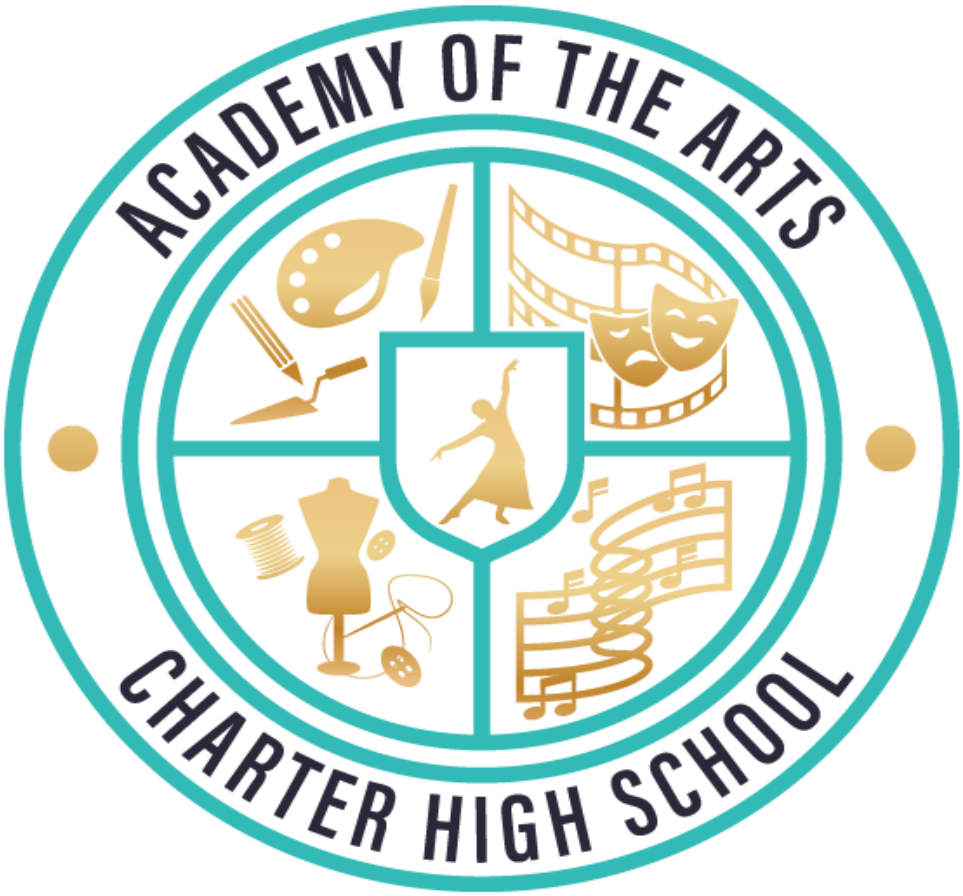

Academy of the Arts Charter High School
Charter Application

Respectfully submitted to Fayette County School District
on behalf of the founding team of Academy of the Arts Charter High School
by Lead Founder and Proposed Executive Director Mecca Jackson
February 1, 2022

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GENERAL INFORMATION:

Name of proposed school: Academy of the Arts Charter High School

Projected year of school opening: 2022

Charter authorizer for proposed school: Fayette County School District

Sponsor/Sponsoring Agency: Academy of the Arts Charter High School, Inc.

The sponsor is a not-for-profit organization with 501(c)(3) status: Yes _____ No _____ In Process __X

Model or focus of proposed school: A performing arts school model for students in grades 9-12

City or geographic community for proposed school: Somerville, Tennessee

Name of primary contact person (this person should serve as the contact for follow-up, interviews, and notices regarding this application): Mecca Jackson

Primary Contact mailing address: **4525 Hickory Creek Drive, Bartlett, TN 38135**

Primary Contact work telephone: (215) 900-2705 Primary Contact mobile telephone: (___) _____

Primary Contact email address: mjackson@academyartschs.com

Names, current employment, and roles of all people on school design team, including school leader (add lines as needed):

Full Name	Current Job Title and Employer	Position with proposed school
Mecca Jackson	High Tech High – New School Creation Fellow	Founder, proposed Executive Director

Does the proposed school intend to contract or partner with a charter management organization? Yes ___ No __X____

If yes, identify the CMO or other partner organization:

Does this applicant have charter school applications under consideration by any other authorizer(s)? Yes _____ No_ X_____

If yes, complete the table below, adding lines as needed:

Indicate Applicant Type:

X New-Start Applicant (Category 1)

☐ Existing TN Operator Proposing New Focus/Grade (Category 2)

☐ Existing non-TN Operator (Category 2) ☐ Existing TN Operator Proposing to Replicate (Category 3)

☐ Existing Operator of ASD School Exiting the ASD (Category 4)

ASSURANCES:

As the authorized representative of the sponsor, I hereby certify that the information submitted in this application for a charter for [Insert Name of School] Academy of the Arts Charter High School_ is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after award; and if awarded a charter, the school:

1. Will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the authorizer and in compliance with the charter agreement and the Tennessee Public Charter Schools Act;

2. Will follow all federal, state, and local laws and regulations that pertain to the operation of a public school, unless waived according to T.C.A. § 49-13-111(p);

3. Will provide special education services for students as provided in Tennessee Code Annotated 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 of1973;

4. Will adhere to all provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;

5. Will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;

6. Will utilize this application as a contract with the authorizer, if no other agreement is signed, pursuant to Tennessee Attorney General Opinion No. 10-45;

7. Will comply with all provisions of the Tennessee Public Charter Schools Act, including, but not limited to

a. employing individuals to teach who hold a license to teach in a public school in Tennessee;

b. complying with Open Meetings and Open Records laws (T.C.A. §§ 8-44-101 *et seq*.; 10- 7-503, 504) (guidance is available from the Office of Open Records Counsel);

c. not charging tuition, except for students transferring from another district to the school pursuant to the local board's out-of-district enrollment policy and T.C.A.§ 49-6-3003;

d. following state financial (budgeting and audit) procedures and reporting requirements according to T.C.A. § 49-13-111, 120, and 127;

e. requiring any member of the governing body, employee, officer, or other authorized person who receives funds, has access to funds, or has authority to make expenditures from funds, to give a surety bond in the form prescribed by T.C.A.§ 8-19-101; and

8. Will, at all times, maintain all necessary and appropriate insurance coverage.

Mecca Jackson

Signature

Mecca Jackson

Printed Name of Authorized Representative

Lead Founder and Proposed Executive Director

Title of Authorized Representative

Academy of the Arts Charter High School 2

1.1 SCHOOL MISSION AND VISION

(a) School Mission:

The **mission** of Academy of the Arts Charter High School is to educate high school students through the performing arts while providing them with the academic and entrepreneurial skills to succeed in college and in life!

(b) Vision:

The **vision** of Academy of the Arts Charter High School is to advance human creativity and transform aspirations into artistic scholarship and entrepreneurship! We offer a rich arts environment where thinkers, doers and dreamers can work collaboratively and cooperatively through their artistic technical development. We will instill a lifelong passion for the performing arts through a personalized curriculum that prepares students for higher education as well as professions in the arts!

Aligned to the aspirations of the Tennessee Department "*Best for All*" 2020 strategic plan, we are emboldened by the belief that all students deserve an excellent education that prepares them for college and career regardless of their economic status, race, family educational levels, zip codes or home language. We unapologetically focus on ensuring that all of our students are prepared to graduate from high school! Recognizing that each child has their own unique path in life to follow, we want to prepare our student artists to have viable "choices" upon high school graduation. It is our vision that every student will have the option to attend college from the academic knowledge they have acquired while attending our school or directly enter the workforce as a result of the entrepreneurial training and courses offered at AACHS. Providing students with the skills and talents to have choice between college and career, and have full access to the many professions that our 21st century, knowledge-based economy offers, is the guiding focus of our work. Therefore, every organizational decision made by the Governing Board, school leadership, and staff is in alignment with our ambitious vision.

Academy of the Arts Charter High School believes that learning should be joyous and fun and that students should have the opportunity to pursue their talents and interests as a part of their educational career. We believe that students' knowledge can and should be demonstrated in multiple unique forums, allowing children to showcase their understanding in a capacity that promotes creative expression. It is through these beliefs that we envision a school where student artists create tangible products within their selected major that are formally recognized, celebrated and awarded in the community. We envision student artists training and growing into professional dancers, singers, actors, painters and designers who decisively pursue their dreams in the performing arts and have the skills to navigate their professional careers as a result of training at AACHS.

Academy of the Arts Charter High School will develop all students' intellectual capacity, while shaping and molding their artistic talents through daily training in the performing arts. Students will be exposed to a diverse curriculum fully aligned with the Tennessee state standards. As we provide an innovative and creative educational option to the students and families in Fayette County that does not currently exist, we will strategically target economically disadvantaged and minority students living in this community. As outlined below, Academy of the Arts has the following core components at the center of our vision:

- Training in the Performing Arts
- Art Integration
- Entrepreneurial Education

Goals:

1. 100% High School Graduation Rate (*students who attend 4 consecutive years*)
2. 100% College Acceptance Rate - 2 or 4-year college/university (*students who attend 4 consecutive years*)
3. Students enrolled will show proficiency in Math
4. Students enrolled will show proficiency in English
5. The school will make progress with all subgroups
6. The school will be fully enrolled and show 95% reenrollment rate
7. The Board of Directors will provide effective and sound oversight of the school
8. Parents will demonstrate satisfaction with academic program and communication
9. The school will demonstrate fiscal and fiduciary responsibility

The goals presented along with the accountability measures to determine progress made towards each goal is outlined in great detail in **Section 1.4.** Attainment of goals 1-6 will demonstrate strong achievement of our mission. AACHS must also be able to demonstrate effective management and positive community relationships, which will be reflected in meeting goals 7-9.

(c) Prescribed purposes for Academy of the Arts Charter High School:

-TCA 1: Improve learning for all students: In accordance with T.C.A.§49-13-102(a), AACHS's academic model is designed to close the achievement gap between high and low performing schools by offering a personalized curriculum that takes into consideration the specific needs and interests of each student within our school. In the Fayette County School District, there are no existing charter school options authorized by the district; no access to a public performing art school model; and no access to a public high school with Math proficiency levels greater than 40% or English proficiency levels greater than 57%. By offering an art infused curriculum and a creative forum through our performing art model, students can use their talents to achieve proficiency in all subject areas. In each major, student artists are challenged to meet their artistic potential while excelling academically in core content areas. Our five majors (Music, Film/Video/Drama, Dance, Fashion Design and Visual Art) each celebrate diversity in performance art while complementing each other as a whole. We welcome all students with an interest in the arts and will offer them an academic curriculum paired with a unique and artist centered education in the performing arts.

-T.C.A. 2: Provide options for parents and meet educational needs for all students: In accordance with T.C.A.§49-13-102(a), Academy of the Arts by its existence alone will offer parents and students in Fayette County an additional school option when considering their secondary education. Currently, Fayette County School District only has one public comprehensive high school for students to attend and does not have any charter schools within the district. Fayette Ware High School is the only public high school within the Fayette County School District, which is limiting in regards to student and parent's "choice" when considering a public high school. Academy of the Arts Charter High School will provide the community with an additional school option to support their secondary needs.

-T.C.A. 3: Encourage the use of innovative teaching methods: As a performing arts school model, Academy of the Arts Charter High School is heavily grounded in creating space for innovation and by design will implement unique teaching methods. In accordance with T.C.A.§49-13-102(a), educators, who will be known and addressed as "facilitators", will engage students through the following teaching methods:

- **Crossover Learning**- *Facilitators and non-instructional staff will support students with learning in informal environments such as at museums or after school clubs and link educational content with issues that matter in learner's lives.*

- **Context Based Learning** – *Facilitators will support students by learning through doing. Learning will occur beyond the classroom.*
- **Adaptive Teaching** – *Facilitators will use data from students previous and current learning to create a personalized path through educational content.*
- **Experiential Learning-** *Facilitators will support students as they work on real-world projects that enable them to apply their academic knowledge, while learning professional skills and technical skills*[1].
- **Storytelling** – *Facilitators will use storytelling to help students understand the world around them and improve student learning in lecture classes. Research from The Journal of Effective Teaching conducted a study showing that "overall, students score higher on assessments when material was presented as stories".*[2]
- **Character Education-** *The U.S. Departments support of character education in schools defines this innovative teaching method as teaching the habits of thought and deed that help people live and work together as families, friends, neighbors, communities and nations.*[3]
- **Inquiry Learning** – *Facilitators will use this "active form of learning that starts by posing questions, problems and scenarios. It contrasts with traditional education, which generally relies on the teacher presenting facts and their own knowledge about the subject".*[4]
- **Role Playing & Scenario Analysis** – *According to Northern Illinois University Center for Innovative Teaching and Learning, role playing "can be effectively used in the classroom to motivate and engage students, provide real world learning scenarios to help students learn, provide opportunities for critical observation of peers and learn skills in real world scenarios."*[5] *Facilitators will use role playing and scenarios to help students gain additional and alternative meaning from instructional content.*

We recognize that including such innovative teaching methods gives facilitators a greater sense of autonomy regarding lesson design, structure and implementation. As a result of this opportunity for facilitators to have decision making authority, students will be provided with greater opportunities to think critically and creatively demonstrate proficiency in all content areas.

-T.C.A. 4: Measure performance of pupils and faculty to ensure all children have opportunity to reach proficiency on state academic assessments: In accordance with T.C.A.§ 49-13-102(a), Academy of the Arts has designed its academic model to include best instructional practices and unique teaching methods that will allow all students to reach proficiency as determined by local, state and national assessments. Throughout the course of the school year, students will engage in multiple assessments through various forms that will measure their academic growth, identify skill deficits and serve as a performance predictor on state assessments. Further details on our student assessment and data analysis protocols and procedures is outlined in **Section 1.4**.

-T.C.A. 5: Create new professional opportunities for teachers: The greatest impact on instruction is the effectiveness of the teacher! Understanding the critical role facilitators play in the academic growth and development of students, Academy of the Arts Charter High School is committed to thoroughly and routinely training our facilitators so that they are highly effective instructing, coaching, leading and serving students. In accordance with T.CA.§49-13-102(a), we are committed to creating new professional development opportunities for all staff through a 4 -week summer institute, 14 professional development days during the school year, a rigorous coaching model and a number of off-site and virtual professional development opportunities. A detailed description of our professional development plan is outlined in **Section 2.5**.

[1] https://www.edsurge.com/news/2020-12-17-how-experiential-learning-can-improve-educational-and-workforce-equity
[2] https://files.eric.ed.gov/fulltext/EJ1092135.pdf
[3] https://www2.ed.gov/admins/lead/character/brochure.html
[4] https://en.wikipedia.org/wiki/Inquiry-based_learning
[5] https://www.niu.edu/citl/resources/guides/instructional-guide/role-playing.shtml

-T.C.A. 6: Afford parents substantial opportunities to participate in the education of their children: Research from the **National Coalition for Parent Involvement in Education** shares that "no matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior and adapt well to school."[6] Academy of the Arts understands the importance of parent involvement in their students educational career and values partnerships with parents. In accordance with T.C.A.§49-13-102(a), AACHS will maximize our professional responsibilities through parent involvement and develop relationships with parents and guardians that supports our academic and cultural programs. We will implement innovative and collaborative approaches such as "Academic Parent-Teacher Teams" (APTT), which is a new model that encourages parents and facilitators to maintain their relationship throughout the year and set clear academic goals that parents can reinforce. For example, facilitators will discuss with parents the concepts students are learning in school and model ways for parents to work with students on these skills at home. AACHS will also incorporate unique activities during the school year such as "Bring Your Parent to School Day", where parents will have the opportunity to shadow their child at school for the day and participate in the learning activities in their classes. A detailed description of additional ways in which Academy of the Arts Charter High School will engage parents within the school community is outlined in Section **1.12.**

(d) Alignment with Authorizers Priorities:

As a part of Fayette County Public Schools 5-year strategic plan, the district has identified the following goals and priorities as their "Imagine21Goals"[7].

Fayette County Schools Goals and Priorities:	Academy of the Arts Alignment with FCSD Goals and Priorities:
Goal 1: Achieve 90% Graduation Rate and 21% College - Ready Rate by 2021	Our mission is committed to educating high school students through the performing arts and providing students with the educational and entrepreneurial skills to succeed in college and career.
Goal 2: Offer 21 Quality Certification Programs for Career Readiness by 2021	In addition to our mission being aligned to career readiness, our academic model will offer students the opportunity to earn a CTE certificate in 1 of the 3 performing art majors we offer (Fashion Design, Visual Art and Film/Video/Drama).
Priority 1: Quality Education for All	Our arts infused personalized curriculum is designed based around the specific student demographics, state standards and academic needs of our students. Our performing art model is designed to be inclusive of all students with an interest in the arts.
Priority 2: Stronger Support for Teachers and Leaders	Extensive and consistent coaching and professional development model for facilitators that includes 4 weeks of summer institute, 14 required PD days during the school year and a number of voluntary PD opportunities including

[6] https://www.rasmussen.edu/degrees/education/blog/parental-involvement-in-education/
[7] https://3.files.edl.io/ce8b/18/09/12/195835-442395d3-af7a-45ee-8c0f-77ed5751859c.png

	virtual as well as in collaboration with our identified partners.

(e) What success will look like:

When we are achieving our mission, 100% of the students in our senior class will graduate from Academy of the Arts Charter High School and will have secured at least one acceptance letter into a 2 or 4-year college or university. AACHS 11th and 12th grade students will successfully take the ACT, with an average score of at least 20.6. All students will show at least 1 year of instructional growth in Math and English as measured by MAP diagnostic assessments and growth monitor tools each year. Through our entrepreneurial classes, students will graduate from high school with an actionable business plan that can be implemented in the real world. All students who attempt the CTE route in Fashion Design, Visual Art and Film/Media/Theater will successfully complete the requirements to earn a certification in their respected areas of study.

As a school committed to education through the performing arts, AACHS students are expected to show artistic scholarship as well as measurable academic growth each year. When we are achieving our mission, AACHS students will have their original pieces of work in Fashion Design, Music, Visual Art, Dance and Film/Media/Theater recognized and celebrated on the local, state and national levels for creativity and innovation. AACHS students will showcase their performing art talents with our community partners and have their work spotlighted at organizations such as the Brooks Museum of Art and Stax Museum. Students will show artistic achievement through acceptance into local art programs such as the fellowship offered through Urban Arts Commission.

(f) Describe the innovative or unique features of the proposed school or education model. How do these unique features align with the mission and vision of the school? How will these unique features foster student achievement and success?

AACHS will include the following innovative and unique features that will work in conjunction to foster student achievement:

Innovative Approach 1 - Performing Arts Program:

- Students will be able to participate and train in courses that are not offered at traditional comprehensive high schools. AACHS's performing art model will offer the following majors to students: Fashion Design, Dance, Film/Video/Drama, Music and Visual Art. Students will spend upwards of 120 minutes daily in their major courses such as ballet, graphic design, coding, or sewing, while maintaining the required instructional minutes in core content classes such as English, Math and Science. The performing art design model AACHS offers is in direct alignment with the school's mission and vision to educate students through the performing arts, offer a personalized curriculum geared to the specific needs and interests of our student population, which will increase proficiency rates.

Innovative Approach 2 - Art Infused Curriculum:

- Partnering with "Arts Impact", we will provide a personalized art infused curriculum to all students. The model is based on best practices in professional learning as well as standards driven arts integrated instruction. We will teach concepts-based arts infusion, in which students learn core ideas that mean the same thing in the arts as in Reading, Math or STEM. Examples of an arts infused concepts include *equivalence* in Visual Arts and Math, *inference* in Theater and English, and *fractions* in Dance and STEM. The arts infused concept based curriculum will offer students

multiple ways to demonstrate proficiency visually, through movement and even through creative graphic designs.

Innovative Approach 3 - CTE Certification Courses:

- AACHS will offer courses that will qualify students to earn CTE certification in Visual Art, Drama/Film &Video and Fashion Design upon high school graduation. CTE classes prepare students with a college prep education as well as the real-world skills, which aligns with the mission of AACHS.

Innovative Approach 4 - Entrepreneurial Courses:

- Our business and finance classes allow students to participate as active learners of concepts and practices then move to application of their chosen business idea or venture. They learn through a combination of application, understanding, interpretation and reflection as they gain real world experiences. Through this approach, students will be empowered with an entrepreneurial mindset that can serve them regardless of career path.

Innovative Approach 5 - Collaboration through PLC's:

- AACHS will build and implement professional learning communities among facilitators and leadership teams to create a culture of collaboration. PLC's will be centered around ensuring that students learn while having an intentional focus on results. We will establish results-oriented professional learning communities that welcome student data and turn data into useful and relevant information used to create *specific, measurable, attainable, realistic* and *time-bound* (SMART) goals.

Innovative Approach 6 - Industry Professionals as Facilitators:

- AACHS will recruit and hire facilitators of the arts that have professional experience in the artistic major they are hired to teach. Facilitators that have served as dancers, musicians, artists, designers, actors and producers will be able to share the industry related technical skills they have acquired with students, making their feedback and demonstrations more credible and authentic.

Innovative Approach 7 - Daily Intervention Period:

- An academic intervention is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings. In addition to facilitators implementing the school-wide Tier I interventions they will be trained on during professional development, Academy of the Arts will provide a daily intervention period for Tier II and Tier III learners as we work to close the achievement gap in the Fayette County area. This additional structured remediation block will give students additional time and practice with skills not yet mastered.

Innovative Approach 8 – Active Learning Model:

- Keeping learners at the center of the design process, AACHS facilitators will design units and prepare lesson plans inclusive of active learning tasks as a primary method for instruction. Active learning is any learning activity in which the student participates or interacts with the learning

process, as opposed to passively taking in the information.[8] Our arts education model and arts infused curriculum will be heavily infused with active learning tasks, such as but not limited to student produced and performed plays, student choreographed dances and fashion shows produced with unique student designs and products. Unlike traditional educational models, AACHS students will be given the opportunity daily to actively engage with the information they're learning through direct instruction. These hands on, collaborative assignments are extended opportunities to connect new and old information, correct previous misconceptions, and reconsider existing thoughts or opinions. Each of these activities will require

Innovative Approach 9 – Restorative Practices:

- As AACHS works to educate high school students through the arts and provide them with the skills to be successful in college and career, we recognize that giving our students the social and emotional skills to function as productive adults in society is critical to their development and growth. Academy of the Arts will implement several innovative restorative practices throughout our design model that will build healthy relationships and a sense of community to address conflict and wrongdoing. Restorative Practices: 1) reduce, prevent and improve harmful behavior; 2) address and discuss the needs of the community; 3) build healthy relationships between educators and students and; 4) resolve conflict, hold individuals accountable and groups accountable.[9] Academy of the Arts will implement the following innovative restorative practices that have proven results. Each innovative practice is outlines in further detail in sections **1.6 C** and **1.10 C**:

    - Circle Process (Morning Meeting & PMUs) – The circle process is used to develop relationships and build community and is a tool to teach social skills. Circles are used to celebrate students, begin and end the day and discuss difficult issues. AACHS circles will be referenced and implemented as Morning Meeting and Pick Me Ups (PMUs).

    - Community Service (Service Learning) - Service-learning connects meaningful community service experiences with academic learning. This teaching/learning method promotes personal and social growth, career development, and civic responsibility and can be a powerful vehicle for effective school reform at all grade levels.[10] Through our partnerships with community organizations such as the Memphis Public Library, Stax Museum and the Brooks Museum, Academy of the Arts will coordinate thoughtful organized service learning opportunities for students including a requirement to complete 8 hours of community service at a local organization of choice by graduation.

    - SEL Program – AACHS will invest in and implement a daily social and emotional learning curriculum to teach students how to effectively communicate, deal with conflict and express their emotions. We will use an innovative Mutt-i-Gree program.

    - Restorative Justice and Peer Mediation – Restorative justice focuses on repairing harm done and rebuilding relationships. Peer Mediation is a youth leadership model used to resolve conflict. AACHS will use both innovative strategies as an alternative to suspension as repair relationships and seek justice.

All aspects of the education plan are designed to meet the unique needs of our proposed community. The Founding Team brings the experience, expertise, and commitment to ensure that this plan is executed at

[8] https://www.smartsparrow.com/what-is-active-learning/#:~:text=Active%20learning%20is%20any%20learning,re%20learning%2C%20students%20perform%20better.
[9] http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf
[10] https://www.tn.gov/content/dam/tn/education/documents/dropout_prev_15_effective_strategies.pdf

the highest level and are determined to create a safe, structured, and joyful learning environment that will catalyze student growth and impact both within its walls and within the larger Tennessee community.

