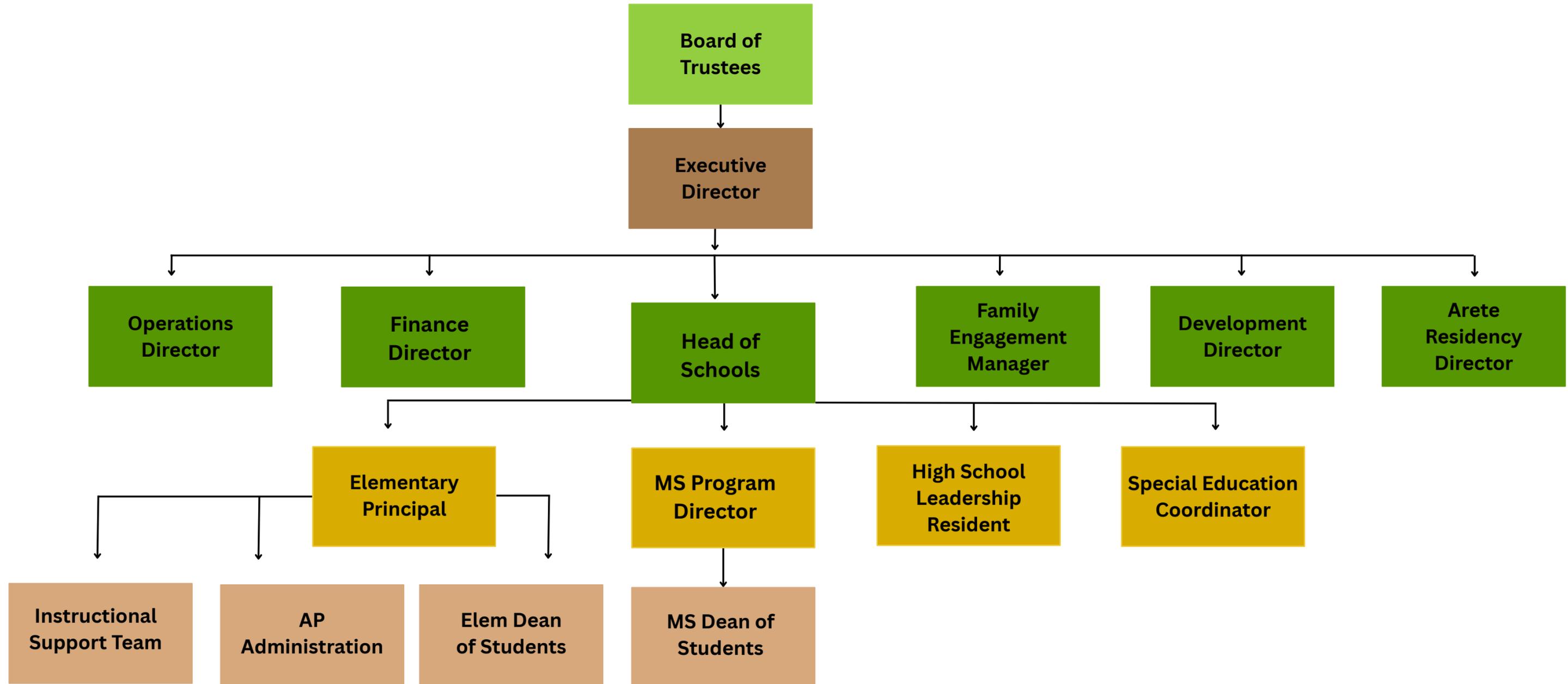
Where a concern involves a criminal violation of the law (e.g., a parent believes that his or her child has been physically abused by a school employee or another student), the parent should immediately contact the local police department and the TN Department of Children's Services (DCS). School and district personnel who suspect student abuse are required to notify DCS and the TPCSC, and shall immediately do so upon notification or substantiated suspicion that a student has been abused.