1.2 ENROLLMENT SUMMARY

(a) Community Profile:

With 40,164 people, Fayette County is the 39th most populated county in the state of Tennessee out of 95 counties.[11] The county is 21% urban and 79% rural with a land area of 704 sq. mi.[12] Fayette County is located in western Tennessee with highway 64 running through the area. It serves students in the following zip codes: ***38066, 38068, 38075, 38036, 38076, 38039, 38042, 38046, 38045, 38048, 38057, 3806.*** Some key landmarks in the county are Crawford's Farm, Immanuel Church, Lucerne, Bolivar-Somerville Stage Road and Somerville Historic District.

Table 1.2 (a) *Fayette County Demographics*

Fayette County Demographics	
Population	40,164
Race & Ethnicity	68% White 27.3% Black 2.7% Hispanic
Median Household Income	$60,711
Median Age	45.8 years old

When looking at the educational attainment rate of the residents of Fayette County, census data shows that Fayette County has an educational attainment rate slightly below the state of Tennessee as well as the United States. Current data reports 86.2% of residents are high school graduates or higher, compared to Tennessee with a rate of 87.5% and the United States with a rate of 88%.[13] The educational attainment rate for residents with a bachelor's degree or higher in Fayette County is 22%, compared to Tennessee with a rate of 27.3% and the United States of 32.2%.[14] Based on this data, there is a clear need in Fayette County to grow high school graduation rates and provide career skills to students so that they have the capability to earn an income that will allow them to sustain an adequate lifestyle. Research shows that there is a direct correlation between education level and income. Individuals who do not earn a high school diploma on average make less and have a greater chance of living in poverty. Academy of the Arts Charter High School is committed to shifting the educational landscape in Fayette County to improve the high school graduation rate and offer career and financial education to students so that they are able to sustain an adequate lifestyle after high school graduation. **Table 1.2 (b)** shows the current educational attainment level of residents in Fayette County.

Table 1.2 (b) – *Fayette County Population by Minimum Level of Education*

Educational Attainment	Fayette County	Tennessee	United States
No Degree	13.8%	12.5%	12%
High School	32.1%	32.1%	27%
Some College	31.9%	28%	28.9%
Bachelor's	14.7%	17.2%	19.8%
Post Grad	7.5%	10.1%	12.4%

The town of Somerville, where Academy of the Arts Charter High School is being proposed, is located slightly northeast of the center of Fayette County. As of the census of 2000, there were 2,519 people,

[11] https://www.tennessee-demographics.com/fayette-county-demographics
[12] http://www.city-data.com/county/Fayette_County-TN.htmlT
[13] https://censusreporter.org/profiles/05000US47047-fayette-county-tn/
[14] https://censusreporter.org/profiles/05000US47047-fayette-county-tn/

1,006 households, and 618 families residing in the town.[15] The racial makeup of the town was 59.94% White, 39.38% African American, 0.08% Native American, 0.08% Asian, 0.04% from other races, and 0.48% from two or more races. Hispanic or Latino of any race were 0.24% of the population. The Loosahatchie River, a west flowing tributary of the Mississippi River, runs past the northern end of the town.

While the town of Somerville is small in population, the poverty rate in this area is greater than that of the state of Tennessee. 31.4% of Somerville, TN residents had an income below the poverty level in 2017, which was 52.3% greater than the poverty level of 15.0% across the entire state of Tennessee.[16] Taking into account residents not living in families, 26.6% of high school graduates and 64.3% of non-high school graduates live in poverty. Poverty among disabled males and females within Somerville is also greater than the state of Tennessee. The poverty rate was 33.1% among disabled males and 37.1% among disabled females. This data confirms the research reflecting a correlation between educational level and income potential. Residents of Somerville who earned a high school diploma have a lower poverty than residents who did not graduate from high school. The poverty rates in Somerville are not only greater than the state of Tennessee, they also reflect a large income disparity between minority and White residents. **Table 1.2 (c)** shows data pulled from http://www.city-data.com/poverty/poverty-Somerville-Tennessee.html[17] highlighting the poverty rates in Somerville.

Table 1.2 (c) – *Somerville, TN Poverty Levels*

2017 Poverty Rate	Income Below Poverty Rate	Income Below 50% of the Poverty Rate	Poverty Rates Among HS Grads	Poverty Rates Non- HS Grads	White	Black	2+ Races
Somerville	31.4%	20.5%	26.6%	64.3%	12.0%	53.0%	27.4%
Tennessee	15.0%	6.2%	18.6%	45.0%	12.0%	24.0%	21.0%

(b) Rationale for the proposed community:

The decision to propose Academy of the Arts Charter High School in Somerville, Fayette County was centered around multiple data points. The rationale to propose AACHS in Somerville is to: 1) Decrease poverty rate by advancing financial equity within the community; 2) Expand career pathways for students and young adults; 3) Create school choice; 4) Enhance diversity equity and inclusion and close the achievement gap for diverse student populations. Currently, there is only one comprehensive public high school in the area, which limits students and parent's selection options in regards to attending a high school in this area. There is a strong academic need for an innovative school design to support and reach students that are not making the required and necessary gains to reach college and succeed in life.

Decrease Poverty Rate: The effects of poverty on educational attainment and career success have long been researched and documented. Studies have shown that the related challenges that come from living in poverty (that is, challenged educational opportunities, inadequate health care, limited family resources, and high crime environments) have the potential to undermine a child's learning and earning potential. Academy of the Arts mission and goals directly support the work to decrease the poverty levels in Fayette County that are a result of the lack of a high school diploma. Currently, 13.9% of the population for whom poverty status is determined in Fayette County (5.4K out of 39.1K people) live below the poverty line, a number that is higher than the national average of 13.1%. The most common racial or ethnic group living below the poverty line in Fayette County is Black, followed by White and Hispanic. Education is

[15] https://en.wikipedia.org/wiki/Somerville,_Tennessee
[16] http://www.city-data.com/poverty/poverty-Somerville-Tennessee.html
[17] http://www.city-data.com/poverty/poverty-Somerville-Tennessee.html

the best way to help ensure financial security in the United States, and American adults who have not completed high school are at an especially high risk of living in poverty. More than one in every four of the 22 million adults age 25 and over who dropped out of high school live below the poverty line.[18] Providing high school students with the academic training to graduate and earn a high school diploma, providing them with a career track option to earn a CTE certification by graduation and offering mandatory financial literacy courses through all 4 years of school will work to close the poverty gap in Fayette County.

Further, studies reveal that many students who get caught in the intergenerational cycle of poverty have difficulty breaking the cycle. According to Ruby Payne, author of A Framework for Understanding Poverty, "An education is the key to getting out of, and staying out of, generational poverty" (79).[19] To this end, it is the desire to open Academy of the Arts and provide students with the skills, character, and intellect necessary to flourish in high school, college, and beyond. Academy of the Arts design model specifically focuses on the academic and professional advancement of every student. AACHS goals of 100% graduation rate and 100% college acceptance rate directly support the current social and economic efforts to decrease the poverty rate, especially situations of poverty due to a lack of a high school diploma. **Table 1.2 (d)** shows a comparison of poverty rates.

Table 1.2 (d) – *Diverse Poverty Rates in Fayette County, Tennessee and the United States*

2019 Poverty Rate:	Overall:	Under 18:
U.S.	10.5%	14.4%
Tennessee	13.9%	22%
Fayette County	13.5%	23%

Expand Career Options: The most common employment sectors for those who live in Fayette County are Manufacturing, Health Care & Social Assistance and Retail Trade. Compared to other counties, Fayette County has an unusually high number of residents working as Installation, Maintenance and Repair Occupation (1.83 times higher than expected), Community & Social Service Occupations (1.8 times), and Construction and Extraction Occupations (1.48 times).[20] Academy of the Arts Charter High School's unique model will provide students with the training ability to pursue a career in the performing arts through one of the five majors offered in the design model: Fashion Design, Dance, Visual Art, Music and Film/Media/Theater, also laying the foundation to earn competitive salaries. The highest paid jobs held by residents of Fayette County by median earnings are Architecture & Engineering Occupations ($80,625), Legal Occupations ($77,059) and Computer, Engineering and Science Occupations. **Table 1.2 (e)** lists the most common work sectors in the county.

Table 1.2 (e) – *Common Employment Sectors and Jobs within Fayette County*

Most Common Employment Sectors in Fayette County:	Most Common Jobs Held by Residents of Fayette County:
Manufacturing	Sales & Related Occupations
Health Care & Social Assistance	Management Occupations
Retail Trade	Office & Administrative Support Occupations

Academy of the Arts is committed to educating all students through the performing arts and ensuring students have viable career options when they graduate from high school. As the economic development of Tennessee becomes increasingly dependent upon skills and outcomes that are embedded in the Tennessee Standards for Arts Education, such as critical and creative thinking, problem solving, collaboration, reflection,

[18] https://www.usatoday.com/story/money/2019/11/06/united-states-poverty-rate-for-every-group/40546247/
[19] 7 Payne, Ruby. A Framework for Understanding Poverty. RFT Publishing Co. Texas: 1998
[20] Https://datausa.io/profile/geo/fayette-county-tn#demographics

and persistence, it is even more important to ensure that Tennessee students are engaged in sequential standards-based arts instruction.[21] AACHS will not only offer a competitive academic program, students will also be immersed in a sequential standards based arts program that can lead to a direct career path after high school graduation. The career potential for individuals who participate in an arts education is vast and growing. Training in the artistic areas that Academy of the Arts will offer prepares students to head down specific career paths that can lead to a number of different employment opportunities. Academy of the Arts goals is to prepare students with the skills, resources and talents to secure employment that will afford them a sustainable lifestyle in their current community as well as accessing employment in their desired location. AACHS will not only encourage students to secure jobs within their local community, but will also prepare students through our entrepreneurial program to create their own jobs in artistic fields that may not be heavily represented in Fayette County. Many of the artistic areas of study that Academy of the Arts will offer, such as fashion design and visual art, have online employment opportunities that would allow students to use their CTE certificate and stay within Fayette County to work online. Examples of online visual art and fashion design jobs are graphic artists, garment designer, storyboard artists, clothing boutique owner, senior character artists, graphic apparel designer, and digital artists. Based on NCES, O'NET 23, ZipRecruiter and the U.S. Census Bureau, the following careers and salary ranges in **Table 1.2 (f)** are open to people who major in the performing arts:

Table 1.2 (f) – *Potential Careers in the Performing Arts and Salary Ranges*

Careers in the Performing Arts:	Salary Range:	National Average:
Artist	$15,800 - $92,000	$49,962
Dancer	$16,000 - $258,000	$67,839
Art Director	$16,000 - $131,000	$78,781
Graphic Designer	$20,000 - $91,935	$48,283
Interior Designer	$17,000 - $74,989	$43,575
Music Producer	$13,000 - $359,000	$70,326
Product Designer	$30,500 - $162,500	$84,316
Gallery Curator	$19,000 - $151,000	$79,979
Photographer	$14,000 - $102,000	$43,114
Theater Director	$11,500 - $138,000	$57,235
Choreographer	$18,000 - $73,000	$40,701
Drama Therapist	$19,500 - $124,000	$61,850
Music/Drama/Art Teacher	$18,000 - $106,000	$48,400
Advertising/Promotions	$11,000 - $400,000	$58,572
Broadcasting Presenter	$18,500 - $117,500	$55,549
Arts Administration	$18,000 - $106,000	$47,783
Playwright	$15,506 - $108,097	$51,826
Technical Writer	$30,000 - $112, 500	$69,635
Composer	$11,751 - $99,649	$51,795
Music Director	$11,000. - $159, 000	$29,844
Animation Director	$27,500. - $154,000	$81,039
Cartoon Artist	$15,500 -. $70,500	$38,319
Cinema Production	$19,500 - $179,000	$58,857
Digital Film Producer	$22,500 - $182,000	$70,101

Create School Choice:

[21] https://www.tn.gov/education/state-of-the-arts--sota-.html

- The need for additional high quality schools in the community is evident in the demographic data of Fayette County and the Somerville neighborhood. Currently, there is only one comprehensive public high school in the area, which limits students and parent's selection options in regards to attending high school. The only alternative to attending Fayette Ware Comprehensive High School is to pay tuition and enroll at a private high school in the area. Families with the financial means have the option to send their child to Fayette Academy, which is an independent Christian school in Somerville, TN with an associated cost of $7,975 annually per student. Macon Road Private Baptist School is the second private option for parents in Fayette County, which is located in Arlington, TN and has an associated cost of $8,650 for students in grades 9-11 and $9,400 for students in 12th grade. According to a census report 32.6% of high school students in Fayette County attend private school compared to 13.3% of high school students across the state of Tennessee that attend a private school. The establishment of Academy of the Arts Charter High School will offer an additional option for a free public high school in Fayette County with an innovative school model. Parents and students will not be limited to choosing between one public high school or paying private school tuition for their child to attend a quality high school.

Enhance Diversity, Equity and Inclusion (DEI):

- Academy of the Arts Charter High School's Board of Directors and leadership team has read the Federal Desegregation Consent order that Fayette County School District is currently under and are aware of all required expectations set forth in the Consent Order. Upon extensive review, AACHS's founding Board of Directors and leadership team will implement the following actions upon charter authorization to ensure support of FCBE's continued efforts to obtain unitary status:

    - **Per item 4 of the Consent Order:** AACHS will implement a systematic and intensive publicity and recruitment plan to enhance the racial diversity of student applications to the AACHS school, including targeted advertisements in local media.

    - **Per item M of the Consent Order - Faculty and Staff Assignments*:*** AACHS shall assign teachers, administrators, professional support staff, and teacher assistants so that those assignments to the school reflect employee racial diversity. As used herein, the phrase "employee racial diversity" is +/–20 percentage points of the district-wide racial proportion of African-American and White staff for each class of employees at the relevant school levels AACHS shall comply. When there is a reduction in the number of principals, teachers, or other certified staff employed by **AACHS** that results in a dismissal or demotion of any such staff members, including any reductions in force attributable, **AACHS** will first adopt policies to ensure that the employees to be dismissed or demoted are selected on the basis of objective and reasonable non-discriminatory criteria.

    - Consistent with § 49-5-511 and § 49-2-301 of the Tennessee Code, any teacher or staff member who is terminated or demoted due to a reduction of force shall be considered for reemployment for any vacancy **AACHS** advertises or fills within two years of the individual's termination, so long as the individual is qualified for the vacancy based on his/her training and experience**. AACHS** shall fill any such vacancies based on non-discriminatory factors.

    - **Per item O of the Consent Order- Cultural Competency Professional Development**: **AACHS** shall require the teachers and staff who work closely with students to take "Cultural Sensitivity and Competency" training as part of their professional development.

This training shall teach employees how to work effectively with students and parents from diverse racial, cultural, and socioeconomic backgrounds.

- **AACHS** also shall require teachers and staff to attend a seminar on "Poverty and Education," and receive training on Positive Behavior Intervention Strategies. **AACHS** also shall confer with the Director of the Southeastern Equity Assistance Center and request information about possible technical assistance that the SEAC can provide **AACHS.**

- **AACHS** shall implement all components of the Desegregation Plan in such a way that it assists the District to demonstrate it has eliminated the vestiges of segregation to the extent practicable through substantial good faith compliance with all components of the 2013 Consent Order.

(c) Academic Performance and Enrollment Trends of Existing Schools in Targeted Community:

The academic performance trends for Fayette County School District over the past three years reflects a strong need for an alternative and innovative design model. **Academy of the Arts Charter High School is prepared to support underserved students with its mission to educate high school students through the performing arts while giving them the educational and entrepreneurial skills to succeed in college and career**. Based on Fayette County School Districts academic achievement levels, ready grad rate and average ACT scores, student performance is well below average results in the state of Tennessee. The Math and ELA academic percentages presented in **Table 1.2 (g)** below reflect the percentage of students within Fayette County School district who are proficient in those content areas. According to Public School Review, the current national proficiency average for Math is 46% and ELA is 50%.[22] The "Ready Grad" score shown below in **Table 1.2 (g)** reflects how many students in Fayette County are ready for college and career after high school graduation. The ACT composite score is an important factor in determining postsecondary success and readiness for postsecondary institutions. The national ACT average score is 21.1. **Table 1.2 (g)** reflects the current and 3-year historical data as captured from https://reportcard.tnk12.gov/districts/240/profile.

Table 1.2 (g) – *Fayette County Current and Historical Performance Indicators*

Fayette County School District	**2017**	**2018**	**2019**	**2020**
Math Academic Performance	9.2%	11.1%	17.5%	N/A
ELA Academic Performance	17.9%	17.5%	20%	N/A
Ready Grad Score	N/A	9.6%	20.4%	20.3%
Average ACT Score	N/A	17	17.3	17.2

Average ACT score for Black/Hispanic/Native American students is 16.4%, which is even further from the national average of a 20.

There is a strong academic need for an innovative school design to support and reach students on the secondary level that are not making the required and necessary gains to reach college and succeed in life. According to the data pulled from https://reportcard.tnk12.gov/districts/240/profile, only 20.3% of high school students in Fayette County School District are considered "ready grad" based on the districts score in 2020. In addition to the overall "ready grad" score, only 13.8% of minority students (Black, Hispanic,

[22] https://www.publicschoolreview.com/average-rla-proficiency-stats/national-data

Native American) were considered "ready grad" and prepared for college and career in the district. Through Academy of the Arts comprehensive mission to educate all high school students through the performing arts and prepare them for college and career, the school is designed to address the achievement gap on the secondary level within the Fayette County School District and provide students from diverse backgrounds with the skills and training to successfully pursue a career or postsecondary education after graduation. We are prepared to address these instructional gaps through our diverse arts education program that will offer active learning and cooperative learning instructional methods as well as alternative methods of assessments to measure student proficiency and growth.

As reflected in the chart below, Fayette Ware Comprehensive High School is performing well below the proficiency levels of the rest of the state of Tennessee in Math and ELA. According to Niche data from the 2017-2018 performance, Fayette Ware High School's proficiency levels were at 4% in Math, which is lower than the state as well as the district. This performance data shows there is an urgent need for an alternative instructional model on the secondary level within Fayette County School District. Academy of the Arts Charter High School is prepared to support various student learning styles and offer an alternative approach to increasing proficiency levels in grades 9-12. **Table 1.2 (h)** reflects current proficiency TCAP data in Fayette County School District.

Table 1.2 (h) – *Fayette Ware High School Current Student Proficiency Data*

	Math Proficiency	Reading Proficiency
State of Tennessee	35%	34%
Fayette County School District	12%	18%
Fayette Ware Comprehensive High School	**4%**	**19%**

Further examination into the academic performance within the Fayette County School District on the middle school level shows similar deficits in student proficiency scores. Data from the surrounding middle schools was pulled from https://www.greatschools.org/tennessee/somerville/fayette-county-school-district/ and used to predict potential high school student proficiency levels entering 9th grade. The two middle schools within the Fayette County School District are East Junior High and West Junior High. Data for the two middle schools within this district is provided in **Table 1.2 (i)**.

Table 1.2 (i) – *Proficiency Levels from Local Middle Schools in Fayette County School District*

	East Junior High (7-8) Somerville, TN	West Junior High (6-8) Oakland, TN	State of Tennessee
Math Proficiency Levels	8%	13%	41%
ELA Proficiency Levels	13%	15%	34%
SS Proficiency Levels	16%	15%	41%

Minority populations and economically disadvantaged groups are showing even lower proficiency averages in Math and ELA in the Fayette County School District. The school district has over 60% minority population. However, Black, Hispanic and Native American students within Fayette County School District have proficiency levels well below the national, state and local performance levels. Studies show that school models heavily immersed in the performing arts have a direct positive academic and cultural impact on minority students and students from low socioeconomic backgrounds. Students from diverse backgrounds in-particular directly benefit from innovative design models such that Academy

of the Arts intends to provide. Students who attend AACHS will have alternative opportunities to demonstrate academic success and growth as further detailed in the assessment section of this application. AACHS arts infused curriculum, innovative assessment measures and learning by doing teaching methods are examples of specific structures in place to support diverse learners and promote academic growth in all student populations. Data from **Table 1.2 (j)** was pulled from https://reportcard.tnk12.gov/districts/240/profile and shows how minority students compare academically to their White peers.

Table 1.2 (j) – *Fayette County School District Comparison of Proficiency Percentages by Diverse Student Groups from 2018 -2019*

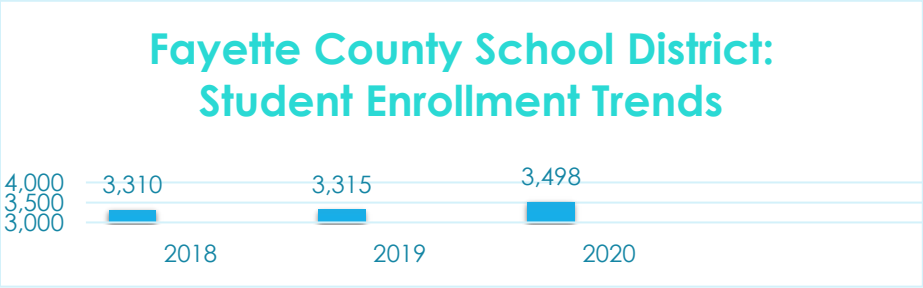
	ELA Proficiency	Math Proficiency
Black Students	14%	10.8%
Hispanic Students	20.3%	21.9%
White Students	28%	27.7%

Academy of the Arts Charter High School was created and designed with diverse populations at the core of its innovation. In addition to the overall "ready grad" score, only 13.8% of minority students (Black, Hispanic, Native American) were considered "ready grad" and prepared for college and career in the district. Through Academy of the Arts comprehensive mission to educate all high school students through the performing arts and prepare them for college and career, the school is designed to address the achievement gap on the secondary level within the Fayette County School District and provide students from diverse backgrounds with the skills and training to successfully pursue a career or postsecondary education after graduation.

Enrollment Trends:

Fayette County School District has maintained steady enrollment numbers over the past 3 years with the exception of an increase from the 2019 school year to the 2020 school year. An increase of 183 students is reflected in the Fayette County School District student enrollment numbers during the 2020 school year. **Table 1.2 (k)** reflects this districts' enrollment numbers since 2018.

Table 1.2 (k) – *Fayette County School District Enrollment Trends*



In addition to Fayette County's public school student enrollment trends, the county also has a significant "*Non-Public and Home School*" student population that would have access to Academy of the Arts as a secondary school option. AACHS submitted a records request to Fayette County to factor in the specific number of potential students who do not attend their public schools. Based on the county's annual reporting data, the "*Non-Public and Home School*" information shows that there are over 550 students annually in grades K-12 that opt out of attending public schools within Fayette County. **Table 1.2 (l)** shows the enrollment trends of students attending "*Non-Public and Home School*" in the area over the last 5 years also reflecting a consistent population of students Academy of the Arts will target for enrollment:

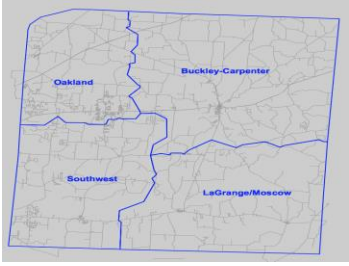
Table 1.2 (l) *Total of Fayette County Non-Public & Home School Students by Year*

School Year	# Of Non-Public School	# Of Church Related	# Of Independent School	Total # of Students
2020-2021	598	608	41	1,247
2019-2020	531	589	26	1,146
2018-2019	667	608	18	1,293
2017-2018	688	408	21	1,117
2016-2017	775	357	14	877

Academy of the Arts projects to open with 90 ninth grade students in year one. This allows us to (a) maximize access to families across that grade in year one, (b) ensure fiscal health in the early start-up of our full 9-12 educational model, and (c) control for overall small school size, critical to the needs of our target community. The impact of small school size is significant enough to increase operating efficiencies, academic achievement in schools with high learning support needs and school climate, including extracurricular participation, teacher satisfaction, student satisfaction and student discipline policy and implementation: "studies of small schools found that school size functions primarily as an enabler of improved student outcomes….Early implementers and proponents of small schools speculated that, with fewer students, school staff would be able to form deeper and more supportive relationships with learners. Indeed, this hypothesis was proven to be true – but only in the schools that also changed their approaches to community engagement, instruction, and school structure…Successful small schools focused on improving the quality of instruction, often implementing new curricula or approaches to teaching. Teachers and leaders participated in professional development to learn new methods of content delivery and relationship-building skills."[23]

(d) Target Population of Students:

Fayette County School District serves students in Oakland, Buckley - Carpenter, Southwest, LaGrange/Moscow cities, which is represented in the following zip codes: ***38066, 38068, 38075, 38036, 38076, 38039, 38042, 38046, 38045, 38048, 38057, 38060.*** The student demographics of Fayette County are 58% Black, 38% White, 2% Hispanic, 1% Asian and 2% Other. While Academy of the Arts Charter School is welcoming to any and all students who are passionate about studying the performing arts, AACHS target population will be minority students and students from low socioeconomic backgrounds. The instructional model Academy of the Arts will implement has shown direct positive impact on the academic performance of diverse populations and students who come from disadvantaged backgrounds. The innovative teaching styles that AACHS will implement are grounded in proven theories and best practices that work to specifically impact minority students and students from low socioeconomic backgrounds, which is a significant target population in Fayette County.