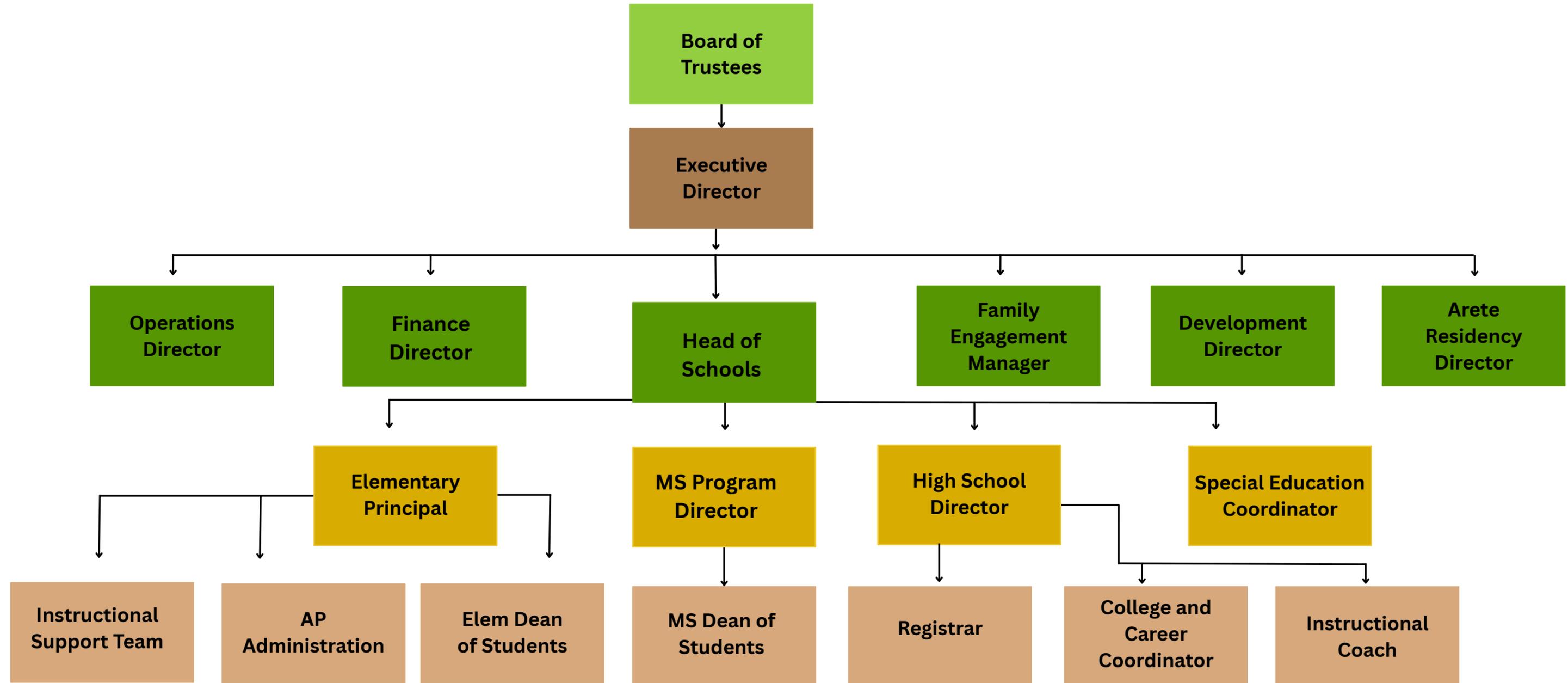
# ATTACHMENT 6

Network Organization Charts

# Libertas High School: Year 1



# Libertas High School: Years 3 and 5





# ATTACHMENT 7

Letters of Insurance Coverage

February 2, 2026

Memphis-Shelby County Schools and TN State Board of Education  
160 S. Hollywood St  
Memphis TN 38112

**RE: Libertas School of Memphis**

To Whom it May Concern,

Please be advised that the insurance coverages listed below will be provided if the Charter Application for Libertas School of Memphis is approved by Memphis-Shelby County Schools and The TN State Board of Education.

- General Liability - \$2,000,000 aggregate limit / \$1,000,000 occurrence limit
- Umbrella Coverage - \$5,000,000 (This umbrella provides an additional \$5,000,000 coverage limit above the underlying Auto Liability, Professional Liability, General Liability, Sexual Abuse/Molestation Liability and Employers Liability.)
- Professional Liability (which includes Directors & Officers Liability and Employment Practices Liability) - \$1,000,000 limit
- School contents and Building coverage (Property) – Replacement Cost Coverage
- Employers Liability/Workers Compensation coverage - \$1,000,000 limit
- Sexual Abuse/Molestation coverage - \$1,000,000 limit
- Automobile Liability - \$1,000,000 limit for any hired and/or non-owned autos.
- Student and Athletic Accident coverage.
- TN Charter School Surety bonds pursuant to TN Code Annotated §49-13-111(n)
- \$500,000 Cyber Liability/Network Security/Data Compromise Coverage

The insurance provider will notify MSCS and TDOE within ten (10) days of the cancellation of any insurance it carries on the charter school, pursuant to Tenn. Code Ann. §49-13-107 (b) (19).

Please contact me at 901-767-3083 with any questions you may have.

Sincerely,



Andy Stogner  
Douglas & Greer, Inc.  
Insurance & Bonds since 1948





LIBESCH-01

ASTOGNER

# CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

10/10/2025

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

**IMPORTANT:** If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

<b>PRODUCER</b> Douglas & Greer, Inc. 6263 Poplar Ave Suite 1000 Memphis, TN 38119	<b>CONTACT NAME:</b> PHONE (A/C, No, Ext): <b>(901) 767-3083</b> FAX (A/C, No): E-MAIL ADDRESS:  <table style="width: 100%;"> <tr> <td style="text-align: center;">INSURER(S) AFFORDING COVERAGE</td> <td style="text-align: center;">NAIC #</td> </tr> <tr> <td>INSURER A : <b>American Southern Home Ins.Co</b></td> <td></td> </tr> <tr> <td>INSURER B : <b>BusinessFirst Insurance Company</b></td> <td><b>11697</b></td> </tr> <tr> <td>INSURER C :</td> <td></td> </tr> <tr> <td>INSURER D :</td> <td></td> </tr> <tr> <td>INSURER E :</td> <td></td> </tr> <tr> <td>INSURER F :</td> <td></td> </tr> </table>	INSURER(S) AFFORDING COVERAGE	NAIC #	INSURER A : <b>American Southern Home Ins.Co</b>		INSURER B : <b>BusinessFirst Insurance Company</b>	<b>11697</b>	INSURER C :		INSURER D :		INSURER E :		INSURER F :	
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INSURER C :															
INSURER D :															
INSURER E :															
INSURER F :															
<b>INSURED</b>  <b>Libertas School of Memphis</b> <b>3833 Mountain Terrace</b> <b>Memphis, TN 38127</b>															