[23] Humann, Cheryl, et al. APA Consulting. "Final School Size Study Report: Impact of Smaller Schools."

(e) Describe what the proposed school would do more effectively than the schools that are now serving the targeted population. What different educational options will the proposed school offer?

Academy of the Arts Charter High School would more effectively provide the following to students:

- **Arts education and training:** AACHS will offer students daily training and the ability to study their performing art field of choice for a minimum of 120 minutes each day. No other traditional comprehensive high school with this extensive performing art model exists within Fayette County School District. AACHS was designed to include a daily schedule that permits a minimum of 120 minutes each day practicing, learning and studying within the performing arts. We will effectively build a unique daily schedule centered around the arts where students spend half of their day in each art major, which current schools within the district are unable to provide. Our design model will allow students to be led and taught by industry professionals with specific talents and skills they can transfer to students. Since we offer an arts education model, AACHS will effectively offer a variety of instructional opportunities for students to demonstrate their content knowledge and understanding skills. Through our 5 majors (Dance, Fashion Design, Visual Art, Music and Film/Video/Drama) AACHS will effectively offer students the ability to demonstrate mastery visually, vocally, electronically through required student showcases and performances quarterly. This assessment model does not exist in traditional schools within the district.

- **Art infused curriculum and Personalized learning**: "A successful personalized learning model relies on the seamless integration of individualization, differentiation, and student interests".[24] AACHS will implement an art infused core curriculum, which is different and not offered at any other school within Fayette County School District. Through a partnership with "Arts Impact", AACHS will have a personalized and innovative arts infused curriculum designed by experts in the field. The curriculum does not currently exist and will be designed in collaboration with Arts Impact experts, the Executive Director of Schools and facilitators within the school. Since the arts infused curriculum will be designed based on our specific student needs and aligned to the Tennessee Academic Standards (TAS), we are able to more effectively implement this model and see academic results as they are aligned to targeted student needs.

- **Entrepreneurial courses**: In alignment with our mission to provide all students with the academic and entrepreneurial skills to succeed in college and career, Academy of the Arts will partner with Junior Achievement to implement their *JA BE Entrepreneurial* program. *JA Be Entrepreneurial* is a reimagined, modular program that teaches students about the mindset and the skills needed for success by aspiring entrepreneurs and innovators who add value to any organization. This program is a series of 10 courses students will begin as freshman. They will engage in activities, simulations, presentations from Junior Achievement guests and class trips all aligned to building the financial literacy of students. AACHS will effectively implement our entrepreneurial program in partnership with Junior Achievement, who are experts in this field and have partnered with schools nationally as well as locally in Memphis, TN. AACHS will be the first school to bring this new program to the students of Fayette County School District since it is currently not in any schools within this district. Since AACHS has established a partnership with Junior Achievement, we will be able to effectively implement this program with their training and our commitment to include these courses within our school schedule. Financial literacy is typically offered as one course within traditional schools. AACHS will effectively offer this

[24] Culatta, R. (2016, October 19). Personalizing Learning. Retrieved from Office of Educational Technology, U.S. Department of Education: www2.ed.gov/documents/teaching/summerseminars/culatta-personalizinglearning.pptx

program in a capacity where students will take a deep dive into financial concepts and skills throughout their 4 years in attendance at Academy of the Arts.

- **Rigorous Coaching and Facilitator Trainings**: Our school will only be as great as the facilitators we hire and train! AACHS is committed to the continuous development of our teaching staff and therefore will implement a rigorous coaching and feedback model that is often unattainable at larger schools. Our coaching model will include weekly and bi-weekly formal and informal walkthroughs and observations of all facilitators on staff. Our coaching strategies will include in the moment coaching up of facilitators and feedback given with 48 hours of any observation conducted. Our partnership with Arts Impact requires a week-long summer training each year with all staff prior to the school year beginning in addition to our regularly planned staff trainings. We are implementing a facilitator structure where the expert adult in the classroom will serve as students' coach and support to guide their learning experience as opposed to traditional teachers who primarily engage in "direct instruction" practices to teach students.

- **Strategic Partnerships:** Through our application process, Academy of the Arts has secured partnerships with prominent local organizations that are willing to support our mission and help students acquire the academic and entrepreneurial skills to succeed in college and career. The University of Memphis and Southwest Tennessee Community College are willing to partner with AACHS through a dual enrollment program for our students. The University of Memphis is also willing to connect our students and facilitators with their art museum for student field trips and art exhibitions. The Stax Museum has shared that AACHS students would be able to use their recording art studio, visit their site and observe guest speakers and potentially complete internships within their facility. The Brooks Museum is working with AACHS to develop a student program where local teen artists can work together through collaborative art projects monthly during the year. Junior Achievement is currently working with Academy of the Arts to establish 3DE pilot program at the school in 2023, which currently only exists in Atlanta, Georgia. New Ballet Ensemble is a strong supporter of AACHS mission and is excited to create ongoing collaborative projects with AACHS dances upon charter approval. These are just examples of the recently established partnerships Academy of the Arts has been able to secure in order to bring innovative artistic and academic learning experiences to our potential high school students.

(f) Existing Operator: Not Applicable:

(g) Existing Operator: Not Applicable:

(h) Enrollment summary and Anticipated Demographics:

The projected enrollment summary for Academy of the Arts Charter High School is 90 students in year one while increasing each incoming freshman class by 10 students in years two, three and four. Maximum capacity will be 120 students per grade, which will be achieved in year 7 with full school capacity at 480 students. **Table 1.2 (m)** reflects the student enrollment projections starting in year 1:

PROJECTED NUMBER OF STUDENTS FOR ACADEMY OF THE ARTS CHS

Grade Level	Year 1 2023- 2024	Year 2 2024 – 2025	Year 3 2025 – 2026	Year 4 2026 – 2027	Year 5 2027 – 2028	*At Capacity Year 7
K	0	0	0	0	0	0
1	0	0	0	0	0	0
2	0	0	0	0	0	0

4	0	0	0	0	0	0
5	0	0	0	0	0	0
6	0	0	0	0	0	0
7	0	0	0	0	0	0
8	0	0	0	0	0	0
9	90	100	110	120	120	120
10	0	90	100	110	120	120
11	0	0	90	100	110	120
12	0	0	0	90	100	120
Totals	**90**	**190**	**300**	**420**	**450**	**480**

The decision to project a small enrollment number of 90 students was determined by research based best practices to establishing a positive school culture as well as considering current student enrollment numbers within Fayette County School District. There is a rationale that smaller schools allow for leaderships teams to build a positive school culture more effectively. The decision to propose a slow growth model was to ensure our leadership team can effectively implement AACHS core values and allow for facilitators and students to build genuine relationships as the school is established over the first 3-5 years. When calculating our projected student numbers, we have considered the risk of enrollment and built a contingency plan to ensure Academy of the Arts can open and operate in August 2023 if 90 students are not confirmed to attend. The projection for 90 students was determined using the enrollment calculations and assumptions below:

- **Fayette Ware H.S. Enrollment**: Fayette Ware High School student enrollment for the 2020 – 2021 academic year is 863. If the enrollment number is evenly split among all four grades that would leave approximately 216 students in their current 9th grade class. If the enrollment numbers are evenly split that would leave approximately 216 students eligible to apply to Academy of the Arts for a year one enrollment of 90 students.

- **Middle School Enrollment**: To determine a projected enrollment number of 90 incoming Freshman for year 1, we also considered the current average of local 7th grade students at East Junior High and West Junior High. East Junior High reported their 2020 – 2021 total student enrollment for 7th and 8th grade students at 329, with an average of over 150 7th grade students each year. West Junior High reported their 2020 – 2021 total student enrollment for 6th, 7th and 8th grade students at 385 students, assuming 128 students evenly split in each grade. If the enrollment numbers are evenly split among their grades, that will leave an estimate of 292 students from their current 7th grade that would be eligible to apply Academy of the Arts beginning in 2023 for a year one enrollment of 90 students.

- **Non-Public & Home School Students**: The projected enrollment also includes data from Fayette County's "*Non-Public and Home School*" population. While the overall number of "*Non-Public of Home School*" students in Fayette County averages well above 1,000 students each year, Academy of the Arts looked closer at the number of potential students that would be eligible to attend our school beginning in August 2023. Based on Fayette County's 2020-2021 state reported "*Non-Public and Home School*" data, there were 487 students between 2nd -6th grades that could apply to attend Academy of the Arts between 2023-2028 with 91 of those students eligible to apply in year 1. **Table 1.2(n)** shows the number of potential student's that could impact AACHS's enrollment targets starting in 2023 with our projected 9th grade class:

Table 1.2(n) *Number of Non-Public & Home School Students by Grade in Fayette County*

Grade in 2020-2021	# Of Non-Public School Students	# Of Church Related School Students	# Of Independent School Students	Total # of Students
6th	35	50	6	91
5th	47	60	2	109
4th	46	50	5	101
3rd	41	46	3	90
2nd	44	48	4	96

- **Blue Oval City Megasite (*anticipated population growth*)**: Ford and SK Innovation will invest $5.6 billion to build a 3,600-acre mega campus called Blue Oval City on the Memphis Regional Megasite, where production of next generation all-electric F-Series trucks will begin in 2025. Blue Oval City will be located 11 miles from Somerville and will result in the creation of 5,800 new jobs in West Tennessee[25] and "32,000 jobs are expected to support the construction period"[26]. The population growth over the next 3-5 years has the anticipated potential of growing Fayette County's population by 10,000, which increases the need for additional school options to address this expanding community. State and local officials have noted that to support the Blue Oval City Megasite, schools will be required to prepare students to have "different skills than those in traditional manufacturing"[27]. To provide a sustainable supply of workers, Tennessee must reach far beyond technical schools, community colleges, and universities — beginning with school systems in Shelby, Madison, Haywood, Fayette and Tipton counties and it will take a lot of Math, Reading and Critical Thinking skills[28]. Upon authorization, Academy of the Arts presence will address the physical and academic need for a new school due to the anticipated population growth resulting from the Blue Oval City Megasite.

The projected demographics for Academy of the Arts Charter High School based on three data points: 1) The demographic and enrollment trends of the entire Fayette County School District; 2) Current demographic data at Fayette Ware Comprehensive High School; 3) Current enrollment demographic data pulled from the two existing middle schools within this county; 4) The county's "*Non-Public and Home School*" reported data; and 5) Projected population growth in Western Tennessee where Fayette County is located due to the Blue Oval City Ford Megasite. Academy of the Arts will offer a strong arts education model and innovative teaching strategies that have proven through multiple studies to serve students from diverse populations and low socioeconomic backgrounds. The assumed student demographic for AACHS is based on the research in support of arts education for diverse populations and the academic gap among minority students within Fayette County School District. **Table 1.2 (o)** reflects current student enrollment by race.

Table 1.2 (o) – *Fayette County Student Enrollment by Race*

Student Demographics	Tennessee State	Fayette County School District	Fayette Ware High School	Academy of the Arts Charter High School (Projected)
Black	37%	62%	60.8%	**60%**
White	63%	38%	33%	**33%**
Hispanic	10%	6%	5.4%	**5%**
Asian	2%	1%	0.5%	**0.5%**
Two or More	3%	11%	0.2%	**0.2%**

[25] https://tennesseelookout.com/2021/09/27/memphis-megasite-to-land-5-6b-ford-plant/
[26] https://tennesseelookout.com/2021/09/27/memphis-megasite-to-land-5-6b-ford-plant/
[27] https://tn.chalkbeat.org/2021/10/1/22704901/ford-motor-co-tennessee-electric-cars-schools-workforce-jobs
[28] https://tn.chalkbeat.org/2021/10/1/22704901/ford-motor-co-tennessee-electric-cars-schools-workforce-jobs

1.3 ACADEMIC FOCUS AND PLAN

(a) Academic Focus:

Our academic focus is educating students through the performing arts while preparing them for success in college and career through a diverse pedagogy and a comprehensive curriculum. In Tennessee, arts education includes the study of five separate and distinct disciplines: dance, media arts, music, theatre, and visual arts.[29] Academy of the Arts academic focus is fully aligned to Tennessee's arts education program. AACHS is designed to offer students a high quality and innovative arts experience in five separate disciplines: Fashion Design, Dance, Music, Visual Art and Film/Media/Theater. In accordance with T.C.A.§ 49-13-104, our purpose is to improve learning for all students and to close the achievement gap between high-achieving and low-achieving students. We will use teaching methods and curriculum from proven arts education school models such as the Philadelphia High School for the Creative and Performing Arts, which is ranked 5th in the country. AACHS performing arts model is designed to support, engage and empower all students from varying backgrounds and demographics to achieve high standards in core subject areas as measured by the Tennessee State Assessments.

Our instructional goals will help us achieve excellent results for our students. **GOAL 1**: Students will be proficient in English Language Arts. **GOAL 2:** Students will be proficient in Mathematics. **GOAL 3**: Students will be proficient in science. **GOAL 4:** Students will be proficient in History. These goals will help ensure that all learners are supported and prepared to graduate high school and be productive citizens in their communities. We have selected to use unique methodologies that are highly effective among high-risk students, diverse populations and students who benefit from alternative instructional models. Methodologies are described in fi

We will maintain prioritized focus on integrating arts throughout the curriculum to develop student skills and talents as a pathway to career and prepare students to pursue their passions and talents. With a focus on the arts as the foundation for all learning, AACHS has a complimentary focus on career and technical education within the performing arts. The CTE program we offer will afford students the opportunity to earn a certificate in Dance, Fashion Design or Film/Media/Theater, which is paving a career path for them to enter directly into immediately after high school graduation. Offering a performing arts CTE certificate is aligned with our mission to educate high school students through the arts while preparing them for college and career.

While Academy of the Arts is committed to offering a high quality, standards aligned core curriculum, we have a heavy focus on the performing arts and growing students' talents and skills with deep conceptual learning through our arts education model:

Artistic Programs:

- DANCE: Dance is an art form that uses movement to communicate meaning about the human experience. Education in the art of dance develops the knowledge and skills required to create, perform, and understand movement as a means of artistic communication and serves as a vehicle to support a student's mental and emotional well-being. Comprehensive dance education includes improvisation, technique, choreography, performance, observation, and analysis. Our dance curriculum is designed to educate and accommodate students of all levels, whether it is in the basic elements of training or at the pre-professional level. Students will learn self-discipline, physical control, class etiquette, properly executed alignment, and technique through rigorous

[29] https://www.tn.gov/education/state-of-the-arts--sota-.html

daily classes. In addition, students will be able to identify, write, perform, and understand dance vocabulary. As students' dance abilities mature, they will demonstrate increased individual artistic expression through musicality and quality of movement. Focus will be on the refinement and mastery of classical and contemporary techniques. Dance majors gain valuable knowledge and experience from not only the professional teaching artists on AACHS faculty, but from numerous dance artists who are part of our yearly "Master Class" series.

The Dance department presents three dance performances each year and participates in various community based events that range from work with professional dance companies to art installations. All dance majors are required to participate in at least 2 of the 3 dance performances.

- Visual Art: Visual Art is a spatial art form that satisfies the human need to respond, construct and expand from life experiences through images, structures and tactile works. The courses required of the Visual Art Major have been carefully designed in order to provide a structured and classical art education. The student will be rigorously trained in drawing, painting, sculpture, design, and educated in art history. The goal is to promote a return to excellence in the visual arts through intensive training and the implementation of high standards. Presented as an academic as well as artistic pursuit, the courses will inspire students begin to perceive connections between art and other subject areas. Students will build upon learned concepts with the intention of gaining mastery, concentration, a strong work ethic, and self-discipline. Through practice, study, analysis, reading, and research, they will learn to apply their intelligence and discernment to the art they create.

- Music: General Music is a course offered over several years that introduces students to musical concepts through their interaction with artistic processes (creating, presenting/performing, responding, and connecting) and media (traditional instruments and electronic media). Music of different genres, historical periods, cultures, aspects of performance, and careers in music are also possible topics of exploration. General Music courses could include General Music/Vocal Music, World Music, American Music, Class Piano, Class Guitar, Music Survey, Music Theory, Music Technology, and more.

- Film-Media-Theater: This department focuses on the conceptual, technical, and artistic elements of all designs by working collaboratively to tell a compelling story. Production Arts majors at Academy of the Arts will utilize, develop, and apply their creative skills in a variety of practical applications and contexts. Students will explore visual storytelling through the study, design, and construction of sets, costumes, makeup and special effects, props, lighting, projection, and sound. Collaboration is paramount, and students in this major will gain hands on experience supporting the artistic events and programming for all majors at AACHS. This major will allow students to explore career options in the field, which may include: stage, house, and arts management, design, and technology.

  AACHS Drama program will provide students with the skills that they will need to move on to competitive college programs as well as professional theatre experiences. Classes are designed to encourage students to create imaginative and compelling characters, to regard their voices and bodies as creative instruments, to expose them to theatrical literature, and to instill in them a sense of respect and professionalism for the art form that will stay with them throughout their lives.

- Fashion Design: In today's society, emphasis has been on fashion, clothing selections and related careers. Students are well aware of fashion and how it affects their lives amongst their peers.

Academy of the Arts Fashion Design program will allow students to take a closer look at their own sense of fashion through the eyes of the fashion world. To establish a feeling of accomplishment and pride the students will construct their own garments using personal preference in fabric and notion choices. Our Fashion Design program will provide students with the opportunity to acquire the knowledge and skills to perform basic hand and machine sewing techniques. Students will learn how to identify information found on a pattern. Students will demonstrate knowledge of how to measure the body, fractions, and yardage. There will be an emphasis on garment construction and textile recognition.

Academy of the Arts students will graduate as creative, critical thinkers and community contributors. Graduates are prepared to excel in any field at the college or professional level, including specialized art schools. AACHS environment will be vibrant, energized and supportive. The arts programs will infuse our campus with a great sense of purpose, allowing students to pursue their passions and join in a community of like-minded peers that share their sense of creativity and innovation. Equity and inclusion are of the highest priorities, which can be achieved through our artistic academic design model.

(b) Academic Plan:

Academy of the Arts academic plan is to teach high school students through the performing arts daily. We will balance an immersive arts environment with a comprehensive academic program as well as a Career and Technical Education Pathway curriculum. Students that attend AACHS will study one of five different art forms and will spend half of their day training in their major. Through our arts education model, arts infused curriculum, CTE pathway and entrepreneurial focus, AACHS students will be prepared to use their creativity in a wide range of fields and to be successful in many different endeavors after high school graduation. To deliver high quality instruction, Academy of the Arts will integrate both purchased and internally created curriculum. Curriculum for **core subject** areas are outlined in **Table 1.3 (a).**

Table 1.3 (a) *Curriculum Selections Across Core Content Areas*

Grade	English	Math	History	Science
9th	StudySync Core ELA *McGraw-Hill*	HMH Algebra 1 *Houghton Mifflin/Harcourt*	World History & Geography: Industrial Revolution to the Present *Houghton Mifflin/Harcourt*	Miller & Levine Biology - 1st Edition (Regular & Honors) *Pearson Ed.*
10th	StudySync Core ELA *McGraw-Hill*	HMH Geometry (volume 1&2) *Houghton Mifflin/Harcourt*	United States History & Geography: Post Reconstruction to the Present (US History) *Houghton Mifflin/Harcourt*	Chemistry Matter & Change *McGraw – Hill*
11th	StudySync Core ELA (Volume 1 & 2) *McGraw-Hill*	HMH Algebra 1I *Houghton Mifflin/Harcourt*	United States Government & Civics *McGraw-Hill School Ed, LLC*	Science Lab
12th	StudySync Core ELA (Volume 1 & 2) *McGraw-Hill*	Agile Mind (Pre Calc, AP Calc, Stats)		

In addition to ensuring that all curricular items align to TAS, the Executive Director and instructional team will provide teachers with robust resources when developing internal materials for our performing art courses (Dance, Fashion Design, Music, Visual Art & Film/Video/Theater). AACHS will use scope and sequence and curriculum development materials from high poverty, high performing charter schools across the nation to further develop curriculum choices in our performing art courses (Dance, Fashion Design, Music, Visual Art & Film/Video/Theater). AACHS's academic plan is designed to inspire its students to find their individual voices through intensive study of the arts and a challenging academic program that focuses on critical thinking and analysis. **Table 1.3 (b)** outlines AACHS academic plan with clear measures of success.

Table 1.3 (b) – *AACHS Academic Plan, Course of Action & Measures of Progress*

Academic Plan	Course of Action	Accountable Leads	Interim Measures of Progress
Implement art infused curriculum across all content areas daily beginning opening day	-Coordinate 5-day summer training institute with facilitators & consultants annually -Train facilitators on lesson plan development to align with art infused concepts (during monthly staff PD days) -Conduct, observe, participate in weekly PLC's with facilitators to ensure art infused lessons are implemented and effective -Purchase materials needed for facilitators to implement art activities aligned to concepts and skills in each core subject (as needed) -Review facilitator weekly lesson plans for art infused activities aligned to concepts -Provide facilitators with appropriate lesson plan to utilize and submit their plans on weekly -Provide timely weekly feedback to all facilitators regarding	-Executive Director, and Consultants -Assistant Principal of Instruction (once hired)	• Student and Parent quarterly and annual surveys • walkthrough and observation (daily/weekly/monthly) • ACT annual measures and year-to-year comparisons • Student retention rate yearly • Benchmark comparisons quarterly and year-to-year

	the design of their art infused plans		
Incorporate entrepreneurial and financial literacy content for students in each grade throughout the entire school year	-Secure contract with Junior Achievement upon charter approval to ensure availability of curriculum & materials (**December 2022**) -Build Junior Achievement courses into students' daily schedule (**January 2022**) -Schedule required guest presentations from Junior Achievement to conduct real-world lesson connections (**Oct – Feb 23/24**) -Schedule staff trainings with Junior Achievement around program facilitation and implementation (**July 2023**) -Purchase required learning materials for facilitators & students (**Feb- April 2023**)	-Executive Director -Director of Operations -Assistant Principal of Instruction (once hired) -Junior Achievement Consultants	• Student surveys quarterly • Required culminating projects annually • Scoring rubric & feedback from Junior Achievement consultants quarterly
Offer high quality, engaging performing art courses in all 5 majors (Fashion Design, Dance, Visual Art, Music, Film-Video-Drama)	-Recruit and hire innovative, skilled and talented facilitators in each art major offered -Provide effective and thoughtful professional development to staff consistently each year beginning with 10 days of summer training, monthly PD and individual coaching as needed -Provide identified curriculum framework and pacing guide to facilitators to implement	-Executive Director -Director of Operations -Assistant Principal of Instruction (once hired) -Facilitators	• ACT annual measures and year-to-year comparisons • Student retention rate yearly • Benchmark comparisons quarterly and year-to-year • Quarterly student showcases • Student and Parent survey feedback • Student performances daily • Student Processfolio scores • Student Portfolio products and scores
Include CTE pathway for students who	-Hold an annual "Career Day" at AACHS to inform	-Executive Director	

major in Fashion Design, Dance and Film-Video-Drama	students of their career choices after high school - Have students create their career path with support of guidance counselor upon entrance to AACHS in 9th grade -Students review their career path plan annually and make revisions as needed with support of guidance counselor -Ensure students interested in earning a CTE cert are enrolled in appropriate courses to earn credits -Offer Tennessee aligned courses required to earn a CTE	-Guidance Counselor -Assistant Principal of Instruction (once hired) -Facilitators	
Provide high quality and engaging core curriculum fully aligned to Tennessee Academic Standards (TAS)	-Provide facilitators with curriculum map, pacing guides and all curricular materials for English, Math, Science and Social Studies -Build weekly PLC meeting time into facilitator schedules to collaborate around instructional program -Provide common planning time for facilitators to effectively design rigorous standards aligned lessons -Collect and provide weekly feedback on facilitator lesson plans -Check for standard/task/alignment in all core content lesson plans	-Executive Director -Leadership Team (inclusive of Director of Operations, Director of Specialized Services, Assistant Principal of Instruction (once hired) & Guidance Counselor)	• ACT annual measures and year-to year comparisons • Benchmark comparisons quarterly and year-to-year • Student semester report card grades • Student retention numbers • Graduation rate • College acceptance rate • Daily student and staff attendance (reviewed daily and weekly by leadership team) • Walkthrough and observations

To provide multiple rigorous instructional opportunities for students, AACHS will offer honors and advanced placement (AP) courses to students in grades 9-12. While the school will follow known best

practices to include honors and AP courses based on student interest as well their achievement results, AACHS will initially offer the following courses and make adjustments based on schoolwide data:

Grade:	Honors Course Offered:	AP Courses Offered:
9TH	Math, English, Science, Social Studies	N/A
10TH	Math, English, Science, Social Studies	N/A
11TH	Math, English, Science, Social Studies	AP Calculus & AP English Lang & Composition & AP History
12TH	Math, English, Science, Social Studies	AP Statistics & AP Lit & Composition

Beginning in year 1 of operation, all incoming 9th grade students will work with the guidance counselor to decide if they will be enrolled in a honors course. Determining factors of enrollment into an honors course will include performance levels on screeners, benchmark assessments, overall GPA and general interest in enrolling in an advanced level course. Should AACHS have low enrollment into an honors course offered, the school will utilize "Odysseyware", which is an online virtual learning platform that allows districts with low enrollment in courses (or may not have a teacher on staff for a specific course) to offer the course through instruction with certified teachers. All transfer students will have the same opportunity to meet with the guidance counselor upon enrollment into the school to determine if honors or AP courses are appropriate.