**COVERAGES****CERTIFICATE NUMBER:****REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
<b>A</b>	<input checked="" type="checkbox"/> <b>COMMERCIAL GENERAL LIABILITY</b> <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR  GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:			<b>7NA6CP0000247-04</b>	<b>7/1/2025</b>	<b>7/1/2026</b>	EACH OCCURRENCE \$ <b>1,000,000</b> DAMAGE TO RENTED PREMISES (Ea occurrence) \$ <b>100,000</b> MED EXP (Any one person) \$ <b>10,000</b> PERSONAL & ADV INJURY \$ <b>1,000,000</b> GENERAL AGGREGATE \$ <b>3,000,000</b> PRODUCTS - COMP/OP AGG \$ <b>3,000,000</b> \$
<b>A</b>	<input type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			<b>7NA6CA0000029-04</b>	<b>7/1/2025</b>	<b>7/1/2026</b>	COMBINED SINGLE LIMIT (Ea accident) \$ <b>1,000,000</b> BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
<b>A</b>	<input checked="" type="checkbox"/> <b>UMBRELLA LIAB</b> <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ <b>10,000</b>			<b>7NA6FF0000024-04</b>	<b>7/1/2025</b>	<b>7/1/2026</b>	EACH OCCURRENCE \$ <b>5,000,000</b> AGGREGATE \$ <b>5,000,000</b> \$
<b>B</b>	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) <input type="checkbox"/> Y / N If yes, describe under DESCRIPTION OF OPERATIONS below		N / A	<b>521-19729</b>	<b>7/1/2025</b>	<b>7/1/2026</b>	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ <b>1,000,000</b> E.L. DISEASE - EA EMPLOYEE \$ <b>1,000,000</b> E.L. DISEASE - POLICY LIMIT \$ <b>1,000,000</b>
<b>A</b>	<b>Educators Legal Liab</b>			<b>7NA6CP0000247-04</b>	<b>7/1/2025</b>	<b>7/1/2026</b>	<b>1,000,000</b>

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

**CERTIFICATE HOLDER****CANCELLATION**

<b>City of Memphis</b> <b>Attn: Risk Management</b> <b>170 N Main St FL 5</b> <b>Memphis, TN 38103</b>	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.  AUTHORIZED REPRESENTATIVE 
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# ATTACHMENT 8

School Operating Budget Template

[separate excel file]



# ATTACHMENT 9

Network Budget

[separate excel file]



# ATTACHMENT 8

School Operating Budget Template

### Job Description: High School Director

**Our School: Our School:** Libertas is a public charter school serving the Frayser neighborhood in Memphis. *Our mission is to be a school for human flourishing: cultivating minds, hands, and hearts for lives of wonder, work, and love.* We offer a rich, rigorous, and personalized education through the method of Dr. Maria Montessori and the classical liberal arts. We offer an attachment village of wraparound family supports and develop virtues of character. Tennessee has twice named Libertas a Reward School - a top 15% school. We currently serve infant and toddler, early childhood and elementary at our founding location and a middle school on a second nearby campus. Over the next 1-2 years we will open a small high school (250 students in grades 9 to 12) that uniquely imparts literary and cultural tradition while also fostering student enterprise and work of the hand - together preparing students for college, career, and citizenship. We also operate a nationally- accredited, state-licensed teacher training program. Learn more about Libertas [on our website](#).

**Role Summary:** Participate in a leadership and planning residency (SY 2026-2027 or 2026-2028) followed by the launch and implementation (in 2027 or 2028) of our new high school **for human flourishing, where adolescents are prepared for a life of purpose by being formed as whole persons through rigorous academics, meaningful work, and an attachment village that cultivates hearts for virtue.** The High School Director is responsible for ensuring effective implementation of the program, including day-to-day school leadership, curriculum and instruction, and student and adult culture. This role requires entrepreneurial skill to help design and launch a new program as well as interpersonal and logistical skills to sustain excellence. This is a once-in-a-generation opportunity to help start and lead a nationally-recognized and trajectory-changing high school.

#### Role Information

- Full-time role. Work hours will vary with the published school calendar. Current middle school instructional staff hours are 7:45 AM - 3:45 PM (faculty meetings on Tuesdays until 4:45, other after-school meetings until 4:45 PM are common). Assist with periodic school events outside of the normal schedule. Four additional weeks of work and training in the summer for closeout and planning.
- Some travel should be expected during the leadership and planning residency for school observations and partnership meeting
- Timeline:
  - One- or two-year leadership and planning residency (2026-2027 or 2026-2028)
  - Year 1 with ~60 students (2027-2028 or 2028-2029), Year 2 with ~125 students, Year 3 with ~190 students, Year 4 with ~250 students
  - Potential opportunity for promotion to leadership of full upper school (6-12) program
- Reports to: Head of Schools
- Supervises: High School staff
- Key relationships: shared services leadership (Directors of Operations, Finance, Communications, Family Engagement; ED), leaders of Lower School and Middle School programs

### Measures of Success

- *Planning & Residency Years:*
  - On-time planning and successful launch of new High School Program
- *Launch Year & Beyond:*
  - Student progress through curriculum and growth on school metrics (e.g. gradebook, NWEA MAP, TCAP and EOCs, TVAAS, ACT, internal assessments, etc.)
  - Graduation rate and other college and career readiness indicators
  - Accurate and timely tracking of and responding to teacher and student data
- *Ongoing:*
  - Observed growth and development of staff; staff retention
  - 85% satisfaction among stakeholders (including High School staff and families)
  - Satisfactory performance evaluations
  - Strong alignment of the High School Program with Libertas's mission and culture
  - Other indicators

### Key Responsibilities

#### *Planning & Residency Years (before program opens):*

##### *Leadership Residency and High School Program Development*

- **Study and internalize the model and culture** of Libertas's existing Lower School and Middle School, as well as the principles of Montessori pedagogy and humanistic and liberal education.
- Take on a **variety of classroom and school leadership responsibilities** across the school to gain experience with the Libertas way and in order to **ensure program alignment and coherence**.  
Examples of **possible responsibilities** could include:
  - Working with instructional leaders to **coach teachers**, including observing and giving feedback on instruction and classroom management
  - Supporting the Dean of Students and/or Attachment Village Manager in leading school culture initiatives and **responding to student behavior needs**
  - Teaching one or two sections of a **Middle School course**
  - Leading a section of middle school **House** and/or **Work Period**
- Learn from the **best practices of high-performing high schools throughout our state and nation** in order to incorporate those practices in our program design.
- Work closely with the Head of Schools in **designing a detailed and comprehensive plan** for a unique high school that educates minds, hands, and hearts
- In collaboration with Head of Schools and other stakeholders, play a key leadership role in the development of:
  - A content rich and state standards-aligned **roadmap of curriculum and assessment**, including directing and reviewing the work of consultants or contractors. Collaborate with other academic leaders to ensure curricular coherence across all of Libertas's grade levels and programs.
  - A plan for **student culture** practices, policies, and procedures that is aligned with our mission and philosophy.

- Collaborate with **external educational partners** to develop and implement opportunities for students to complete high quality dual enrollment and/or career and technical learning
- Develop a plan for **school logistics** (e.g. arrival and dismissal procedures, transitions, daily schedule, student scheduling, etc.)
- Conduct staff recruitment conversations, events, and interviews; partner with Head of Schools to **select a founding faculty team** that is aligned with our mission and prepared to implement the High School Program with excellence.
- Participate in the Family Engagement Team's work to **recruit students** and their families to enroll
- Engage with **other community stakeholders**, including giving periodic reports to the Libertas Board of Directors about the progress of the program design

### ***Upon launch of school:***

#### *Program Leadership*

- Plan and lead **day-to-day implementation** of the High School Program (daily schedule, schoolwide procedures for arrival/dismissal and transitions, staff absence management, substitute assignments, etc.)
- Lead the implementation and monitoring of the planned roadmap of **curriculum and assessment**.
- Monitor, communicate, and make decisions based on **student and teacher data** (lesson plan quality, timeliness, assessment results, grades, etc.)
- **Oversee High School staff:** conduct or delegate regular goal setting and status meetings; plan and provide high-quality, appropriate professional development
- **Support High School staff** in planning and implementing instruction and classroom environments that result in meeting academic goals. Conduct weekly or bi-weekly **observations and debrief sessions** with each teacher. Identify and prioritize areas of need/opportunity. Support the professional growth of staff members. Review and give feedback on **weekly lesson plans**. Co-plan, co-teach, and/or serve as a model teacher when needed.
- In collaboration with the Libertas Family Engagement Team and Dean of Students, communicate with **families**, address family concerns, and conduct family meetings when appropriate.
- Ensure **stewardship of budgeted funds** to achieve program goals.
- Ensure **compliance** with all academic, operational, and accountability requirements from school leadership and state and federal entities.