AACHS will follow all protocols and procedures outlined by CollegeBoard regarding AP courses offered at the school. AP courses will not be offered until year 3 of operation when the school receives its first 11th grade class of students.

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

Educational Philosophy:

Academy of the Arts believes that one of the purest and most authentic forms of communication is through artistic expression! We believe that students should have the choice to pursue their art interests and talents in school and participate in work that is meaningful to them. Our philosophy is that students gain true knowledge and understanding when they are *guided* (not forced) through educational experiences and permitted to creatively engage with topics, ideas, and concepts to develop their own innovative product. We also believe that when students experience success in their art classes, on stage, in studios, and performing in the community, these positive experiences help to motivate students in all of their coursework. Students are impassioned, motivated, and will want to be at school. Providing students with a high impact, quality arts education will help them build self-confidence, collaboration, and problem-solving skills while developing discipline and a focused work ethic. Academy of the Arts has unique characteristics and instructional methods all aligned to and in support of our beliefs and philosophy.

Important Characteristics

AACHS innovative arts-centered curriculum pairs pre-professional training in the artistic major with a rigorous core academic program. Students study their art discipline for half of the school day and a full

academic schedule during the other half of the day. Three important characteristics of our design model are: 1) Authentic Student Assessments; 2) Culturally Responsive Art Education and; 3) Student led, Facilitator Guided; Community Supported.

- **Authentic Student Assessments –** Academy of the Arts will administer forms of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.[30] Facilitators will pose engaging and worthy problems or questions of importance, in which students must use knowledge to fashion performances effectively and creatively. Authentic students' assessment will include a task for students to perform and a rubric by which their performance on the task will be evaluated. Students will demonstrate their knowledge of skills and concepts through authentic student assessments as described in **Table. 1.3 (a).**

Table 1.3 (a) – *Sample Authentic Student Assessments*

Authentic Student Assessment	Purpose/Description
Performances	Performance is an integral part of our students' class work. Academy of the Arts students are expected to perform every day. Whenever students practice their craft, they are performing. Performance enables students to display what they have learned and to be critiqued by facilitators and peers in order to grow as both students and artists. Motivated and dedicated students may be offered additional opportunities for performances and exhibitions outside of the classroom. To that end, it is our goal to establish opportunities for AACHS students to participate in state and national associations and competitions within their artistic arenas. Through field trips, Academy of the Arts students are exposed to professional performances that highlight the artistic and academic components of the curriculum. Our school will also create opportunities to bring professionals from the business side of the arts into the school for workshops and seminars. These "Master Classes" will be offered in every artistic department and are held throughout the school year, introducing Academy of the Arts students to true masters of their art discipline
Showcases/ Exhibitions	Student showcases and exhibitions promote equity and set the expectation that all students, not just a small group, are capable of producing high quality work. Through workshops, events, gallery nights, students will be able to connect to the larger community and utilize critical skills such as communication, networking and presentation skills.
Processfolio	A processfolio is formative – it charts the development of an artwork's creation as well as the student artist. From beginning notes, drafts, revisions, edits, all the way through to the completed piece – these are included in the processfolio.
Portfolio	Portfolios are collections of student work representing a selection of performance. Portfolios are derived from the visual and performing arts tradition in which they serve to showcase artists' accomplishments and personally favored works. A portfolio may be a

[30] http://jfmueller.faculty.noctrl.edu/toolbox/whatisit.htm

	folder containing a student's best pieces and the student's evaluation of the strengths and weaknesses of the pieces.[31]
Student Self Assessments	Researchers agree that self-assessment is a necessary and important component of quality classroom arts assessment. Self-assessment is authentic assessment—it mirrors the "real-world" work done by professional artists. Self-assessment is a useful tool in the artistic process by delineating progress toward goals and helps students understand where they are in relation to the goals they have set for themselves.
Student Peer Assessments	Critique in the arts is the analytical and interpretative discussion about a work of art. Peer critique gives students an opportunity to use and share their voice, and it helps them to become more receptive to hearing and using feedback.[32]
Artistic Graduation Capstone Project	The graduation project is the capstone of a student's artistic experience at Academy of the Arts, and students must complete and pass the project to be eligible to graduate. This project provides an opportunity for students to reflect upon, utilize, and apply the knowledge gained from their artistic and core curriculum while enrolled at AACHS, and projects will be clearly outlined and supported within each artistic department.

- **Culturally Responsive Art Education –** Academy of the Arts will prepare students for future success in college and career through rigorous and integrated academic instruction through cultural engagement in the performing arts. Core integrated performing arts training with performing arts integrated core that embraces inquiry and competency-based learning with intervention supports that are vital for high quality success in the future.

Authentic Student Assessment	Purpose/Description
Art Infused Curriculum	AACHS will offer and authentic arts infused curriculum through our consultancy with the organization Arts Impact. Arts Impact is recognized nationally and the program was founded in 1999 on key features of successful professional development and education practices: a concept-based approach to teaching and learning, use of performance-based assessments as a shared practice between teacher and student, and employing authentic arts integration.[33] Arts Impact's model is based on best practices in professional learning as well as standards driven arts integrated instruction. Through AACHS partnership with Arts Impact, we will teach concept-based arts infusion, in which students learn core ideas that mean the same thing in the arts as in reading, math or STEM. Examples of an arts infused concepts include equivalence in visual arts and math, inference in theater and reading, and fractions in dance and STEM. We guide teachers in how to develop their own arts infused lessons and criteria-based assessments, drawing on the work of McTighe and Wiggins' Understanding by Design. Our professional learning model is grounded in research based best practices as outlined by Learning

[31] https://www2.ed.gov/pubs/OR/ConsumerGuides/classuse.html#:~:text=Portfolios%20are%20collections%20of%20student%20work%20representing%20a%20selection%20of%20performance.&text=A%20portfolio%20may%20be%20a,and%20weaknesses%20of%20the%20pieces.
[32] https://www.edutopia.org/practice/mastering-self-assessment-deepening-independent-learning-through-arts
[33] https://arts-impact.org/our-programs/arts-infused-learning/

	Forward, including job-embedded coaching, professional learning communities and data-driven reflection.
Entrepreneurial Program	Through our partnership with nationally recognized Junior Achievement, all AACHS students will learn practices that successful entrepreneurs use today to develop, test, and launch a business, all while gaining skills around problem solving, iteration, and collaboration.
CTE Pathways	CTE career pathways is a national program designed to help students get a jump start towards their future college and career goals. This program allows students to develop skills, earn certifications and gain hands on experience in a career field of their interest. Academy of the Arts will offer CTE pathway in Fashion Design, Dance and Film-Video-Drama.

- **Student-Led, Facilitator Guided, Community Supported:** Students will be surveyed for a consensus of the semester collaborative project/performance. Facilitators will then model collaboration by integrating performing arts in core curricula and integrating core curricula in performing arts guided by their expertise. Additional performances, led by students throughout the school year, will teach crucial workforce and life skills that prepare students for whole-being success. Some of those skills are: creativity, collaboration, communication, networking, marketing, promotion, critical thinking, problem-solving, conceptualization, cultural awareness, tolerance, teamwork, discipline, confidence and poise.

Instructional Methods

AACHS understands that there must be a balance between teacher directed instruction and student driven collaborative work with seamless movement among three levels of guided instruction, focused instruction, and independent learning. In addition to specific content knowledge, there is a focus on authentic life skill development and responsible citizenship meeting real world needs of the student. The following are examples of the instructional methods and strategies facilitators will implement daily to ensure high impact instruction within our art courses and core subjects:

-Investigation/Inquiry -Inquiry-Based Questioning -Critiques
-Cooperative Learning -Improvisation -Reflective Discussion
-Demonstration/Modeling -Create Real –World & Personal Relevance

Through full implementation of the innovative characteristics and high impact instructional methods outlined in our academic plan, AACHS students will graduate as creative, critical thinkers and community contributors. Graduates will be prepared to excel in college or career, including specialized art schools. Academy of the Arts academic plan will allow us to create an environment that is vibrant, energized and supportive. The arts program will infuse the campus with a great sense of purpose and students will be able to pursue their passions and join in a community of like-minded peers that share their sense of creativity and innovation.

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

Arts education programs benefits schools! There is overwhelming data and multiple findings from research studies confirming that an arts education drives academic improvement for all students and helps to close the achievement gap. Academy of the Arts Charter High School's design model is in alignment

with the components research studies have confirmed improve achievement for all students. Summary findings from the research on how arts education improve student achievement states that "students in the arts have lower dropout rates, higher GPAs, and better scores in math and language on standardized tests, even when controlling for SES as a factor" (Fiske, 1999; Isreal, 2009; Scheuler, 2010; Catterall et al., 2012; President's Committee on the Arts and the Humanities, 2011; Parsad & Spiegelman, 2012; Elpus, 2013).[34]

The positive impact that studying the arts for consecutive years has on student academics and social development is vast and wide. The arts reach students who might slip through the cracks in school, reaches students with different learning styles and creates schools that are exciting places for learning and discovery. Academy of the Arts Charter High School will offer an arts education to all students, that based on the research, will drive academic achievement in Fayette County School District and add to closing the achievement gap for all students, especially those from disadvantaged and diverse backgrounds. The following results and findings serve as evidence that confirm AACHS performing arts design model would work to close the achievement gap for all students.

- James Catterall's 2009 book "*Doing Well and Doing Good by Doing Art: A 12 Year Study of Arts Education"* identifies academic and social outcomes associated with 26-year-olds who had had deep arts involvement from 8th through 12th grade.[35] Findings from this study showed a greater percentage of high school students attending college and earning a degree. **Table 1.3 (a)** represents the key findings from this study.

Table 1.3 (a) – *Percent of Young Adults Who Attend College & Earn Degrees (2000)*

	Low Arts	High Arts
Attended college after high school	48%	**71%**
Attended a four-year college	17%	**39%**
Earned associates degree	10%	**24%**
Earned bachelor's degree	6%	**18%**
Graduate or professional degree	0%	**1%**
Earned mostly A's in college	9%	**15%**

- James Catterall et al. conducted a research study called "*The Arts and Achievement in At-Risk Youth*" followed the same population over a long period of time, tracking the outcomes of students who received intensive arts exposure or arts learning compared with students who did not. The report used four large national databases to analyze the relationship between arts involvement and academic and social achievements. [36] Teenagers and young adults of low socioeconomic status (SES) who have a history of in-depth arts involvement show better academic outcomes than do low-SES youth who have less arts involvement. They earn better grades and demonstrate higher rates of college enrollment and attainment. The data in **Table 1.3 (b)** represents some of the key findings from Catterall's research study around the impact of arts education on student's achievements.

Table 1.3 (b) – *Catterall's findings*

	Low SES, Low ART	Low SES, High ART	All SES (Sample)

[34] https://nasaa-arts.org/wp-content/uploads/2017/05/critical-evidence.pdf
[35] https://www.arts.gov/sites/default/files/Arts-At-Risk-Youth.pdf
[36] https://www.arts.gov/sites/default/files/Arts-At-Risk-Youth.pdf

Mean GPA of H.S. Students based on 4.0 scale (2004)	2.41	**2.63**	2.73
Mean GPA of H.S. Students based on 4.0 scale (2005)	2.55	**2.94**	2.84
Mean Math GPA of H.S. Students based on 4.0 scale (2005)	2.48	**2.63**	2.54
% of 13 -17 year olds who did NOT graduate in 2008	22%	**4%**	7%
% of 12th graders who planned to earn a BA (2004)	42%	**61%**	67%
% of 10th graders who enrolled in a BA program (2006)	19%	**32%**	46%
% of 10th graders who enrolled in highly or moderately selective 4-year college (2006)	26%	**41%**	57%
% of young adults who earned a BA (2008)	5%	**17%**	27%

- A Montgomery County, Maryland study with a rigorous evaluation design provided a more fine-grained look at the results of arts integration; the study compared three arts integration-focused schools (AIMS) to three control schools over a three -year period. During that time AIMS schools substantially reduced the achievement gap between high-poverty minority students and other students. The AIMS school with the highest percentage of minority and low-income students reduced the reading gap by 14 percentage points and the math gap by 26 percentage points over a three-year period. In the comparison schools, the number of proficient students actually decreased by 4.5% over the same time period (RealVisions, 2007). The AIMS schools with the lowest number of proficient students in reading and mathematics at the outset of the study experienced a 23% increase in the number scoring proficient over a three-year period. [37]

- Americans for the Arts has assembled a series of e-books entitled *Arts Education Navigator* that notes the following quantitative data based on research, survey and reports that outline the benefits of arts education in schools. According to their facts and figures, the following statistics are some of the benefits of an arts education[38]:

    - Students in the art are **4 times more likely** to be recognized for academic achievement
    - Low income students highly engaged in the arts are **more than twice as likel***y* to graduate college as their peers
    - Students involved in the arts are **4 times more likely** to participate in a Math and Science fair
    - Students involved in the arts are **3 times more likely** to be elected to class office

[37] https://nasaa-arts.org/wp-content/uploads/2017/06/PCAH_Reinvesting_In-_Arts_Education.pdf
[38] https://www.miarted.org/pdf/AFTA-Arts-Education-Navigator-Facts-Figures.pdf

- Students with high arts participation and low socioeconomic status have **4% dropout rate – 5 times lowe**r than their low socioeconomic status peers
- Students who take 4 years of art and music classes **average almost 100 points better** on their SAT scores than students who take only one-half year or less
- **50%** of low-income students who are highly engaged in the arts are gainfully employed vs. 40% of their peers
- **44%** of low-income students who are highly engaged in the arts earned an associate's degree vs. 27% of their peers
- **37%** of low- income students who are highly engaged in the arts earned a bachelor's degree vs. 17% of their peers
- **37%** of low –income students who are highly engaged in the arts volunteer vs. 20% of their peers
- Low-income students who are highly engaged in the arts are **twice as likely** to graduate college as their peers with no art education.

- A longitudinal study by the National Endowment for the Arts (NEA) confirmed that arts education predicts better graduation rates, regardless of a student's socio-economic status. After tracking more than 22,000 students for 12 years, the NEA researchers found that students with high levels of involvement in the arts were five times more likely to graduate high school than those with low involvement in the arts.

- In 2013, Kenneth Elpus at University of Maryland published findings using data from the National Longitudinal Study of Adolescent to Adult Health, finding that arts students were 20% less likely to have an out-of-school suspension for each year of arts studied. Additionally, former students of the arts were 29% more likely than former non-arts students to have earned a four-year college degree by age 24 to 32. Moreover, each additional year of arts coursework was associated with a 12% increase in the likelihood that adolescents would eventually earn a four-year college degree.

- Data pulled from The College Board 2005 shows evidence of high school students who study the performing arts for consecutive years earned higher scores on the SAT. "Arts participation and SAT scores co-vary—that is, they tend to increase linearly: the more arts classes, the higher the scores…. Notably, students who took four years of arts coursework outperformed their peers who had one half-year or less of arts coursework by 58 points on the verbal portion and 38 points on the math portion of the SAT".[39]

- Anthropologist Shirley Brice Heath studied non-school youth organizations in low-income neighborhoods. Her research showed that those students who were involved in arts education for at least nine hours a week were four times more likely to have high academic achievement and three times more likely to have high attendance (Heath, 1998). Heath's findings are especially credible because she was not specifically studying arts education; the findings were an unexpected outcome of another investigation. [40]

- Education researcher Milbrey McLaughlin, while conducting a longitudinal study of the lives of youth in low-income neighborhoods found that those who participated in arts programs were more likely to be high academic achievers, be elected to class office, and participate in a math or science fair (McLaughlin, 2000).[41]

[39] https://nasaa-arts.org/wp-content/uploads/2017/05/critical-evidence.pdf
[40] https://nasaa-arts.org/wp-content/uploads/2017/06/PCAH_Reinvesting_In-_Arts_Education.pdf
[41] https://nasaa-arts.org/wp-content/uploads/2017/06/PCAH_Reinvesting_In-_Arts_Education.pdf

- A U. S. Department of Justice study reported participation in arts programming led to decreased delinquency and drug use, increased self-esteem, and more positive interactions with peers and adults. Students who experience success in arts appreciate the results of effort and persistence, and are more motivated to apply themselves to other learning tasks (Israel, D., 2009). [42]

- The 19 Chicago elementary schools operating the CAPE arts integration model showed consistently higher average scores on the district's reading and mathematics assessments over a six-year period when compared to all district elementary schools (Catterall and Waldorf, 1999). [43]

- Probably the most extensive and systematic study of the benefits of arts integration is associated with North Carolina's network of A+ Schools (which now have been established also in Oklahoma and Arkansas). A+ Schools are a comprehensive education reform model that is based on using arts-integrated instruction, incorporating Gardner's theory of multiple intelligences, recent brain research findings, and dance, drama, music, visual art, and creative writing. More than twelve years of research about the A+ Schools in North Carolina tracked consistent gains in student achievement, the schools' engagement of parents and community, and other measures of learning and success. Most notably, the A+ Schools with higher proportions of disadvantaged and minority students performed as well on statewide reading and mathematics assessments as students from more advantaged schools. This is doubly impressive considering that while other schools have focused on basic skills in response to high stakes testing, the A+ Schools have been able to achieve reading and mathematics gains on statewide accountability tests without narrowing the curriculum (Corbitt, McKenney, Noblit, and Wilson, 2001).[44]

- An arts education has been shown to raise students' ability to critique themselves, their willingness to experiment, their ability to reflect, and also to learn from mistakes (Robinson, 2013).

- An arts education increases students' ability to manage behavior, make decisions, and maintain a positive self-concept (Holochwost, Palmer Wolf, Fisher, & O'Grady, 2016).

In addition to the above mentioned research, AACHS founding board members and leadership team members have visited the following charter schools at various times during the application process to observe different components of the educational and operational model at each location to continue to learn and watch best practices in action:

1.Memphis Merit Academy
4775 American Way
Memphis, TN. 38118
Mrs. Lakeena Booker (Founder & CEO)

2. KIPP Memphis Collegiate High School
2110 Howell Ave.,
Memphis, TN 38108
Mr. Henderson (Principal)

3.Memphis Academy of Health Sciences (MAHS)
3925 Chelsea Ave.,
Memphis, TN. 38108
Dr. Michael Miles (Principal)

In addition, AACHS leadership has visited:
Camden Big Picture Learning Academy in New Jersey to observe and learn about their innovative high school internship and student work based model.

[42] https://nasaa-arts.org/wp-content/uploads/2017/06/PCAH_Reinvesting_In-_Arts_Education.pdf
[43] https://nasaa-arts.org/wp-content/uploads/2017/06/PCAH_Reinvesting_In-_Arts_Education.pdf
[44] https://nasaa-arts.org/wp-content/uploads/2017/06/PCAH_Reinvesting_In-_Arts_Education.pdf

The High School for the Creative and Performing Arts in Pennsylvania to observe and learn from a nationally recognized high school performing art model.

San Antonio Prep in Texas to gain a better understanding of their assessment strategies and organization of their physical school structure.

(e) Curriculum and Basic Learning Environment:

At AACHS, the development of the curriculum starts with the Tennessee Academic Standards (TAS). AACHS recognizes that the TAS are the standards all students must master and agree they are the right standards to use. Our curriculum and course offerings have been strategically designed to meet the unique needs of students coming to our school with various and diverse backgrounds and experiences. AACHS will implement the following process to develop the curriculum for our performing art courses (Dance, Fashion Design, Visual Art, Music & Film/Video/Theater).

AACHS PERFORMING ART CURRICULUM DEVELOPMENT PROCESS:

- ✓ Start with TAS
- ✓ Define priority objectives to help students achieve mastery of the standards
- ✓ Develop scope and sequence over course of a year that is inclusive of TAS and prioritized objectives
- ✓ Identify content that is rigorous and engaging for students and aligned to state/ local assessments
- ✓ Design authentic student assessments that allows students to demonstrate mastery of standards

AACHS CURRICULUM DEVELOPMENT STEPS:

AACHS expects our facilitators to spend their instructional planning time thinking deeply through the steps outlined below, particularly Step 3, with a focus on how to reach and teach each student. To support teachers in designing differentiated learning opportunities for students, we will utilize a variety of curricular resources in each subject area as well as provide intensive initial and ongoing training to our teachers. This will allow teachers to tailor the guided and independent practice portions of the lessons to students' Personalized Learning Profiles.

- STEP 1 – Develop Curriculum Maps**:** During the planning year, the proposed School Leader, with support from the Director of Operations will develop subject specific curriculum maps, aligned to the appropriate standards based on the Tennessee Academic Standards (TAS)**.** This work will be informed by the School Leader's experience in curriculum development and resources from existing high performing schools serving similar populations, such as Charter Tech High and The Philadelphia High School for the Creative and Performing Arts, as well as commercial curricular materials.

- STEP 2 - Develop Scope and Sequence: Academy of the Arts believes that facilitators have a critical role to play in curriculum development, but also know that relying on teachers to develop the entire curriculum while also building a school is not an efficient or sustainable approach. To achieve the right balance and ensure investment in our highly skilled teachers, AACHS approach is to provide teachers with clear curricular guidance and then provide them with the time and support to build on the guides and develop classroom level implementation. Specifically, for each of the first four years, we plan to provide teachers with a clear curriculum guide for each new course that includes a standards-based scope and sequence, and instructional strategies, assessments, and resources for each unit.

- These standards-based guides will give teachers the 'what' in their lessons and the map for the year so that there is transparency with regard to what students should know and be able to do when they are promoted from each grade level.
- These guides will allow teachers to focus their instructional planning on daily and weekly instruction within each unit.

- STEP 3 – Facilitators Design Lesson Plans & Authentic Student Assessments**:** During summer professional development prior to opening, teachers will begin to own the curriculum by building on the guides and working individually and in teams with the School Leader (the Principal in subsequent years) to develop classroom level assessments, units, and daily/weekly plans. In the following years, i.e., during the second year when the 9th grade ELA teacher is teaching the course again, teachers will have more skills and experience to refine and revise the course curriculum as needed.

  Weekly and daily plans, based on the guides will be developed using the approach outlined in Understanding by Design by Wiggins and McTighe**.** Utilizing this process to design units of instruction and assessments focuses learning on developing a deeper understanding of the important concepts in each subject area. The backward design process involves planning in four steps that focus on the following questions:

  - Step 1: Identify desired results. What is worthy of or requires student understanding?
  - Step 2: Determine acceptable assessment evidence. How will you know if students have reached the goals?
  - Step 3: Identify specific daily objectives and potential misunderstanding. What learning experiences and teaching methods will promote understanding, interest, and excellence? What potential misunderstandings will you encounter?
  - Step 4: Sequence objectives logically and calendar the unit/week. What needs to be taught each day in order to ensure mastery of unit objectives?

With a unique instructional performing arts model, such that AACHS is proposing, there are clear areas that will be designed, developed and constructed during the planning year in collaboration with leadership team members and consultants. In collaboration with Arts Impact, leadership team members and the educational committee chair on AACHS's founding Board of Directors, curriculum maps and the scope and sequence for AACHS will be developed for our performing art courses (Dance, Fashion Design, Visual Art, Music & Fil/Video/Theater).