#### *Student Culture*

- Oversee **student experiences, leadership opportunities, traditions, and community practices** that reflect Libertas's mission and virtues.
- Provide leadership to the Dean of Students in planning and implementing **behavior protocols and supports**, fostering positive relationships, ensuring appropriate limits for student behavior, assisting students during calm-down, facilitating reconnection and restoration of relationships and repair as needed, and supporting conflict resolution.
- **Coach and collaborate with teachers** around culture, behavior, and discipline. Train, coach, and support staff and students in implementing restorative discipline practices.
- Make final **discipline and suspension determinations**.

- Communicate and enforce the **student dress code**.
- Ensure the effective implementation of our **Virtue Study curriculum** for teaching character and social-emotional practices in the classroom setting.

#### *Adult Culture*

- Support a **positive adult culture** in line with our school mission and vision. Foster professional collaboration, collegiality, and shared purpose.
- Facilitate resolution and restoration when **adult conflicts** arise.
- Hold staff members **accountable** for following our policies and expectations (e.g. family conferences, report cards, grace and courtesy, professionalism, dress code, etc.).

#### *Other Duties as Assigned*

#### **Qualifications and Traits**

- Significant academic and/or adult leadership experience in a K-12 school setting (e.g. Coach, Department Chair, Assistant Principal, Principal, School Director, etc.); proven experience leading teams and projects to achieve desired results
- Deep understanding of instructional best practices and school culture systems
- Comfort and experience analyzing and presenting data
- Skilled in coaching and leading adults with clarity and compassion
- Warm and firm demeanor
- Organized, proactive, and able to manage multiple priorities; ability to multi-task while staying organized and attentive to detail
- Strong verbal and written communication
- Flexible, takes initiative, and has a strong sense of personal ownership of responsibilities
- Committed to Libertas' mission and Montessori-inspired approach
- Work collaboratively, with a growth mindset. Give and receive feedback in a spirit of craftsmanship
- Model of character
- Bachelor's degree or higher required; Tennessee educator license preferred

#### **Compensation**

- Starting Salary for planning year(s): \$80,000 to \$100,000 based on experience and proven effectiveness, with an expected range of \$90,000 to \$110,000 as the school expands to full scale. This is a total compensation (salary, insurance, and retirement benefits) of \$100,000 to \$130,000.
- Eligible for increases or stipends for performance or additional duties.
- Investment in professional development and growth. We sponsor our leaders' participation in robust training through organizations like BES, Principal Learning Center, New Leaders, and other nationally-recognized partners.
- Paid sick leave. Deferred pay model distributes salary throughout the year (including breaks and vacations).

- Health insurance including family plans; retirement benefits (TCRS or up to 5% match).