Academy of the Arts believes that facilitators have a critical role to play in curriculum development, but also know that relying on teachers to develop the entire curriculum while also building a school is not an efficient or sustainable approach. To achieve the right balance and ensure investment in our highly skilled teachers, AACHS approach is to provide teachers with clear curricular guidance and then provide them with the time and support to build on the guides and develop classroom level implementation. Specifically, for each of the first four years, we plan to provide teachers with a clear curriculum guide for each new performing art course that includes a standards-based scope and sequence, and instructional strategies, assessments, and resources for each unit. These standards-based guides will give teachers the 'what' in their lessons and the map for the year so that there is transparency with regard to what students should know and be able to do when they are promoted from each grade level. These guides will allow teachers to focus their instructional planning on daily and weekly instruction within each unit.

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

While Academy of the Arts is welcoming to all high school students who wish to study the performing arts, our targeted population are students from diverse populations, at-risk students and students from low socioeconomic backgrounds. We will implement innovative instructional methods and a unique curriculum that research proves is highly effective for students considered at-risk, diverse student populations and low socioeconomic student groups. Our arts infused curriculum will offer students creative ways to demonstrate mastery of the content and provides groups that have been traditionally unsuccessful at schools alternative learning opportunities. AACHS instructional methods and practices provides activities daily that are highly engaging for students. Regardless of native language, ability, or disability, music, art, and drama are accessible to all.[45] Because the arts are largely nonverbal and focus on creativity, students in any classroom can participate in various satisfying ways. Further, this participation can lead to better understanding and ultimately higher levels of performance in other academic subjects that may demand well-developed abilities with language.

The arts are fundamental to all cultures and time periods and therefore provide a natural view into the social contributions and perspectives of other cultures. In addition, an arts education is well suited for the population AACHS is targeting because:

-The arts are an avenue of achievement for students who might not otherwise be successful
-At- risk, diverse and low –socioeconomic students may focus on alternative forms of assessment and evaluation
-For at-risk students, the arts are an entry point, where students can experience success and make connections, develop strategic knowledge, and increase interest in other subject areas (Diket 2003)[46]
-The creative arts provide concrete experiences that can help individuals relate to others and themselves
-The creative arts help people appreciate the beauty and wisdom of their own cultural backgrounds.

A recent study conducted by the Rice Institute for Urban Research on the ”Causal Effects of Arts Education” found that a substantial increase in arts educational experiences has remarkable impacts on students’ academic, social, and emotional outcomes.[47] Relative to students assigned to the control group, treatment school students experienced a 3.6 percentage point reduction in disciplinary infractions, an improvement of 13 percent of a standard deviation in standardized writing scores, and an increase of 8 percent of a standard deviation in their compassion for others.

(g) Alignment with Tennessee’s Academic Standards:

Academy of the Arts Charter High School curriculum is in full alignment with the Tennessee Academic Standards (TAS). Our instructional program is unique in that not only is their standard alignment within our core content areas, but there is also full alignment between TAS and our arts education program and career and technical education program. Our core content design is backwards-planned based on the skills students need to know at the end of each grade level as outlined in those standards. We are grounded in the knowledge and skills students must have to graduate high school and succeed in career path or post-secondary educational path they decide to follow.

Each component of Academy of the Arts academic model relating to English reflects the Tennessee Academic Standards (TAS) for English Language Arts. Our innovative approach to English instruction

[45] https://files.eric.ed.gov/fulltext/EJ724890.pdf
[46] Diket, R. M. 2003. The arts contribution to adolescent learning. Kappa Delta Pi Record 39(4): 173–77
[47] https://kinder.rice.edu/research/investigating-causal-effects-arts-education-experiences-experimental-evidence-houstons-arts

ensures: regular practice with complex text and its academic vocabulary; reading and writing grounded in evidence from literary and informational text; and building knowledge through content-rich literary and informational text.[48]

Our instructional approach to Mathematics will encompass the 8 Standards for Mathematical Practice identified by Tennessee's Department of Education. Regular practice within the following are a part of Academy of the Arts approach: make sense of problems and persevere in solving them; reason abstractly and quantitatively; construct viable arguments and critique the reasoning of others; model with mathematics; use appropriate tools strategically; attend to precision; look for and make use of structure and; look for and express regularity in repeated reasoning. Our Math core curriculum is fully aligned to TAS and will ensure that students are engaged in rich, high-level mathematical tasks that support the approaches, practices, and habits of mind which are called for within these standards.[49]

TAS for Speaking and Listening are heavily embedded in Academy of the Arts core content subjects as well as through the arts education program. Given our art infused academic model, students receive regular practice with communication in Math, English, History and Science that employs literacy skills in reading, vocabulary, listening, writing and speaking in alignment with the TAS. Not only do our English and Math core curriculum align with these standards, our arts education program is aligned with these standards as well. Through our dance, drama/film/video, music, visual art and fashion design majors, students will have daily practice with: participate in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively; present information/ideas formally and informally in such a way that others can follow a line of reasoning; effectively integrate information from appropriate diverse formats; evaluate a speaker's point of view and; make strategic use of digital media.

The federal Every Student Succeeds Act (ESSA) lists the arts and music as a part of a "well-rounded" education. To ensure that the arts education offered at Academy of the Arts is well rounded and effective, we have aligned our program to the four overarching domains of Perform, Create, Respond and Connect outlined by the Tennessee Department of Education for arts education programs. AACHS will ensure that students have daily practice with the eleven foundations outlined within the four domains. Within each of the five performing arts majors at AACHS, students will have daily practice with the following: select, analyze, and interpret artistic work for performance/ presentation/production; develop and refine artistic techniques and work for performance/ presentation/production; convey and express meaning through the performance/presentation/production of artistic work; generalize and conceptualize artistic ideas and work; organize and develop artistic idea and work; perceive and analyze artistic work; interpret intent and meaning in artistic work; apply criteria to evaluate artistic work; synthesize and relate knowledge and personal experiences to artistic endeavors and ; relate artistic ideas and works with societal, cultural and historical context.[50]

(h) Blended learning:

Blended Learning is an educational pedagogy that combines traditional teacher-led instruction with a digital component that gives students some control over time, place, path or pace.[51] Blended learning strategies will provide students at AACHS with flexibility, allow students to work at their own pace, have access to a personalized curriculum daily, reinforce learning and added engagement with peers.[52] Academy of the Arts will implement a blended learning model through online content in various lessons during core instructional classes as well as throughout our performing art courses.

[48] https://www.tn.gov/education/instruction/academic-standards/english-language-arts-standards.html
[49] https://www.tn.gov/content/dam/tn/education/standards/math/stds_math.pdf
[50] https://www.tn.gov/content/dam/tn/education/standards/art/Fine_Arts_Standards.pdf
[51] https://edtechawesomeness.com/category/blended-learning/
[52] https://files.eric.ed.gov/fulltext/EJ1168949.pdf

Core Content Blended Learning Model: Students in grades 9-12 will participate in Lab Rotation and Station Rotation blended learning models during Literacy and Math as well as RTII implementation. Students will be required to use digital content aligned to their needs during core instruction to remediate deficit skills.

During Literacy, facilitators will create rotation blocks and student's will be broken into groups of 3-5. These groups will allow teachers to work with small groups and deliver reading comprehension, informational text analysis and literary textual analysis. One group during Literacy rotations will be engaged in blended learning using adaptive technology to continue regular practice at their specific reading level and on learning objectives determined by STAR Reading benchmark assessments. During Math, facilitators will create Rotation Stations to give students opportunities to practice specific skills to eliminate any deficit identified through the STAR Math benchmark assessment. The role of the facilitator during these times is to provide small group direct instruction and monitor student computer use by ensuring students are engaged and logged on to the appropriate online platform. In addition, the role of facilitators is to analyze student data from the online platforms and designate time within the school day for students to analyze their results from the online platform as well and create a plan moving forward.

Academy of the Arts will incorporate the use of adaptive computer software to ensure we maximize every minute with students to close achievement gaps and provide students who are below grade level daily practice to build their skills in English and Math. We will use STAR for English and Math and their online progress monitoring tool. This approach will drive academic gains and aid in the closure of achievement gaps across subgroups of students. Our blended learning model will allow individualized instruction to continue while facilitators work with small groups of students.

Art Courses Blended Learning Model: Academy of the Arts will also have a heavy blended learning component within our arts education program. Our blended learning model will allow facilitators to mix digital media with traditional teaching methods and integrate visual e-learning strategies into different educational contexts. Students who major in Fashion Design, Visual Art, Film/Media/Theater and Music will spend a portion of their skill building and art training in online programs as they engage in graphic design, photography, editing, and music engineer courses. Throughout these courses, students will be required to use online programs and applications to develop and create their illustrations that will later be submitted for assessment purposes. Students will also use online platforms to record their film and media productions, edit and present final products to be assessed and added to their student portfolios. To create a responsive teaching and learning environment, facilitators will use online formative assessments such as Kahoot, Quizzez, and Google Forms to collect student data instantly and make lesson adjustments in the moment. Facilitators will use online assessment platforms such as "Formative for Teachers" free to create custom art assessments and manage student work online in the moment, give feedback immediately, and receive scores for student work.

Academy of the Arts blended learning model within our art program will teach students to be sefl-sufficient and allow them to move through assignments at their own pace. In addition to the online art assessments and art portfolios students will engage in online applications and programs as outlined in **Table 1.3 (c).** The following are examples of online applications AACHS students will engage in through our Blended Learning model:

- ✓ Peer Critiques through FlipGrid & Schoology
- ✓ Virtua Field Trips
- ✓ Access to skill videos & demonstrations
- ✓ Create and develop virtual art portfolio

Table 1.3 (c) – *Sample online applications for blended learning art program*

Music Production	Fashion Design	Visual Art	Film/Media/Theater	*Graphic Design
Garageband	Art Authority	Sketch Book Pro	iMotion	Illustrator
Wave Machine Labs	Vogue Runway	Procreate	Reel Director	Photoshop
Songify	Adobe Illustrator	Art Authority	8mm Vintage Cam	Adobe In Design
Animoog	The Matboard	Inspire Pro	iMovie	Dimension
Poweramp Music Plus	Corel Draw	iDraw	Stop Motion Recorder	Adobe Sparks

**While Graphic Design is not a separate major of study, several art areas will be required to take this course to support learning in their declared major*.

(i) For existing operators only: Describe Key Academic Plan Features: Not Applicable

1.4 ACADEMIC PERFORMANCE STANDARDS

(a) Annual and Long-Term Academic Achievement Goals:

At Academy of the Arts, we are committed to changing the educational landscape for high school students in Fayette County School District by offering an art and academic program that enhances student performance and growth. We recognize that schools must produce results, which is why AACHS has a culture that embraces accountability at all levels. We have set ambitious academic and cultural goals to ensure our high school students are achieving and well prepared to be successful in college and their careers after graduation. We have determined goals based on absolute, comparative and growth measures as indicators of the success of our program. In addition to the following ambitious metrics, we have set mission specific academic and organizational goals and targets as outlined in **Table 1.4 (a)**:

Table 1.4 (a) – *AACHS Academic and Organizational Goals*

Academy of the Arts ACADEMIC and ORGANIZATIONAL GOALS	
Goal 1: Students will be proficient in English Language Arts	
Absolute Measure	• At least 50% of students who attend AACHS in 9th and 10th grade will score proficient or above on the English II EOC assessment at the end of 10th grade • At least 50% of students who have attended AACHS for at least 2 consecutive years will show at least one year of growth as measured by STAR Math benchmark
Comparative Measure	In each testing year, students who have attended AACS for 2 or 3 consecutive years will achieve proficient or above at a rate of 5-10 percentage points higher than the district average on the English EOC assessments.
Growth Measure	In a cohort analysis of longitudinal growth, the average annual percentile increases among AACHS students on the Reading Measures of Academic Progress (MAP) will average a minimum of 5 percentile points until the average score is 70.
Goal 2: Students will be proficient in Math	
Absolute Measure	• At least 50% of students who attend AACHS in 9th, 10th & 11th grade will score proficient or above on the Integrated Math III EOC at the end of 11th grade • At least 60% of students who have attended AACHS for at least 2 consecutive years will show at least one year of growth as measured by STAR Math benchmark
Comparative Measure	In each testing year, students who have attended AACS for 2 or 3 consecutive years will achieve proficient or above at a rate of 5-10 percentage points higher than the district average on the Math EOC assessments.
Growth Measure	In a cohort analysis of longitudinal growth, the average annual percentile increases among AACHS students on the Math Measures of Academic Progress (MAP) will average a minimum of 5 percentile points until the average score is 70.
Goal 3: AACHS will have a 100% high school graduation rate	
Absolute Measure	Every 12th grade student who attended Academy of the Arts for 4 consecutive years will graduate on time and in good academic standing. earn the Tennessee required credits class will demonstrate a 100% graduation rate from Academy of the Arts

Comparative Measure	In each graduating class, (beginning in 2026), students who have attended AACS for 4 consecutive years will receive at least 1 acceptance letter to a college or university. Then college and university acceptance rate of AACHS students will be 2-4 percentile points higher than the district college acceptance rate.
Growth Measure	In an annual analysis among each graduating cohort, 100% of seniors who attend AACHS for 4 consecutive years will graduate on time.
Goal 4: AACHS will have a 100% student college acceptance rate	
Absolute Measure	Every 12th grade student who attends Academy of the Arts for 4 consecutive years will earn at least 1 acceptance letter into a college or university. With support of our guidance counselor, every 11th grade student will be required to apply to 3 colleges or universities during their junior year. In alignment with our mission to prepare students for success in college and career, we will ensure that all students have secured the option to attend a college or university after graduation, even if they choose an alternative pathway.
Comparative Measure	In each graduating class, (beginning in 2026), students who have attended AACS for 4 consecutive years will earn a high school diploma from AACHS. The graduation rate will be 2-4 percentile points higher than the district high school graduation rate.
Growth Measure	In an annual analysis among each graduating cohort, 100% of seniors who attend AACHS for 4 consecutive years will receive at least 1 acceptance letter to a college or university.
Goal 5: AACHS will maintain good standing under TN ESSA accountability system	
Absolute Measure	AACHS will never be identified as a "priority school" or meet the criteria of an "at risk" school as determined by the state's ESSA accountability system.[53]
Goal 6: AACHS will be fully enrolled with high levels of attendance and reenrollment rates	
Absolute Measure	• 85% of students who begin the school year at AACHS will remain in the school throughout the academic year • 90% of students will re-enroll each year (with the exception of geographic location) • AACHS will maintain a 95% or higher average daily attendance • AACHS will meet projected enrollment numbers and maintain this enrollment throughout the year.
Goal 7: Parents and students will demonstrate satisfaction with the art & academic program	
Absolute Measure	• 90% of families who complete the annual parent satisfaction survey will be satisfied or very satisfied with AACHS • 85% of students will indicate they are satisfied or very satisfied with AACHS on annual survey • 80%-85% completion rate on family surveys annually • 100% completion rate on student survey's annually
Goal 8: AACHS will maintain high levels of staff retention and satisfaction	

[53] https://www.tn.gov/content/dam/tn/education/documents/ESSA_school_accountability_fact_sheet.pdf

Absolute Measure	• 90% of facilitators and staff will agree or strongly agree that AACHS is an innovative, warm and collaborative professional learning environment on the annual survey • 80% facilitator and staff retention rate annually in years 1-3; 85% facilitator and staff retention rate annually in years 4-6; 90% facilitator and staff retention rate annually in years 7 on.
Goal 9: The Board and Directors will provide effective and sound oversight of the school	
Absolute Measure	• The Board will conduct a formal annual review of the Executive Director • The Board will conduct an annual self-evaluation to measure effectiveness • The Board will conduct a formal annual review of bylaws and policies • The Board will conduct an annual review of organizational strengths and weaknesses
Goal 9: Art Education Goal	
Absolute Measure	• Students at AACHS will earn state, local or national recognition annually for their innovative art products.

(b) Process for Setting, Monitoring, and Revising Academic Achievement Goals:

To ensure that Academy of the Arts Charter High School is following its mission to educate high school students through the performing arts and provide them with the educational and entrepreneurial skills to succeed in career and college, the school is committed to the following process to set, monitor and revise academic achievement goals each year:

- **Setting Goals** – To reach these annual and long-term goals, AACHS facilitators and leadership team members will intentionally set daily and quarterly academic goals based on a common set of expectations laid out by the Tennessee Academic Standards. current performance data based off of incoming

    - Academy of the Arts Charter High School has 3 primary academic goals for the entire school: 100% high school graduation, 100% students will secure at 1 least acceptance college/university letter, and every child will show 1 year of growth each year based on MAP and STAR diagnostic and benchmark results. We recognize that we must set measurable goals and use data continually to make improvements in educational outcomes.
    - Use data from TCAP (Tennessee Comprehensive Assessment Program) and TVAAS (Tennessee Value –Added Assessment) results to set goals.
    - Use end of year benchmark data to set grade level goals.

- **Monitoring Goals** - Progress towards our goals will be shared monthly with the Board during meetings. The Board's Academic Committee will review and monitor our progress towards our goals each month and give corrective action steps around any area of the academic program that is not making gains. Schoolwide goals will be reviewed and assessed during our "Data Days". During "Data Days", the leadership team will guide facilitators and staff in quarterly analysis of our progress towards our annual goals while making any necessary academic or cultural adjustments to obtain our goals. All weekly leadership team meetings will begin with a review of

all relevant goals and discussions and plans made from these meetings will be assessed to ensure our immediate course of action will help us reach our annual goals.

- **Revising Goals** – At the end of each year facilitators and leadership team members will meet as a whole school during close-out professional development to analyze achievement of goals made. Formal feedback will be collected from facilitators regarding what is needed to meet goals next year. The Board will also conduct an annual review of our goals to ensure they are adequate and inclusive of the appropriate measurements to evaluate our innovative school design. A formal committee will then be created to discuss and revise goals as needed based on end of year student performance data, feedback from facilitators and staff and feedback from the Board of Directors. The committee will be inclusive of the leadership team, facilitators and staff and at least 2 Board members and will collectively be charged with determining any revisions to our annual goals.

(c) Corrective Action Plans if the School Falls Below Sate, District and/or its own Academic Achievement Goals:

If Academy of the Arts should fail to meet our annual goals and falls below district and state academic expectations, the following corrective action steps will occur:

- ✓ *Board Corrective Action Plan*:
  - The Board will work to develop a corrective action plan for the school and hold the Executive Director accountable for completing all steps identified in the plan. Once the corrective action plan is developed and reviewed with the Executive Director, the ED will meet with the leadership team to discuss the team roles, responsibilities and timeframe for all deliverables set forth in the plan. To ensure the corrective action plan is being implemented with fidelity, the Executive Director and the Board Chair will meet monthly to review progress towards newly identified goals. Progress made will be formally presented monthly during Board meetings. Should there be no significant progress made within 2 months of implementation of the corrective action plan, the Board will meet bi-weekly with the Executive Director to progress monitor and evaluate steps taken to set the school on the appropriate courses.

- ✓ *Follow on Support*:
  - As a "High Tech High – New School Creation" fellow, the proposed Executive Director would leverage the support of the HTH experts in the education field. As a direct support, HTH would be utilized as a consultant to observe and analyze the current standing of Academy of the Arts and lend their educational expertise to support the leadership team through the corrective action plan process. They would be called to come on site and observe, evaluate, give feedback, lead professional development, analyze data, and help to determine immediate next steps.

- ✓ *Authorizer Requirements* – In addition to the corrective action plan determined by the Board of Directors, AACHS will follow any authorizer requirements for taking corrective action.

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

AACHS will administer the NWEA MAP to 9-12 grade students three times per year (Fall, Winter, Spring). We will use a triangulation of data to determine Tier groups for RTI^2 placement and use benchmark results to compare data for placement of our students in the RTI^2 model. We will review the

benchmark data within one week of administration; students performing at or below the 24th percentile in one or more area will then receive further assessment so that we can determine the Instructional Level in which to deliver interventions and monitor progress. The school will establish an RTI^2 Team composed of RTI^2 Coordinator, the Executive Director, Director of Special Populations (when hired) and classroom teachers. We will follow all guidelines outlined in the RTI^2 District Implementation Guide to accelerate student growth through targeted support.

Academy of the Arts Charter High School will be proactive and aggressive in regards to early identification and consistent support of students in need of remediation or a personalized response to intervention. AACHS will take the following approach to support all students who are underperforming and need additional approaches to reach academic proficiency. AACHS is prepared to implement the following structures for RTII:

Early Identification: In an effort to detect and support underperforming students at the first sign, facilitators and leadership team members will review all incoming student performance data to identify students who are not on their appropriate Math and ELA grade level. Students who are 2 or more grade levels behind based on 8th grade ACT results, benchmark data and student report card grades will automatically be enrolled into a "skill build" course for Math, ELA or both dependent upon their academic need.

*General screening information from the previous year's summative assessment will also be used to identify students who did not meet or who only just met grade-level performance benchmarks. Through this process the RTII team can determine approximately how many students will require intervention the following school year. This data will be confirmed by a benchmark test administered at the beginning of the next school year to all students.

Skill Build Remediation Courses: The "skill build" courses are remediation courses deigned to give students those critical Math and ELA skills to be successful in general education high school courses. "Skill Build" courses are not meant to be permanent assignments and students will have the ability to show mastery of grade level content and test out of a "skill build" course each marking period. Course content will be developed and personalized to student needs based on benchmark and diagnostic data.

RTII Referral Process: Student performance data (such as homework, attendance, classwork, formative and summative assessments) will be analyzed weekly by facilitators during their PLC block. This will be a facilitator's continuous formal opportunity to highlight students who are not meeting grade level standards or mastering content. PLC will be used to discuss and determine a plan of action for remediation and intervention to address deficit in student learning weekly and turn around for full implementation the following week. When necessary, AACHS will use Star test item banks and software to test as often as weekly, for short term progress monitoring.

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

Academy of the Arts will strategically work to ensure that we meet our schoolwide attendance goal of 95% or higher daily student attendance! Our goal is to "**Strive for 95**". Understanding that students must attend school on a daily basis to gain the necessary skills to succeed in school and in life, we will be diligent and thorough in regards to managing and monitoring student attendance to ensure high levels of student participation. Our attendance systems, procedures and policies will be transparent, thorough and available for all students and parents as a reminder of AACHS attendance goals and expectations.

Attendance Policies (Tier 1):

Attendance policies set limits on what is allowable behavior in the school and determine consequences for actions. Academy of the Arts will present a sound and reasonable attendance policy with clear standards and high expectations for students. We will ensure that our attendance policy is published and understood by all staff, students and parents through orientations and professional development trainings. AACHS attendance policies will be aligned to the district's goals and policies. The course of action we take through our attendance policy will be to change the behavior and not punish students and families. To ensure that all parties have read and understand AACHS attendance policy, our guidance counselor will review and discuss the attendance policy during student orientation. At the conclusion of the presentation during the orientation, all parents and students will be required to sign the attendance policy confirming their understanding, agreement and commitment to achieving a high rate of student attendance while at Academy of the Arts Charter High School.

Attendance Incentives (Tier I):
High reward and consistent recognition of student attendance at Academy of the Arts is an important aspect of building a positive school culture and ensuring high rates of student attendance. When students are excited about school and want to learn, they will show up and be consistently present. Our arts infused curriculum and student choice within the learning design will create the excitement for students to attend. AACHS plans to incentivize high rates of attendance in the following capacities:

- Daily shout-outs each morning to the homeroom with perfect attendance (or the highest attendance rate each morning). Homerooms will be able to earn a golden star each morning placed outside their classroom door. The homeroom with the most stars at the end of each month will earn a pizza party for their class provided by the school.
- Monthly N.B.A. (Never Been Absent) Club will be established and posted inside the school. Each month students with perfect attendance will be posted on a bulletin board and they will be added to the N.B.A. Club. N.B.A. Club members will earn an ice-cream social at the end of each month provided by the school.
- AACHS will provide and coordinate quarterly school trips for students who have earned perfect attendance for the entire marking period. Trips will be local and within the Memphis area and will be determined by the leadership team and students.

Attendance Early Intervention (Tier II):
Academy of the Arts will be responsive to the first signs of student's attendance before excessive amounts of school are missed. Interventions that start early are more effective at addressing and increasing student attendance in school. AACHS will take targeted steps regarding monitoring and supporting student attendance early on so that we can put in place the appropriate support before absences become excessive. A key component to our early intervention process will be the inclusion of and communication with families. Academy of the Arts schoolwide daily attendance goal is 95%. The expectation for individual student daily attendance is 95% attendance for the school year to ensure they have access to the content needed to progress through each grade. In a school year with 180 days, a student will need to be present 171 days for the year to meet a 95% attendance goal, which means a student cannot miss more than 9 days in one year. It is critical to address student absences immediately and systemically. Therefore, AACHS will take the following action steps outlined in **Table 1.4 (b)** beginning with a student's first absence:

Table 1.4 (b) - *Early Intervention Steps for Attendance*

1st Student Absence:	2nd Student Absence:	3rd Student Absence:	4th Student Absence:
Secretary calls students home that day to report absence and learn	Facilitator calls parent or guardian that day to inform them of their child's 2nd absence. The	Facilitator calls parent or guardian to schedule an in-person conference regarding student's	Referral to Attendance Team: After the 4th student absence, facilitators will

reason why student is absent.	facilitator will explain the impact of attendance on student learning and ask how the school can support to prevent any further instances of absence.	absence. Facilitator will conduct the meeting with parent, student and guidance counselor all present. Conference will be documented with 1-2 clear next steps the student will take to improve their attendance.	complete a RTII referral for attendance support with the student and submit to the guidance counselor. The guidance counselor will bring the referral form and all relevant documentation to the weekly Attendance Team meeting. Student will sign an attendance contract as part of this process.

Attendance will be taken daily and submitted electronically by each facilitator no later than 9. Every morning between 9 and 9:45, our secretary will call all of the homes of the students marked absent for the day. This consistent communication with parents and guardians allows the school to learn the reasons of any valid student absence, keep parents informed and demonstrate to students that AACHS is committed to ensuring they are on track to meeting their goals. Our secretary will make daily phone calls home each morning and document their attempts through our online Student Information System (SIS).

Attendance Team (Tier III):
Academy of the Arts recognizes that there will be some families and student situations where Tier I and Tier II interventions and supports will not be sufficient to their needs. To address chronic absenteeism, we will utilize the support of the Attendance Team, which will be composed of the Executive Director, Guidance Counselor, Special Education Director and Secretary in year 1 and 2. The Principal and Social Worker will be added in years 3 and 4. The team will take the following steps to address chronic absenteeism:

- Meet weekly to review and discuss newly referred students
- Create individual attendance plans for each student referred. Possible strategies to be included in a student's plan are:
  - *Conduct home visits*
  - *Schedule individual or group counseling sessions with guidance counselor or social worker at AACHS,*
  - *Refer student and family to outside family counseling*
  - *Attendance team meet with the student to discuss attendance concerns*
  - *Coordinate mentoring services at AACHS*
- Progress monitor students referred to the team
- Connect with local agencies regarding truancy of identified students
- Contact any social workers or assigned mentors student may already work with outside of school

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

Academy of the Arts realizes that students learn in a variety of ways and show their understanding of concepts and ideas at different times. Our performing art design model is heavily rooted in providing students with creative platforms to demonstrate mastery of content skills. AACHS will ensure that students are demonstrating mastery of grade level material as a determining factor for promotion to the

next grade level. Our graduation and retention policy was developed to reflect our mission to ensure students have the academic and entrepreneurial skills to succeed in college and in career. Students ability to demonstrate proficiency in core content and entrepreneurial courses will be evidence that we are in alignment with our mission and a determining factor for student matriculation.

Grade level promotion throughout Academy of the Arts is based on student attendance, student's ability to achieve mastery of concepts as reflected in final marking period averages as well as final performances, showcases and capstone projects assigned throughout their performing art major. AACHS has set high expectations for student promotion that will be clearly presented in student, staff and parent handbooks and will be attainable in our policies for promotion online through our school website. AACHS will offer an arts education program and CTE program in addition to our general education program, which will require mastery of skills not just in core content areas, but also within the performing arts areas in which students decide to major in daily. Our promotion and retention policy is reflective of our mission and academic goals and will ensure that a student can be successful in the academic and artistic challenges of the next grade level. **Table 1.4 (c)** provides an outline of Academy of the Arts grade level promotion requirements.

Table 1.4 (c) – *Grade Level Promotion Requirements*

Grade Level:	Attendance Requirement:	Content Course Requirement:	Art & CTE Course Requirement:
9th	Absent ≤ 15 days	All course average ≥ 70 (Math, ELA, Science, History)	All Art/ CTE course average ≥ 70
10th	Absent ≤ 15 days	All course average ≥ 70 (Math, ELA, Science, History)	All Art/CTE course average ≥ 70
11th	Absent ≤ 15 days	All course average ≥ 70 (Math, ELA, Science, History)	All Art/CTE course average ≥ 70
12th	Absent ≤ 15 days	All course average ≥ 70 (Math, ELA, Science, History)	All Art/CTE course average ≥ 70 *Completion & submission of capstone project

In compliance with IDEA, all students with IEP's and 504's will need to meet all promotion criteria unless their IEP indicates separate goals content areas. If this is the case, satisfactory meeting of those goals will satisfy that component of the promotion criteria. If there is an indication the student may need to be retained, the Executive Director will meet with the student and family to discuss a course of action, including interventions, additional supports, or mandated tutoring as soon as possible to best ensure all students can be successful. If interventions are not leading to the growth and improvement necessary, the recommendation to retain will be made by the classroom teachers, and final promotion decisions will be made by the Executive Director.

We will develop and provide students with multiple tiers of support before, during and after school including tutoring and our skill build course to ensure that our students have the supports they need to master the skills necessary for promotion. Daily attendance is vital to student success, allowing us to support students as they pursue their academic and career success and simultaneously teach students to take responsibility for their future. Thus, students who miss more than 15 days of school may be retained. We adhere to all regulations regarding extended illness which does not impact attendance averages. We communicate regularly with families to ensure that every student can meet our attendance requirement, including making daily phone calls home, progress reports, 3 formal report cards and regular communication from facilitators.

(g) Provide the proposed school's exit standards for students, including graduation requirements. These should clearly set forth what students in the last grade served will know and be able to do.
Eligibility for high school graduation from Academy of the Arts Charter High School requires that students show understanding of the core content outlined in Tennessee Academic Standards (TAS). Facilitators and the leadership team will closely monitor student progress towards these goals when they enter AACHS in 9th grade and continue to progress monitor student's academic achievement over the course of 4 years. **Table 1.4 (d)** shows the standards seniors must demonstrate their understanding around to graduate from Academy of the Arts Charter High School.

Table 1.4 (d) – *English Language Arts Exit Standards by Grade*[54]

12th Grade Language Arts Standards	
Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
Knowledge of Structure	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance; and apply an understanding of syntax to the study of complex texts.
Vocabulary Acquisition and Use	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th-12th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.

[54] https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/massivemeetingsfolder/meetingfiles4/10-20-17_III_J_Non-Substantive_Changes_to_Math_ELA__Science_Standards_Attachment_2_-_ELA.pdf

	6. Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
12th Grade Reading Standards	
Key Ideas and Details	Literature: 1. Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources. 2. Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary. 3. Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning. Informational Text: 4. Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources. 5. Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary. 6. Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.
Craft and Structure	Literature: 1. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging. 2. Analyze how an author's choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact. 3. Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied. Informational Text: 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. 5. Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging. 6. Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.

Integration of Knowledge and Ideas	Literature: 1. Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text. 2. Demonstrate knowledge of and analyze thematically-related, texts of literary significance, considering how two or more texts treat similar themes or topics. Informational Text: 3. Evaluate the topic or subject in multiple diverse formats and media. 4. Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text. 5. Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.
12th Grade Speaking and Listening Standards	
Comprehension and Collaboration	1. Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively. 2. Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used. 4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience. 5. Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
12th Grade Writing Standards	
Texts, Types and Protocols	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. a. Introduce precise claim(s). b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

	c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. d. Provide a concluding statement or section that follows from and supports the argument presented. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone 2. Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience. b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions. c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Provide a concluding statement or section that follows from and supports the information or explanation presented. e. Use appropriate formatting, graphics, and multimedia to aid comprehension. f. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. g. Establish and maintain a formal style and objective tone 3. Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing point of view, and introducing a narrator/speaker and/or characters. b. Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. c. Create a smooth progression of experiences or events. d. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.

	e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. f. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. g. Use appropriate language and techniques, such as metaphor, simile, and analogy. h. Establish and maintain an appropriate style and tone. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 11-12.) 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information. 7. Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation. 8. Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation. 9. Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material. 10. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.
12th Grade Math Standards – Bridge Math B	
The Real Number System	1. Use properties of rational and irrational numbers.

Quantities	2. Reason quantitatively and use units to solve problems.
The Complex Number System	3. Perform arithmetic operations with complex numbers.
Seeing Structures in Expressions	4. Write expressions in equivalent forms to solve problems.
Arithmetic with Polynomials and Rational Expressions	5. Perform arithmetic operations on polynomials. 6. Understand the relationship between zeros and factors of polynomials. 7.
Creating Equations	1. Create equations that describe numbers or relationships.
Reasoning with Equations & Inequalities	2. Understand solving equations as a process of reasoning and explain the reasoning. o Solve equations and inequalities in one variable. o Solve systems of equations. o Represent and solve equations and inequalities graphically.

Interpreting Functions	3. Understand the concept of a function and use function notation. 4. Interpret functions that arise in applications in terms of the context. 5. Analyze functions using different representations
Similarity, Right Triangles & Trigonometry	1. Understand similarity in terms of similarity transformations. 2. Define trigonometric ratios and solve problems involving right triangles.
Circles	1. Find arc lengths and areas of sectors of circles.
Modeling with Geometry	2. Apply geometric concepts in modeling situations.
Interpreting Categorical & Quantitative Data	1. Summarize, represent, and interpret data on a single count or measurement variable. 2. Summarize, represent, and interpret data on two categorical and quantitative variables. 3. Interpret linear models.
Conditional Probability & the Rules of Probability	3. Use the rules of probability to compute probabilities of compound events in a uniform probability model.
Geometric Measurement & Dimension	6. Visualize relationships between two-dimensional and three-dimensional objects.

11th Grade Science Standards	
Matter & It's Interactions	1. Develop models to illustrate the changes in the composition of the nucleus of an atom and the energy released during the processes of fission, fusion, and radioactive decay. 2. Recognize and communicate examples from everyday life that use radioactive decay processes. 3. Investigate and evaluate the expression for calculating the percentage of a remaining atom (N(t)=N0e-λt) using simulated models, calculations, and/or graphical representations. Define the halflife (t1/2) and decay constant λ. Perform an investigation on probability and calculate half-life from acquired data (does not require use of actual radioactive samples).
Motion & Stability: Forces & Interactions	1. Investigate and evaluate the graphical and mathematical relationship (using either manual graphing or computers) of one-dimensional kinematic parameters (distance, displacement, speed, velocity, acceleration) with respect to an object's position, direction of motion, and time. 2. Algebraically solve problems involving constant velocity and constant acceleration in one-dimension. 3. Algebraically solve problems involving arc length, angular velocity, and angular acceleration. Relate quantities to tangential magnitudes of translational motion. 4. Use free-body diagrams to illustrate the contact and non-contact forces acting on an object. Use the diagrams in combination with graphical or component-based vector analysis and with Newton's first and second laws to predict the position of the object on which the forces act in a constant net force scenario. 5. Gather evidence to defend the claim of Newton's first law of motion by explaining the effect that balanced forces have upon objects that are stationary or are moving at constant velocity. 6. Using experimental evidence and investigations, determine that Newton's second law of motion defines force as a change in momentum, F = Δp/Δt. 7. Plan, conduct, and analyze the results of a controlled investigation to explore the validity of Newton's second law of motion in a system subject to a net unbalanced force, Fnet = ma or Fnet = Δp/Δt. 8. Use examples of forces between pairs of objects involving gravitation, electrostatic, friction, and normal forces to explain Newton's third law. 9. Use Newton's law of universal gravitation, $\boldsymbol{FF} = GG\ mm1mm2\ \boldsymbol{rr}2$, to calculate the gravitational forces, mass, or distance separating two objects with mass, given the information about the other quantities. 10. Describe and mathematically determine the electrostatic interaction between electrically charged particles using Coulomb's law, $\boldsymbol{FFee} = kkee\ qq1qq2\ \boldsymbol{rr}2$. Compare and contrast Coulomb's law and gravitational force, notably with respect to distance.

	11. Develop and apply the impulse-momentum theorem along with scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on an object during a collision (e.g., helmet, seatbelt, parachute). 12. Use experimental evidence to demonstrate that air resistance is a velocity dependent drag force that leads to terminal velocity. 13. Develop a model to predict the range of a two-dimensional projectile based upon its starting height, initial velocity, and angle at which it was launched. 14. Plan and conduct an investigation to provide evidence that a constant force perpendicular to an object's motion is required for uniform circular motion (F = m v2 / r)
Energy	1. Identify and calculate different types of energy and their transformations (thermal, kinetic, potential, including magnetic and electrical potential energies) from one form to another in a system. 2. Investigate conduction, convection, and radiation as a mechanism for the transfer of thermal energy. 3. Use the principle of energy conservation and mathematical representations to quantify the change in energy of one component of a system when the energy that flows in and out of the system and the change in energy of the other components is known. 4. Assess the validity of the law of conservation of linear momentum (p=mv) by planning and constructing a controlled scientific investigation involving two objects moving in one-dimension. 5. Construct an argument based on qualitative and quantitative evidence that relates the change in temperature of a substance to its mass and heat energy added or removed from a system. 6. Define power and solve problems involving the rate of energy production or consumption ($P = \Delta E/\Delta t$). Explain and predict changes in power consumption based on changes in energy demand or elapsed time. Investigate power consumption and power production systems in common use. 7. Investigate and evaluate the laws of thermodynamics and use them to describe internal energy, heat, and work. 8. Communicate scientific ideas to describe how forces at a distance are explained by fields (gravitational, electric, and magnetic) permeating space. Explain how energy is contained within the field and how the energy changes when the objects generating and interacting with the field change their relative positions. 9. Describe, compare, and diagrammatically represent both electric and magnetic fields. Qualitatively predict the motion of a charged particle in each type of field, but avoid situations where the two types of fields are combined in the same region of space. Restrict magnetic fields to those that are parallel or perpendicular to the path of a charged particle. 10. Develop a model (sketch, CAD drawing, etc.) of a resistor circuit or capacitor circuit and use it to illustrate the behavior of electrons, electrical charge, and energy transfer.

	11. Investigate Ohm's law (I=V/R) by conducting an experiment to determine the relationships between current and voltage, current and resistance, and voltage and resistance. 12. Apply the law of conservation of energy and charge to assess the validity of Kirchhoff's loop and junction rules when algebraically solving problems involving multi-loop circuits. 13. Predict the energy stored by a capacitor and how charge flows among capacitors connected in series or parallel. 14. Recognize and communicate information about energy efficiency and/or inefficiency of machines used in everyday life. 15. Compare and contrast the process, design, and performance of numerous next-generation energy sources (hydropower, wind power, solar power, geothermal power, biomass power, etc.).
Waves & Their Applications in Technologies for Information Transfer	1. Know wave parameters (i.e., velocity, period, amplitude, frequency, angular frequency) as well as how these quantities are defined in the cases of longitudinal and transverse waves. 2. Describe parameters of a medium that affect the propagation of a sound wave through it. 3. Understand that the reflection, refraction, and transmission of waves at an interface between two media can be modeled on the basis of characteristics of specific wave parameters and parameters of the medium. 4. Communicate scientific and technical information about how the principle of superposition explains the resonance and harmonic phenomena in air columns and on strings and common sound devices. 5. Evaluate the characteristics of the electromagnetic spectrum by communicating the similarities and differences among the different bands. Research and determine methods and devices used to measure these characteristics. 6. Plan and conduct controlled scientific investigations to construct explanations of light's behavior (reflection, refraction, transmission, interference) including the use of ray diagrams. 7. Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model. 8. Obtain information to construct explanations on how waves are used to produce, transmit, and capture signals and store and interpret information. 9. Investigate how information is carried in optical systems and use Snell's law to describe the properties of optical fibers.
12th Grade Social Studies Standards – US History & Geography	

Social Studies Practices	1. Collect data and information from a variety of primary and secondary sources. 2. Critically examine a primary or secondary source. 3. Synthesize data from a variety of sources. 4. Construct and communicate arguments citing supporting evidence. 5. Develop historical awareness. 6. Develop geographic awareness.
Age of Revolution	1. Describe the concept of the divine right of kings as well as the features, strengths, and weaknesses of European absolutism, including: Louis XIV, Versailles, and Peter the Great. 2. Compare documents that establish limits on government in response to absolute monarchy 3. Compare the major ideas of philosophers during the Age of Enlightenment, such as Charles Louis de Montesquieu, Thomas Hobbes, John Locke, and Jean-Jacques Rousseau. 4. Examine the causes and consequences of the English Civil War. 5. Identify the major causes of the French Revolution 6. Summarize the major events of the French Revolution (e.g., storming of the Bastille, execution of Louis XVI, reign of terror), and trace the evolution of France's government from constitutional monarchy to democratic despotism to the Napoleonic Empire. 7. Analyze the geographic, political, and social factors that contributed to the rise and fall of Napoleon Bonaparte's empire. 8. Identify how the ideas of the Enlightenment inspired Thomas Jefferson and the Declaration of Independence, and compare the American Revolution with the French Revolution. 9. Explain the effects of the French Revolution on Europe and the world, including the influence of: the Napoleonic Code, Concert of Europe, and Haitian Revolution.
The Industrial Revolution	1. Explain how the Agricultural Revolution, mechanization, and the "enclosure movement" led to rapid population growth, rural to urban migration, and the growth of major cities in Europe and North America. 2. Explain the geographic and economic reasons why the Industrial Revolution began in England, including: natural resources, entrepreneurship, labor, and access to capital. 3. Analyze how geographic and cultural features were an advantage or disadvantage to the diffusion of the Industrial Revolution. 4. Describe the geographic scale, trade routes, and conditions of the forced migration of Africans to the Western Hemisphere, including connections between slave labor and the growth of industrial economies. 5. Explain how scientific and technological innovations (e.g., the steam engine, new textile technology, steel processing, medical advances, electricity, and new methods of transportation) led to massive social, economic, cultural, and demographic changes. 6. Evaluate the industrialization of Europe

	7. Compare and contrast the rise of the following economic theories as a result of industrialization: capitalism, communism, and socialism.
Nationalism & Imperialism	1. Define nationalism, and explain how nationalism, cultural geography, and physical geography contributed to the unification of nations, such as Germany and Italy. 2. Describe the rise of anti-Semitism in Europe during this time period. 3. Define imperialism, and analyze reasons for 19th century imperialism, including: competition between empires, cultural justifications, and the search for natural resources and new markets in response to rapid industrialization. 4. Describe the natural resources and geographic features of Africa, their role in attracting European economic interests, and their impact on global trade. 5. Analyze the outcomes of the Berlin Conference and the impact of superimposed boundaries on African indigenous populations, and compare the geographic progression of imperialistic claims on the African continent by European empires. 6. Describe successful (e.g., Ethiopia) and unsuccessful (e.g., Zulu Wars and Ashanti Wars) examples of African resistance to European imperialism. 7. Describe the importance of India to the British Empire, the Suez Canal as a connection between Great Britain and India, and India's reaction to British rule. 8. Explain the growing influence of western powers on China from the Opium Wars through the Boxer Rebellion. 9. Explain cultural diffusion, and describe the diffusion of cultures between Europe, Africa, and Asia as a result of European imperialism. 10. Analyze Japan's abandonment of isolationism, its embrace of technological and political changes, and its consequent rise as an imperial power in the late 19th century. 11. Describe the natural resources and geographic features of Central and South America, their role in attracting American and European economic interests, and their impact on global trade. 12. Compare and contrast the impact of economic imperialism on Central and South America with the impact of imperialism on other parts of the world.
World War I Through the Depression	1. Explain how tensions between nations and states contributed to regional conflicts of the era. 2. Explain how the rise of militarism, alliances, imperialistic rivalries, and growing nationalism led to the outbreak of World War I. 3. Describe how trench warfare, the resulting stalemate, war of attrition, and advances in weaponry (e.g., chemical weapons, machine guns, submarines, tanks) affected the course and outcome of World War I.

	4. Analyze the importance of geographic factors in military decision-making, and determine the principal theaters and significance of major battles in World War I (e.g., Battles of the Marne, Verdun, the Somme). 5. Explain how the entrance of the United States and the exit of Russia affected the course and outcome of World War I. 6. Define total war, and describe its effect on European civilian populations. 7. Describe the effects of World War I, including the significance of: • Armenian Genocide • Loss of human life • Collapse of major empires • Movement of populations • Economic losses • Spread of disease • Environmental changes. 8. Compare the goals of leading nations (i.e., U.S., France, Great Britain, Italy, and Japan) at the Paris Peace Conference with the outcomes of the Treaty of Versailles and its impact on Germany. 9. Analyze the shifts in geopolitical boundaries post-World War I resulting from the Treaty of Versailles and the League of Nations mandate system. 10. Determine the causes and consequences of the Bolshevik Revolution and Russian Civil War. 11. Analyze the cultural, economic, and intellectual trends of the 1920s. 12. Describe the collapse of international economies in 1929 that led to the Great Depression.
Rise of Totalitarianism & World War II	1. Explain how economic instability, nationalism, and political disillusionment in Germany and Japan led to the rise of totalitarian regimes. 2. Compare and contrast the rise to power, goals, and characteristics of Adolf Hitler, Benito Mussolini, and Joseph Stalin's totalitarian regimes. 3. Analyze the role of geographic features and natural resources in increasing tensions prior to and during World War II. 4. Compare the Italian, German, and Japanese efforts to expand their empires in the 1930s, including: the invasion of Ethiopia, German militarism, and atrocities in China. 5. Explain the role of military alliances, appeasement, isolationism, and the domestic distractions in Europe and the U.S. prior to the outbreak of World War II. 6. Describe how geography and technology (e.g., airplanes, advanced medicine, propaganda, radar) influenced wartime strategies, including: blitzkrieg, "island hopping," kamikaze, and strategic bombing. 7. Describe the geography and outcomes of major battles and turning points of World War II in both the European and Pacific theaters. 8. Describe the roles of leaders during World War II, including the significance of: • Winston Churchill • Joseph Stalin • Adolf Hitler • Hideki Tojo • Benito Mussolini • President Harry S. Truman • President Franklin D. Roosevelt.

	9. Describe the persecution of Jews and other targeted groups in Europe leading up to World War II, and explain why many people were unable to leave and their efforts to resist persecution. 10. Explain the state-sponsored mass murder of the Jews in Nazi-controlled lands, and describe the varied experiences of Holocaust survivors and victims. 11. Explain the decisions made in the Atlantic Charter and at the Tehran, Yalta, and Potsdam Conferences. 12. Describe the development of atomic bombs, and evaluate both the decisions to use them and the impact of their use. 13. Describe the cultural, economic, geographic, and political effects of World War II, including: • Casualties of the war (military and • Destruction of cultural heritage civilian) • Division of Germany • Changes to geopolitical boundaries • Impact of the Nuremberg trials • Creation of the United Nations • Refugees and displaced populations 14. Summarize the nature of reconstruction in Europe after 1945, including both the economic and political purposes of the Marshall Plan. 15. Explain the origins and significance of the establishment of the State of Israel, and describe the reactions by surrounding Arab countries to the United Nations' decision to establish Israel. 16. Describe the economic and military power shift at the end of World War II, such as Soviet control over Eastern Europe and the economic recoveries of Germany and Japan.
Cold War	1. Analyze the rise of communism and Mao Zedong in China, as well as the related political, social, and economic impacts on China. 2. Describe the characteristics of the Cold War, and explain reasons for the rising tensions between the Soviet Union and former Allied powers. 3. Summarize the functions of the Warsaw Pact and NATO, including their roles in organizing post-war Europe. 4. Describe methods of Soviet control in Eastern Europe and the role of Berlin as a focal point in escalating Cold War tensions. 5. Explain the role of the nuclear arms race, mutual assured destruction, and arms control agreements within the context of rising tensions between the Soviet Union and U.S. 6. Describe examples of national uprisings against the Soviet Union (e.g., Hungary and Czechoslovakia), and explain why they were unsuccessful. 7. Describe the competition in Asia between the Soviet Union and U.S., including the wars in Korea and Vietnam as examples of proxy wars. 8. Explain reasons for the rapid decline of communist systems in the late 1980s. 9. Analyze the political, economic, social, and geographic consequences of the collapse of communist governments in the Soviet Union and Eastern Europe.