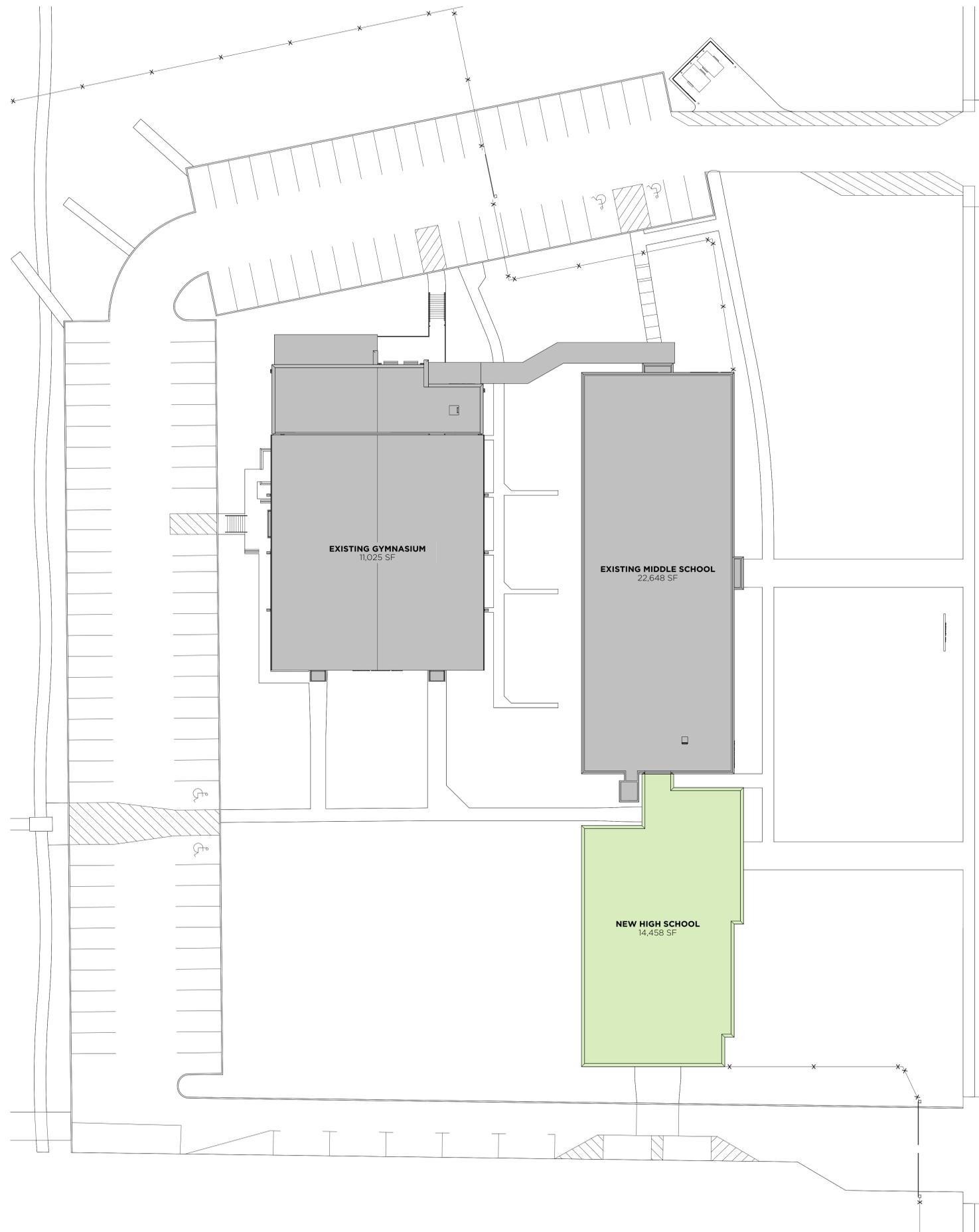
### **Application Process**

Interested candidates should apply at [LibertasMemphis.org](https://LibertasMemphis.org). Please submit a resume, three+ references, and a cover letter explaining your fit for our school and position. (Generic cover letters are a common reason for candidates not being advanced.) Direct questions to [info@LibertasMemphis.org](mailto:info@LibertasMemphis.org). Libertas does not discriminate on the basis of race, color, gender, handicap, age, religion, sexual orientation, or national or ethnic origin.

DRAFT

# ATTACHMENT 11

Initial architectural sketch of high school  
facility addition



1 SITE PLAN  
1" = 20'-0"



LIBERTAS SCHOOL OF MEMPHIS  
**HIGH SCHOOL CONCEPT**

3833 Mountain Terrace Street | Memphis, TN 38127



1 **FIRST FLOOR PLAN**  
3/16" = 1'-0"

first floor = 7,642 SF



2 **SECOND FLOOR PLAN**  
3/16" = 1'-0"

second floor = 6,816 SF