Creation of New States & Decolonization	1. Explain the push and pull factors of migration. 2. Explain the reasons for and the effects of the partition of the Indian subcontinent into India and Pakistan in 1947. 3. Explain the factors that led to the creation of a lasting democratic government in India as well as the roles of political leaders (e.g., Mohandas Gandhi, Jawaharlal Nehru, Indira Gandhi). 4. Describe the development, goals, and outcomes of nationalist movements in Africa, including the ideas and roles of nationalist leaders (e.g., Jomo Kenyatta, Patrice Lumumba, and Gamal Abdel Nasser). 5. Explain the fight against and dismantling of the apartheid system in South Africa, including the roles of Nelson Mandela and the African National Congress. 6. Analyze the political, economic, ethnic, and military challenges faced by newly-created countries in post-imperial Africa (e.g., civil war, genocide, corruption). 7. Explain how ideological conflicts between capitalism and communism led to armed insurgencies, revolutions, and military dictatorships in Latin American nations, including: Argentina, Colombia, Cuba, and Nicaragua. 8. Describe how competing national, ethnic, and religious interests led to conflict and the establishment of new countries in the Balkans. 9. Compare and contrast the causes and effects of modern genocide, including in: Cambodia, Rwanda and the former Yugoslavia 10. Explain the causes and effects of German reunification on both West and East Germany. 11. Analyze the response of Arab countries to the creation of the State of Israel and the peace processes in the Middle East, including the Camp David and Oslo Accords.

Understanding the Contemporary World	1. Analyze the demographic changes of countries in post-World War II regions, using population pyramids and census data. 2. Explain the challenges of rapid population growth on developing countries (e.g., China and India) and of population decline in developed countries (e.g., Germany, Japan, and Sweden), and give examples of policies implemented to both slow and increase population growth. 3. Describe the cultural, economic, geographic, and political effects of significant technological, ideological, medical, and scientific developments and breakthroughs of the era. 4. Evaluate the impact of geospatial technologies (such as GPS and GIS) on retail, military, transportation, city planning, and communication. 5. Analyze the economic, political, and social impacts of drug and human trafficking in the contemporary era. 6. Analyze how technology has intensified patterns of globalization and led to the idea of spacetime compression, containerization, and computer technology. 7. Explain the goals and consequences of trade organizations and treaties and how they have played a role in the growing global economic system. 8. Identify examples of supranational organizations, and discuss the benefits and drawbacks of membership. 9. Analyze the causes and effects of an increased role of South and East Asian countries in the global economy. 10. Describe the international importance and rapid economic development of the oil-rich Persian Gulf states. 11. Explain implications of the transition from the use of fossil fuels to alternative and renewable energy sources. 12. Describe governing ideologies, conflicts among nations (e.g., Persian Gulf War), and popular religious or democratic movements in the Middle East/North Africa. 13. Analyze the causes and consequences of terrorism and international efforts to counteract it.

1.5 PHASE – IN/ TURNARIUND PLANNING: (NOT APPLICABLE)

As a category 1 charter school applicant, this section does not apply to the information required.

1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS

(a) Explain how the proposed school will meet Tennessee graduation requirements in accordance with State Board policy 2.103. Describe how students will earn credits, how grade-point averages 11 will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements will exceed those required by the State, explain the additional requirements.

In alignment with Tennessee's Diploma Project of 2009, Academy of the Arts will hold all students to a minimum of 22 credits to be considered for high school graduation. In accordance with Tennessee SBE Policy 2.103, students who attend Academy of the Arts shall: 1) Earn 22 prescribed credits; 2) Complete the ACT/SAT prior to graduation and; 3) Have satisfactory attendance and discipline. As a mission driven public charter school to operate in the state of Tennessee, Academy of the Arts Charter High School will adhere to the Tennessee Department of Education graduation requirements and will include school based requirements students must meet to earn their high school diploma. **Table 1.6 (a)** reflect the credits per course students in Tennessee are required to earn in order to graduate high school:

Table 1.6 (a) – *Tennessee High School Graduation Credit Requirements*

Course	Required Credits
Math	4
English	4
Science	3
Social Studies	3
Foreign Language	2
Physical Education	1.5
Personal Finance	0.5
Fine Arts	1

AACHS will implement coursework that is fully aligned to the Tennessee Academic Standards and will use a 4.0 grade point average scale. Students will earn 1 credit for each Tennessee prescribed course completed and passed with a 70% average or higher and satisfactory attendance. As a student attending an art based school, all AACHS students will be required to complete 8 additional credits (2 per year) in their performing art area of study. A breakdown of the additional required credits per course are explained in **Table 1.6 (b)** below. Students will be required to earn a 70% average in their performing art class as well to earn full credit for participation. Students will take End of Course (EOC) examinations as required by Tennessee's graduation policy. AACHS will ensure that students enrolled in the following classes take an EOC as required: English I, English II, English III, Algebra I, Geometry, Algebra II, Integrated Math I, Integrated Math II, Integrated Math III, U.S. History, Biology I, and Chemistry. Academy of the Arts board policy will reflect that all EOC courses will have a weight of 15% on the student's final average. **Table 1.6 (a)** reflects AACHS scoring scale that will be used to calculate student averages and determine if the required credits have been earned for high school graduation.

Table 1.6 (b) – *Academy of the Arts Grade Points, Grading Scale & Transcript Information*

Grading Scale	Grading Points	Student Transcript Information
97 – 100 = A+	A+ = 4.0	Course Title
93 – 96 = A	A = 4.0	GPA by Semester
90 – 92 = A-	A- = 3.7	Cumulative GPA
87 – 89 = B+	B+ = 3.3	Honors and Activities

83 – 86 = B	B = 3.0	Grade Points
80 – 84 = B-	B- = 2.7	Credits Earned
77 – 79 = C+	C+ = 2.3	Credits Attempted
73 – 76 = C	C = 2.0	Grade Level
70 – 72 = C-	C- = 1.7	Grading Scale
67 – 69 = D+	D+ = 1.3	ACT Score & Dates
63 – 66 = D	D = 1.0	Final Numerical Grade & Letter Equivalent
60 – 62 = D-	D- = 0.7	Grade Summary
0 – 59 = F	F = 0.0	Enrollment & Graduation Date

During our Summer Infusion program with incoming freshman, students will explore their interests, complete a project, and participate in a workshop where they will create a 4-year Learning Plan of focused and purposeful goal and expectations as outlined in State Board policy 2.103.[55] This initial plan will be created with the support of our guidance counselor who will facilitate this workshop with incoming 9th grade students in the summer and it will be reviewed and updated annually with students as part of guidance counselors' duties. This will allow AACHS to learn student's academic and career goals so that we connect the student's academic and career goals to their school experience

In a continued effort to meet Tennessee's graduation requirements, AACHS will inform and educate students and parents on the local, state and national assessments administered at the school and by the state. We will include all assessment policies in student and parent handbooks to ensure clarity around expectations and requirements as well as post these policies on our school website for continued access and reference. Through our service learning experiences, students will meet Tennessee's work-based learning graduation requirements. Students at Academy of the Arts will be exposed to service learning activities through our partnership with organizations such as Junior Achievement, Memphis Brooks Museum of Art, STAX Museum and New Ballet Ensemble as well as the mandatory service learning project facilitators of core content courses are required to create each year.

In accordance with T.C.A. § 49-6-1010, which requires every candidate for graduation to have received a full year of computer education at some time during the candidate's educational career, Academy of the Arts will offer a digital art and graphic design course to ensure students meet this requirement.

(b) Graduation Requirements:

According to the Tennessee Department of Education, the federal Every Student Succeeds Act (ESSA) lists the arts and music as a part of a "well-rounded" education.[56] Academy of the Arts performing art model is designed to offer students a competitive academic program balanced with a unique arts education program to prepare students to succeed in college and/or career. In addition to the high school graduation requirements determined by the state of Tennessee, all students at AACHS will be required to complete additional credits in the performing art area in which they study. Tennessee graduation requirements (SBE Policy 2.103) stipulate one full credit of fine arts, and many students elect to focus concentration on sequential course offerings in multiple arts disciplines, including visual arts, dance, media arts, theatre, and vocal and instrumental music.[57] AACHS students will be required to earn an additional 8 credits within their major over the course of 4 years. **Table 1.6 (c)** represents the total credits students will be required to graduate from Academy of the Arts by year. **Table 1.6 (d)** represents the required art credits students must earn each year and the course name by artistic major.

[55] https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/rulespolicies/2.103%20High%20School%20Policy%204-20-18.pdf
[56] https://www.tn.gov/education/state-of-the-arts--sota-.html
[57] https://www.tn.gov/education/state-of-the-arts--sota-.html

Table 1.6 (c) – *AACHS Overall Required High School Graduation Credits*

9th Grade Credit Requirements		10th Grade Credit Requirements		11th Grade Credit Requirements		12rh Grade Credit Requirements	
Math	1	Math	1	Math	1	Math	1
English	1	English	1	English	1	English	1
Science	1	Science	1	Science	1	Science	0
Social Studies	1	Social Studies	1	Social Studies	1	Social Studies	0
Foreign Language	0	Foreign Language	1	Foreign Language	1	Foreign Language	0
Physical Education	1	Physical Education	0	Physical Education	.5	Physical Education	0
Personal Finance	1	Personal Finance	1	Personal Finance	1	Personal Finance	1
Fine Arts	2	Fine Arts	2	Fine Arts	2	Fine Arts	2
TOTAL	**8**	**TOTAL**	**8**	**TOTAL**	**8.5**	**TOTAL**	**5**

Table 1.6 (d) – *AACHS Required Art Credit By Major Yearly*

DANCE							
9th		**10th**		**11th**		**12th**	
Dance 1 (Jazz/Hip Hop)	1 Credit	Dance 2	1 Credit	Dance 3	1 Credit	Dance 4	1 Credit
Dance 1 (Ballet)	1 Credit	Dance 2	1 Credit	Dance 3	1 Credit	Dance 4	1 Credit
TOTAL	**2**	**TOTAL**	**2**	**TOTAL**	**2**	**TOTAL**	**2**

DESIGN FASHION							
9th		**10th**		**11th**		**12th**	
Clothing & Textiles I	1 Credit	Clothing & Textiles II	1 Credit	Clothing & Textiles III	1 Credit	Fashion Design Studio & Exhibition	1 Credit
Intro to Graphic Design	1 Credit	Fashion Movement	1 Credit	Fashion Communication & Promotion	1 Credit	The Business of Fashion Design	1 Credit
TOTAL	**2**	**TOTAL**	**2**	**TOTAL**	**2**	**TOTAL**	**2**

VISUAL ART							
9th		**10th**		**11th**		**12th**	
Art 1 (Ceramic Foundation)	1 Credit	Art 2 (Analytical Drawing)	1 Credit	Art 3 (Painting & Palette Control))	1 Credit	Art 4 (Advanced Drawing	1 Credit

						& Painting)	
Intro to Graphic Design	1 Credit	Digital Media	1 Credit	3D Design & Sculpture	1 Credit	Art Studio & Exhibition	1 Credit
TOTAL	**2**	**TOTAL**	**2**	**TOTAL**	**2**	**TOTAL**	**2**

		FILM/MEDIA/ THEATER					
9th		**10th**		**11th**		**12th**	
-Intro to Theater (1st semester .5 credit) -Intro to Film/Video (2nd semester .5 credit)	1 Credit	-Creating Theater (1st semester .5 credit) -Film & Video Prod. (2nd semester .5 credit)	1 Credit	**Drama Majors ONLY:** -Playwriting/ Screenwriting **Film/Video Majors ONLY:** - Photographic Technology	1 Credit	**Drama Majors ONLY:** -Theater 4 **Film/Video Majors ONLY:** - Cinematography	1 Credit
-Intro to Graphic Design	1 Credit	-Digital Media Prod.	1 Credit	**Drama Majors ONLY:** -Theater 3 **Film/Video Majors ONLY:** -Digital Media Prod. 2	1 Credit	**Drama Majors ONLY:** **Film/Video Majors ONLY:** -Digital Media Prod. 3	1 Credit
TOTAL	**2**	**TOTAL**	**2**	**TOTAL**	**2**	**TOTAL**	**2**

		MUSIC					
9th		**10th**		**11th**		**12th**	
9/10 Choir/Band	1 Credit	Music Theory	1 Credit	Jazz Ensemble	1 Credit	Advanced Music Theory	1 Credit
Intro to Music Eng.	1 Credit	DJ Performance & Production	1 Credit	Song Writing & Production	1 Credit	Advanced Instrumental	1 Credit
TOTAL	**2**	**TOTAL**	**2**	**TOTAL**	**2**	**TOTAL**	**2**

Academy of the Arts career and technical education (CTE) courses in the performing arts will afford students the option to enter the workforce in the field of dance, fashion design or film/media/theater immediately after high school graduation. Offering this CTE pathway will prepare our students with the capabilities to be workforce ready when they leave our school. Training students for 4 years daily in performing art areas such as Dance, Music, Fashion Design, Visual Art, and Film/Video/Drama will prepare them to apply and attend a post-secondary college or university. The credit requirements in AACHS art education model will prepare students to attend one of the current 68 community colleges that have an art program offering an associate degree in visual and performing art. Earning 8 credits through our arts education model also prepares to students to attend 1 of the over 100 four year colleges, such as the University of Memphis, that offer a bachelor degree in majors such as Drama, Theater and Music. The required courses outlined above in our 4-year art program will ensure readiness for students to continue their art education on the collegiate level.

Pursuant to T.C.A. § 49-6-6001, all public-school students must participate in a postsecondary readiness assessment such as the ACT or SAT.[58] All students at Academy of the Arts will participate in the ACT their junior year in compliance with Tennessee's high school graduation policy. To ensure our students are college ready and prepared for the ACT, we will provide students with skill build sessions and training by consultants with ACT. This additional support will help students reach success on this high stakes assessment to gain entrance into college should they decide to attend.

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

To assist students at risk of dropping out or not meeting graduation requirements, Academy of the Arts will implement the following strategies, which have been deemed "highly effective" by the National Dropout Prevention Center:

-Arts Education - Research demonstrates a direct and powerful relationship between an arts education and dropout prevention. Academy of the Arts Charter High School model will ensure that students spend a minimum of 120 minutes each day studying and training in one of the five majors offered: Fashion Design, Dance, Music, Film/Media/Theater & Visual Art. The National Dropout and Prevention Center/Network emphasizes that students authentically engaged and invested in their declared performing art major at school decreases student dropout rates. The National Dropout Prevention Center/Network has noted the findings of the following research studies that support arts education as a dropout prevention strategy:

- "Arts learning increases academic self-efficacy and keeps students engaged and in school" (Holochwost et al., 2016)[59]
- "It improves academic outcomes" (Catterall et al., 2012)[60]
- "Reduces suspensions, predicts higher levels of college attendance and graduation" (Elpus. 2013)[61]
- "Promotes desired personal characteristics" (Holochwost et al., 2016)[62]

-Career and Technical Education (CTE) – CTE is instruction linked to careers, the workplace, and technology. In alignment with our mission, Academy of the Arts will offer students the opportunity to earn their CTE certification in Fashion Design, Dance or Film/Media/Theater. Research shows that high school students involved in CTE are more engaged, perform better and graduate at higher rates. Taking

[58] https://www.tn.gov/education/assessment/act-sat.html
[59] http://dropoutprevention.org/wp-content/uploads/2017/10/arts-and-dropout-prevention-2017-10.pdf
[60] http://dropoutprevention.org/wp-content/uploads/2017/10/arts-and-dropout-prevention-2017-10.pdf
[61] http://dropoutprevention.org/wp-content/uploads/2017/10/arts-and-dropout-prevention-2017-10.pdf
[62] http://dropoutprevention.org/wp-content/uploads/2017/10/arts-and-dropout-prevention-2017-10.pdf

one CTE class for every two academic classes minimizes the risk of students dropping out of high school. The average high school graduation rate for students concentrating in CTE programs is 93 percent, compared to an average national freshman graduation rate of 80 percent.[63] In addition, 91 percent of high school graduates who earned 2-3 CTE credits enrolled in college. CTE serves all high school students, including male and female students, students from many races and ethnicities, and students from higher and lower income backgrounds. However, at the start of the 21st century, male students; students from smaller, lower income or rural schools; students who have disabilities; and students who enter high school with lower academic achievement were more likely to participate in secondary CTE at higher levels.[64] These demographics described mirror the student population that AACHS will target and support, which makes this an appropriate strategy to assist students at risk of dropping out or not meeting graduation requirements.

-Individualized Instruction – Individualized instruction are instructional methods and pace reaching students' personal learning styles and parameters. The tasks and activities through our arts education requires individualized instruction for students as they progress through skills in Fashion Design, Dance, Music, Visual Art, and Film/Media/Theater. One important step to individualizing instruction at AACHS will be students significant amount of opportunities to "**practice**" skills without penalty. For example, a student in a drama class will have time daily in class to "*rehearse*" their lines for a monologue or play individually, with a group or just a partner to develop a skill. Through constant "*repetition"* of routines, Dancers will have significant time to practice their skills each day through collaboration with peers and feedback from facilitators.

To truly apply individualized instruction, students will have "**choice**" throughout the tasks and activities they engage with. For example, Fashion Design majors will be able to determine what type of attire they would like to create and will have the autonomy to design their own line of clothing. Learning through our arts education model is flexible and students will have options as they will be asked to propose ideas for some of the projects they engage in.

-Active Learning – The National Dropout Center specifically lists active learning as a strategy to prevent student dropout. Our arts education model and arts infused curriculum will require active (rather than passive) student participation in learning through student showcases, productions and unique visual products. There are a variety of active learning teaching strategies: cooperative learning, learning styles theory, multiple intelligences theory, and project-based learning. Academy of the Arts will specifically use cooperative learning strategies, which is a structured experience in which students work together to achieve a common goal,[65] within our program daily. The basic elements of cooperative learning are positive interdependence, individual accountability, equal participation, and simultaneous interaction. Facilitators at AACHS will lead students through cooperative learning activities such as film/media/theater majors producing, performing and recording plays, dance majors choreographing and presenting unique shows by grade or fashion design majors working in groups to execute theme related fashion shows for the school and community. This form of active learning in the classroom allows students to take responsibility for their own learning as teachers become facilitators rather than repositories of knowledge.

-School Community Collaboration - Engaging the greater community in the dropout issue will help to support "at-risk" students and help increase their success rate in school. Research has shown that there is a positive relationship between family engagement and improved academic achievement. This is true across socioeconomic, racial/ethnic, and educational background for students of all ages.[66] According to the National Dropout Prevention Center/Network, there are 3 key steps to effectively engaging the

[63] https://www.acteonline.org/about-cte/#:~:text=CTE%20Works%20for%20High%20School%20Students&text=Taking%20one%20CTE%20class%20for,graduation%20rate%20of%2080%20percent.
[64] https://www.acteonline.org/about-cte/#:~:text=CTE%20Works%20for%20High%20School%20Students&text=Taking%20one%20CTE%20class%20for,graduation%20rate%20of%2080%20percent.
[65] https://dropoutprevention.org/effective-strategies/active-learning/
[66] https://dropoutprevention.org/effective-strategies/family-engagement/

community in schools to support "at-risk" students: 1) Make a positive connection; 2) Provide opportunities to engage families and community members, and 3) Sustain engagement by addressing challenges that families in your district/school face.[67] Junior and senior high school students whose parents remain involved make better transitions, maintain the quality of their work, and develop realistic plans for their future.[68] Academy of the Arts recognizes the importance of family and community engagement and will actively work to build longstanding genuine relationships with families and community members by eliminating barriers to communication and building a culture of inclusiveness and collaboration, as further described in section 1.12 of this application.

-Credit Recovery Block – According to Educational Reform, credit recovery are educational strategies and programs that give high school students who have failed a class the opportunity to redo coursework or retake a course through alternate means—and thereby avoid failure and earn academic credit. As the need presents itself, Academy of the Arts will offer "credit recovery" opportunities by coordinating before school, after school or weekend sessions for students to earn missed credits. The schools' leadership team will make the determination as to the need for and implementation of a "credit recovery" course after quarterly meetings when schoolwide data is reviewed and student benchmark results are analyzed.

-Mentoring & Tutoring - Tutoring, also a one-to-one activity, focuses on academic support and is an effective practice when addressing specific needs in collaboration with the student's base teacher.[69] Facilitators at Academy of the Arts will have the ability to create tutoring opportunities for students before school, after school or during a students' lunch period if they require additional time to master skills. Through our guidance department, our school counselor will be required to schedule and run mentoring sessions with students individually or in small groups. The counselor will be asked to identify an area of need within our student population that is not addressed through our character education course and develop a mentoring program to address this need. Through the mentoring program that the guidance counselor develops, data will be collected on the effectiveness of these sessions through culture data, student survey's and reflection forms.

-Blended Learning According to Tennessee's best practices for dropout prevention, blended learning, virtual learning, competency-based credit opportunities, etc., provide alternative avenues to credit earning and graduation, with programs paying special attention to the student's individual and social needs, career goals, and academic requirements for obtaining a high school diploma and transitioning successfully to life beyond graduation.[70]

-Service Learning Opportunities - Service-learning connects meaningful community service experiences with academic learning. This teaching/learning method promotes personal and social growth, career development, and civic responsibility and can be a powerful vehicle for effective school reform at all grade levels.[71] Through our partnerships with community organizations such as the Memphis Public Library, Stax Museum and the Brooks Museum, Academy of the Arts will coordinate thoughtful organized service learning opportunities for students including a requirement to complete 8 hours of community service at a local organization of choice by graduation. Facilitators will be required to include one service learning activity in their content class per year. In addition, our guidance counselor will create and maintain a system to organize and track student service learning hours over the course of 4 years and also offer a minimum of 3 additional service learning opportunities to ensure students complete their required hours. Studies have validated the positive effects of service-learning on at-risk students (Follman, 1998; O'Bannon, 1999).[72] Through our service learning opportunities, different learning

[67] http://dropoutprevention.org/wp-content/uploads/2015/07/UsingParentandFamilyEngagement_StraitandRivera_SolutionsFeb2013.pdf
[68] https://dropoutprevention.org/effective-strategies/family-engagement/
[69] https://www.tn.gov/content/dam/tn/education/documents/dropout_prev_15_effective_strategies.pdf
[70] https://www.tn.gov/content/dam/tn/education/documents/dropout_prev_15_effective_strategies.pdf
[71] https://www.tn.gov/content/dam/tn/education/documents/dropout_prev_15_effective_strategies.pdf
[72] https://dropoutprevention.org/effective-strategies/service-learning/

materials and instructional methods will be used, students will have access to alternative assessments and will ultimately see that learning is fun. AACHS will be use this strategy as a powerful vehicle for school reform to engage at-risk students and deter them from dropping out.

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

Academy of the Arts mission is to educate students through the performing arts while providing them with the academic and entrepreneurial skills to succeed in college and career. To ensure attainment of the entrepreneurial focus in our mission, AACHS will offer the following career opportunities and experiences for students beginning as freshman at the school:

- **CTE Pathways =** Any AACHS student majoring in Fashion Design, Film/Media/Theater and Visual Art will have the opportunity to complete coursework that will afford them a CTE certificate in one of 3 majors upon high school graduation. Offering student's the opportunity to become certified in their potential workforce area while in high school will prepare them to attain employment at the age of 18. The school will ensure that the Visual Art teacher acquires their Work Based Learning (WBL) certificate. Academy of the Arts will offer CTE in the following Tennessee state approved "Career Clusters"
  - **Arts, Audio/Visual Technology & Communication**
    - Program of Study
      - Digital Arts & Design (AACHS Visual Art Majors)
      - Audio/Visual Production (AACHS Film/Video/Theater Majors)
      - Fashion Design (AACHS Fashion Design Majors)
  - **Marketing, Distribution & Logistics**
    - Program of Study
    - Entrepreneurship

  Some of the "industry level certificates" that students could acquire at AACHS are:

  Adobe Certified Associate (ACA) in Adobe After Effects
  Aligned Program of Study: Digital Arts &Design

  Adobe Certified Associate (ACA) in Adobe After Effects
  Aligned Program of Study: Digital Arts &Design

  Adobe Certified Associate (ACA) in Adobe Dreamweaver
  Aligned Program of Study: Digital Arts &Design

  Adobe Certified Associate (ACA) in Adobe Illustrator
  Aligned Program of Study: Digital Arts &Design

  Adobe Certified Associate (ACA) in Adobe InDesign
  Aligned Program of Study: Digital Arts &Design

  Microsoft Office Specialist (MOS) Excel Expert Certification
  Aligned Program of Study: Entrepreneurship

  Hootsuite Social Marketing Certification (HSMC)
  Aligned Program of Study: Entrepreneurship

- **Junior Achievement 3DE financial courses** = JA offers a 10-course financial literacy program geared towards students in grades 9-12. The courses are 1 semester in length and cover the following topics:

  1.*Equips high school students with foundational personal finance skills*
  2.*Examine financial capabilities from a business perspective, focusing on banking, economics, business planning, and risk management*
  3.*Examine financial capabilities from a business perspective, focusing on employee benefits, ethics, business investment, and international business operations*
  4.*Teaches basics of starting a business, including developing entrepreneurial abilities, identifying a business opportunity, creating a business plan, economics, and the stages of business growth*
  5. *Focus on communication skills necessary to succeed in business, including communicating up, down, and across organizations, talking about performance, and writing in a business setting*
  6.*Introduces high school students to the basic skills necessary to succeed in business such as personal skills like teamwork, innovation, decision making, and ethics. Students also learn basic technical skills like how to use word processing, presentation software, and spreadsheets effectively*
  7.*Introduces high school students to the basic skills necessary to succeed in business such as personal skills like innovation, management functions, and accounting. Students also learn basic technical skills like how to use word processing, presentation software, and spreadsheets effectively.*
  8. *Introduces high school students to marketing and some basic marketing techniques*.
  9. *Students learn about marketing in the world around them and potential careers in the field.*

- **Junior Achievement *Be Entrepreneuria*l program** = JA *Be Entrepreneurial* is a reimagined, modular program that teaches students about the mindset and the skills needed for success by aspiring entrepreneurs and innovators who add value to any organization. Students completing all three modules use Design Thinking, a problem-solving approach, to create business ideas. Students also learn to transform their ideas into concise, effective, and actionable one-page business plans. JA Be Entrepreneurial is part of the JA Entrepreneurship Pathway. Participating students will have the opportunity to compete in a new national virtual competition, JA Social Innovation Challenge, which provides a platform for them to share their innovative ideas for improving their communities and to compete for national honors.

- **Internships** = Through initial conversations establishing partnerships with Academy of the Arts, local organizations such as the Brooks Museum of Art, the Memphis Public Library and the Stax Museum are willing to discuss internship opportunities for students upon approval of the charter application. Internship opportunities will be reserved for students pursuing CTE certifications in Fashion Design, Dance and Film/Media/Theater. Academy of the Arts internship structure will be modeled after Big Picture Learning's "*Learning Through Interests Systems".*

- **Service Learning Opportunities** = Service-learning connects meaningful community service experiences with academic learning. This teaching/learning method promotes personal and social growth, career development, and civic responsibility and can be a powerful vehicle for effective school reform at all grade levels.[73] Through our partnerships with community organizations such as the Memphis Public Library, Stax Museum and the Brooks Museum, Academy of the Arts will

[73] https://www.tn.gov/content/dam/tn/education/documents/dropout_prev_15_effective_strategies.pdf

coordinate thoughtful organized service learning opportunities for students including a requirement to complete 8 hours of community service at a local organization of choice by graduation. Facilitators will be required to include one service learning activity in their content class per year. In addition, our guidance counselor will create and maintain a system to organize and track student service learning hours over the course of 4 years and also offer a minimum of 3 additional service learning opportunities to ensure students complete their required hours. Studies have validated the positive effects of service-learning on at-risk students (Follman, 1998; O'Bannon, 1999).[74] Through our service learning opportunities, different learning materials and instructional methods will be used, students will have access to alternative assessments and will ultimately see that learning is fun. AACHS will be use this strategy as a powerful vehicle for school reform to engage at-risk students and deter them from dropping out.

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

Artists attending AACHS will meet all the expectations established by the TNDOE for a traditional high school diploma including attendance and state assessment requirements. In alignment with Tennessee's High School Policy 2.103, Academy of the Arts will offer students a traditional high school diploma in which the following must be achieved by each student to graduate: 1) Earn the prescribed twenty-two (22) credit minimum; 2) Complete the ACT or SAT prior to graduation, if the student was enrolled in a Tennessee public school during their eleventh (11th) grade year; and 3) Have a satisfactory record of attendance and discipline.[75] However, while earning their high school diploma they get to immerse themselves in their arts at the same time. This unique program leads artists to earning their diploma with a minimum of 30 combined credits as fully detailed in Tables 1.6 (c) and (d) of this section.

In addition to offering our students the opportunity to earn a traditional TN high school diploma, AACHS will also offer a Special Education Diploma. This is an opportunity for students with an I.E.P. who will not be able to earn a general education diploma and students who are still eligible for IDEA services through 21 years old.

[74] https://dropoutprevention.org/effective-strategies/service-learning/
[75] https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/rulespolicies/2.103%20High%20School%20Policy%204-20-18.pdf

1.7 ASSESSMENTS

(a) Primary Internal Assessments:

Academy of the Arts will measure academic performance and progress toward school goals by administering state mandated assessments, nationally normed assessments in reading comprehension and mathematics, and standards-based internal assessments in the core subjects each year. The assessments we will implement to measure progress toward our accountability goals described in **Section 1.4** are aligned with the TN Department of Education's State Assessment objectives. Cumulatively, our assessments will: (1) provide the Board, leaders, and facilitators feedback on students' academic progress and how assessments align with grade-level standards and selected curriculum; (2) provide Fayette County School District, the Board, leaders, teachers, parents and students a holistic perspective of student progress in comparison with peers across the district and state; (3) provide leaders, teachers, parents, and students information about students' strengths and areas for improvements; (4) provide Fayette County School District, the Board, leaders, teachers, parents, and students clear information about students' college readiness according to TN Academic Standards; (5) inform leaders and teachers on areas to strengthen curriculum, instruction, and professional development; and (6) inform the Board and leaders regarding allocation of resources and professional development of teachers. Academy of the Arts will use a combination of assessments to measure student progress and mastery of skills. **Table 1.7 (a)** outlines the internal assessment AACHS will use:

Table 1.7 (a) – *AACHS Internal Assessments*

Type of Assessment	Grade Level	Title	Frequency	Purpose	Data Collection & Use
Nationally Normed Diagnostic	All grades	MAP Universal Screener	August & upon enrollment for transfer students.	MAP Universal Screener is known nationally for effectively screening for proficiency against state standards, RTII/MTSS intervention and further evaluation for Dyslexia.	We will use this student data to provide Tier II & III supports for students and drive next steps for daily curricular planning.
Benchmark	All grades	STAR Reading & STAR Math	Every 6-8 weeks	The purpose of STAR assessment is to measure progress towards proficiency of Tennessee Academic Standards (TAS) and college ready standards. It allows us to evaluate student achievement in comparison to other schools with similar demographics.	We will review student performance by grade, content and individual score reports to find trends and set instructional priorities. We will follow data protocol analyzing data on a designated data day.
Formative Assessment	All grades	Internally created daily/weekly assessments that assess student proficiency, created by facilitators modeled on benchmark assessments.	Two to three times a week in classrooms after a lesson	The purpose of daily & weekly assessments is to measure & track performance and progress towards our academic goals on a daily basis and to assess instructional effectiveness.	We will use daily & weekly data to assess and adjust instruction, gauge individual student proficiency of objectives, and determine targeted supports for students where needed. Data will be posted inside

					classrooms for students and facilitators to review weekly performance towards standards proficiency.
Summative Assessment	All grades	Internally created assessments for English, Science and History created by the Executive Director in yr 1-2 and by the Assistant Principal of Instruction yr 3/ongoing with support of Executive Director.	Given after each unit in all subjects	The purpose of unit assessments is to measure our students progress towards proficiency of standards covered in a unit of study.	We will use data to assess and inform instruction, curriculum, supports and interventions, including adjusting Tier I instruction. The Executive Director will train PLC leads, Director of Specialized Services and Assistant Principal of Instruction (as hired) to lead facilitators in analyzing student work to determine student misconceptions and plan for small group instruction, remediation or adjustment to curriculum.
State Mandated Assessment	Students enrolled in an EOC (end of course) class – English I & II; Biology; US History/Geography; Alg. I & II, Geometry, IM I, II & III	TCAP	Fall & Spring	The purpose TCAP is to assess the Tennessee Academic Standards through mastery of concepts and skills in core subjects.	We will use TCAP data to plan curricular priorities for upcoming years and student placement.
College Ready Testing	9th ,11th & 12th grade students	ACT	Incoming 9th grade students will take the ACT as a benchmark. Spring junior year & fall of senior year for retake if needed	The ACT will inform us if students are prepared with the knowledge and skills to succeed in college and career.	We will use 9th grade cohort ACT results to plan curricular priorities for upcoming years and student placement.
Art Assessments	All grades	Portfolios, Processfolios, Showcases/Exhibitions, Performances, Capstone Projects, Student Peer & Self Assessments	Students will engage in authentic assessments daily, quarterly and annually within our art education program	Authentic assessments will provide students with alternative ways to demonstrate understanding & growth.	We will use data from authentic assessment to evaluate student skill gaps, determine effectiveness of art program & make curricular plans.
Other Assessments	English Language Learners (ELL's)	ACCESS 2.0	Upon enrollment for students who may be eligible for ESL services	The purpose of the ACCESS 2.0 is to annually measure English language learners' progress in reading, writing, listening, and speaking.	The ACCESS 2.0 assessment is an accountability measure to provide us with information to determine ELL placement in courses. Student results on ACCESS 2.0 guide decisions regarding student participation in content area classrooms, as well as their need for English as a Second Language (ESL) services. s to gain valuable information to evaluate the effectiveness of our

					programming and support for ELLs.

- **Diagnostic & Screener**

  - AACHS will assess every student through our MAP Universal Diagnostic to screen for proficiency, RTII/MTSS and Dyslexia and identify any current gaps in their content understanding. All students will be assessed in August and the results from the initial screening will afford facilitators the opportunity to build specific remediation opportunities into their lesson plans. This initial screening will give us insight as to what students will need immediate Tier II & III supports and facilitators will be able to incorporate appropriate strategies into their daily lessons.

- **Benchmark Assessments**

  - Students will be given a benchmark that will be taken 3 times within the year. Benchmark assessments will be administered in October, December and February of each year to measure student progress made towards hitting and exceeding grade level instructional goals. A mid-year benchmark will be given in December to measure and mark progress made within the first 3 months of instruction. A final benchmark will be given to students in February as a performance indicator for state assessments and to measure the academic growth that was made throughout the year.

  - AACHS will use STAR Reading and STAR Math as our benchmark tool, which are computer-administered, adaptive measures of general achievement in their respective subjects. The assessment's computer-adaptive structure matches students to items of appropriate difficulty, which in turn may help to reduce student frustration during testing. This skill measurement provides a crucial component in progress monitoring. As students learn new skills in the state standards or growth within a response to intervention plan, Star Reading can assess the level of achievement.

  - STAR Reading and STAR Math fully automate every aspect of a testing program, including test administration, scoring, record-keeping, and report preparation. A core component of these assessment systems is a longitudinal database that contains permanent records of every test administered to a student, both within and across school years. Both are, by design, brief. They place a minimal burden on teacher time, as they can be self-administered, are automatically scored by their internal software, and generate a variety of reports. Star scores range from 0 to 1400 and use a vertical scale to create a grade independent test score.

- **Formative Assessments**

  - Students will routinely participate in teacher created formative assessments in core content areas such as Math, English, History, and Science to determine daily and weekly progress. Formative assessments will be given daily and weekly to track student progress and see if adjustments to the lesson should be made. Students will participate in weekly teacher created formative assessments in each content area such as exit tickets, quizzes, to determine daily and weekly progress.

- **Summative Assessments**

- Teacher created summative assessments will be given every 2-3 weeks, dependent upon the content matter being assessed. Summative assessments will be used to help facilitators make instructional decisions around student regrouping, re-teaching and/or adjusting the pacing of content maps.

- **Authentic Student Assessments –** Academy of the Arts will administer forms of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.[76] Facilitators will pose engaging and worthy problems or questions of importance, in which students must use knowledge to fashion performances effectively and creatively. As emerging artists, students will be assessed uniquely in our art education program quarterly through large scale performances and demonstrations of the skills that they are required to master in their respective majors. Authentic students' assessment will include a task for students to perform and a rubric by which their performance on the task will be evaluated. Students will demonstrate their knowledge of skills and concepts through authentic student assessments as described in **Table. 1.7 (b).**

Table 1.7 (b) – *Sample Authentic Student Assessments*

Authentic Student Assessment	Purpose/Description
Performances	Performance is an integral part of our students' class work. Academy of the Arts students are expected to perform every day. Whenever students practice their craft, they are performing. Performance enables students to display what they have learned and to be critiqued by facilitators and peers in order to grow as both students and artists. Motivated and dedicated students may be offered additional opportunities for performances and exhibitions outside of the classroom. To that end, it is our goal to establish opportunities for AACHS students to participate in state and national associations and competitions within their artistic arenas. Through field trips, Academy of the Arts students are exposed to professional performances that highlight the artistic and academic components of the curriculum. Our school will also create opportunities to bring professionals from the business side of the arts into the school for workshops and seminars. These "Master Classes" will be offered in every artistic department and are held throughout the school year, introducing Academy of the Arts students to true masters of their art discipline
Showcases/ Exhibitions	Student showcases and exhibitions promote equity and set the expectation that all students, not just a small group, are capable of producing high quality work. Through workshops, events, gallery nights, students will be able to connect to the larger community and utilize critical skills such as communication, networking and presentation skills.
Processfolio	A processfolio is formative – it charts the development of an artwork's creation as well as the student artist. From beginning notes, drafts, revisions, edits, all the way through to the completed piece – these are included in the processfolio.
Portfolio	Portfolios are collections of student work representing a selection of performance. Portfolios are derived from the visual and performing

[76] http://jfmueller.faculty.noctrl.edu/toolbox/whatisit.htm

	arts tradition in which they serve to showcase artists' accomplishments and personally favored works. A portfolio may be a folder containing a student's best pieces and the student's evaluation of the strengths and weaknesses of the pieces.[77]
Student Self Assessments	Researchers agree that self-assessment is a necessary and important component of quality classroom arts assessment. Self-assessment is authentic assessment—it mirrors the "real-world" work done by professional artists. Self-assessment is a useful tool in the artistic process by delineating progress toward goals and helps students understand where they are in relation to the goals they have set for themselves.
Student Peer Assessments	Critique in the arts is the analytical and interpretative discussion about a work of art. Peer critique gives students an opportunity to use and share their voice, and it helps them to become more receptive to hearing and using feedback.[78]
Artistic Graduation Capstone Project	The graduation project is the capstone of a student's artistic experience at Academy of the Arts, and students must complete and pass the project to be eligible to graduate. This project provides an opportunity for students to reflect upon, utilize, and apply the knowledge gained from their artistic and core curriculum while enrolled at AACHS, and projects will be clearly outlined and supported within each artistic department.

(b) Testing coordination:

Academy of the Arts will have a shared sense of responsibility in regards to testing coordination. It is critical that all members of the instructional community own, understand and analyze data points consistently throughout the year to monitor student progress and intervene early when we identify students struggling. The Executive Director with the support of the Testing Coordinator and Data Team will be responsible for testing coordination of all state, national and schoolwide internal assessments at AACHS. We will implement the following testing coordination system to ensure high fidelity and accuracy exists around all testing processes

-Testing Coordinator: The testing coordinator will serve as the point person for all assessments (benchmarks, state assessments, universal screeners) within the school and will oversee administration of each assessment. With the support of the Executive Director, they will develop and train a Data Team to support and manage the testing process for state assessments and benchmark assessments that take place at the school. Our guidance counselor will serve as the testing coordinator in years 1 and 2 and will transition out of that position in year 3 with the onboarding of an Assistant Principal of Instruction who will move into that role.

-Data Team: The data team will support with overseeing AACHS school-wide data, monitoring the administration of all assessments as assigned, and engage with analyzing data and setting grade level and school-wide goals based on this data. The appointed members of the Data Team who will support the guidance counselor with organizational and distribution responsibilities will include the Director of Operations (yr.1/ongoing), Director of Specialized Services (yr.1/ongoing) and at least 1 PLC Lead. In year 3 when we bring on an Assistant Principal of Instruction, the AP will take the lead as testing

[77] https://www2.ed.gov/pubs/OR/ConsumerGuides/classuse.html#:~:text=Portfolios%20are%20collections%20of%20student%20work%20representing%20a%20selection%20of%20performance.&text=A%20portfolio%20may%20be%20a,and%20weaknesses%20of%20the%20pieces.

[78] https://www.edutopia.org/practice/mastering-self-assessment-deepening-independent-learning-through-arts

coordinator and the Guidance Counselor, Director of Operations and Director of Specialized Services will remain on the team for support. The Data Team will:

- Meet with Data Team at least 6 weeks before state test to determine needs
- Meet with Data Team at least 3 weeks before national test administration to determine needs
- Develop all testing schedules and outline testing windows for the school each year
- Order supplies based and testing materials based on total number of students
- Receive outside testing materials and inventory as appropriate
- Designate appropriate storage location of all state and local testing materials and ensure materials are securely stored
- Establish a material distribution system and train staff on system prior to testing windows
- Train staff on any safety and security protocols required for assessments
- In coordination with a company's representative, train staff on online pre and post diagnostic assessments such as STAR
- Serve as the contact within the school for technical issues facilitators encounter during online assessments/benchmarks
- Communicate test results schoolwide and to all stakeholders
- Lead facilitators and staff in analysis of student results
- Organize and distribute test materials to teachers and staff on test administration day

-Professional Learning Community (PLC) Leads: A PLC lead will be assigned for each grade by content. This person will be responsible for leading the conversation around quarterly benchmark results and weekly review of progress monitoring data on each grade/ content team. In addition, PLC leads will facilitate weekly meetings with their team members to evaluate formative and summative data points. This person will be the bridge in conversation with the leadership team around what is happening by grade level compared to school-wide results. At least 1 PLC leads will be a member of the Data Team and will support with staff professional development to analyze and plan around student results. PLC leads will be instrumental in highlighting trends in data with the context and support of student daily work.

(c) Collect and Analyze Student Academic Data:

Academy of the Arts Charter High School, the leadership team, facilitators and students will have a shared sense of responsibility when it comes to collecting and analyzing student academic data. The results from universal screeners, benchmark assessment, formative and summative assessments will be analyzed collaboratively each week by facilitators during their Professional Learning Communities (PLC's), where the team of teachers use the data to adjust their lesson plans, approach and remediation strategies. In alignment with our mission to provide students with the academic skills to succeed in college and career, the following systems and procedures described in **Table 1.7 (c)** will be implemented to ensure consistent and transparent reflection and analyzation of student performance data:

Table 1.7 (c) – *Collecting and analyzing academic data*

	Diagnostic	Benchmark	Formative Assessments	Summative Assessments
Collect	Instant student results populated and summarized through STAR online portal for facilitators to access	Instant student results populated and summarized through STAR online portal every 4-6 weeks for facilitators to access	Facilitators will bring samples of their customized assessments (exit tickets, quizzes, etc.) to weekly PLC meetings; post student work	Facilitators will bring samples of their customized end of unit assessments to weekly PLC meetings

			samples in classroom space	
Analyze	Data Team, Facilitators, Leadership Team will review individual student academic performance and growth measures based on STAR data	Leadership Team will analyze data to report summary findings and support, coach develop teachers. Facilitators will analyze data and determine/re-adjust Tier II & III groups.	PLC leads and facilitators will analyze results to reteach lessons, create interventions and address skills not mastered.	PLC leads and facilitators will analyze results to reteach lessons, create interventions and address skills not mastered.

-Professional Learning Communities (PLC) – Each week, facilitators will have protected time in their schedule where they will meet in their PLC's collaboratively. During this block of time, facilitators will be required to examine current student work, benchmark assessments and/or formative and summative assessments they have administered. Each PLC lead will determine what data point is brought to the meeting to be analyzed. PLC's will have a normed template to use where they will document the data point they are examining, the trends in student learning they pulled from this data and their targeted next step to address the trend. All facilitators will be required to document how they progress monitored each week as well as the results from this monitoring. PLC leads will provide the Executive Director with a copy of the team conversation and decisions and this data will be shared with the leadership team. This weekly system of collaboration among facilitators around a targeted student data point will allow AACHS to provide the appropriate instruction to all students, make adjustments quickly throughout the year to support students individual learning needs and consistently analyze student performance for school-wide goal alignment and adjustment if needed.

-Leadership Team Meetings – Every week the leadership team will meet to review school-wide academic and cultural data to ensure adequate progression towards AACHS goals. The leadership team will consist of the Executive Director, Director of Specialized Services, Director of Operations, and Assistant Principal of Instruction (year 3/ongoing). During these weekly meetings, the team will review and analyze data points such as benchmark results, student attendance, and progress monitoring data submitted by PLC Leads. This data analysis and review meeting with AACHS leaders will help to determine the professional development needs of the staff and intervention resources needed for students, while keeping a steady pulse on Academy of the Arts trajectory to meeting school-wide goals.

-Data Days/Professional Development Days – To maintain consistent and structured time to reflect on instructional practices and effectiveness, Academy of the Arts will hold monthly data days with all staff to analyze data and make informed decisions around next steps as a school. It is important to stop and look at the student academic performance every 3-4 weeks as a whole school community so that we can see the collective efforts of our work, conduct gap analysis of student achievement and recalibrate our instructional plans to help students demonstrate adequate yearly growth. Data days will be facilitated by various school leaders, PLC leads, outside trainers and consultants depending upon the topic and the expertise needed to guide the conversation. During data days, we will look at snapshots of our school-wide data from STAR Math and Reading evaluations, attendance and culture data from our SIS student information system, benchmark results and student report card grades when available

-Monthly Board Review – The Academic Committee on our Governing Board will be presented with school-wide data such as STAR Reading and Math benchmark data and STAR Universal Screening

results each month. The committee will be tasked with reviewing this data and recommending corrective actions if student performance shows consistent underperformance toward any goals. The committee chair will lead the discussion with the Board of Directors in reviewing the monthly school achievement data.

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

The primary trainings and support that staff with Academy of the Arts will include: 1) In house professional development conducted by content specialist, and leadership team members; 2) Outside consultants connected to our instructional programs such as STAR, Junior Achievement and Mutt-i-Grees. All of our outside vendors and partners offer staff professional development to help train and guide our facilitators through their programs as well as how to analyze and use the data.

- ✓ Renaissance provides expert consultants and coaches who will partner with Academy of the Arts facilitators and staff to ensure effective implementation of our STAR Math & Reading Assessment and screeners. AACHS will invest in the PD options to bring onsite the STAR experts who will train all staff for 2 full days during summer PD. In year 1, we will invest in this PD training to occur for ½ a day in the winter and spring as well so that facilitators have support navigating this new system and truly understand how to store, access, analyze, monitor and use the student data to drive their course lessons as well as plan for remediation when necessary. STAR consultants will be brought back in year 2 and 3 for new staff as needed. Renaissance professional development is rooted in adult learning strategies, with a job-embedded, sustained, and ongoing approach that employs a cycle of knowing, doing, and achieving to close the gap between learning a new strategy and applying it effectively—all while using data to fuel the cycle.[79]

- ✓ In a formal partnership with Junior Achievement, they will provide staff training for our facilitators to understand the entrepreneurial courses they will be required to implement as well as how to track and analyze student participation and results with the program. Junior Achievement will provide our facilitators with data analysis tools aligned to their program that will be used to monitor student progression through these courses and remediate or accelerate as necessary.

- ✓ The leadership team at AACHS will facilitate in-house professional development for the entire staff around student benchmark results each quarter, results from STAR universal screeners at the start of each year and summary progress monitoring reports in Math and English. each month. In-house PD's will be facilitated as a collaborative effort from the leadership team requiring the Executive Director, Director of Specialized Services, Guidance Counselor and Assistant Principal in year 3 to lead data trainings whole staff. Additional professional development topics will be determined throughout the year as needs present themselves. Facilitators and staff will also be encouraged to participate in state facilitated professional developments as necessary.

[79] https://www.renaissance.com/services/professional-development/

1.8 SCHOOL CALENDAR AND SCHEDULE

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

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

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

Studying the performing arts is the foundation of all learning at Academy of the Arts. Our student daily schedules are in alignment with our mission to educate students through the performing arts while maintaining a high-quality academic program that provides students with the academic and entrepreneurial skills to succeed in college and life. Our schedule reflects an innovative and diverse arts education model, which permits students to spend upwards of 120 minutes training in their declared field of study each day! In partnership with Junior Achievement, we are incorporating an entrepreneurial course for students to develop their skills. In addition, our schedule provides time for explicit social emotional learning blocks, skill build and remediation blocks and morning meeting daily routine, which was intentionally included to support AACHS building a positive school culture.

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

Academy of the Arts believes in listening to and acknowledging student voice and choice. Our school culture is designed to be truly centered around student interests and talents. That being said, we will not plan extra-curricular activities or clubs in advance of surveying and conversing strongly with our student population beginning during our enrollment process in September of 2022. Any and all activities, sports and clubs established at AACHS will be decided on by the students and families. Our leadership team will fully support the requests of students to initiate and establish programs at the school beginning in year 1 that students have a strong desire to participate in and even lead. If we truly facilitate a truly centered environment it will maximize engagement.

AACHS will be certain to recruit and hire staff and facilitators who are willing to sponsor and lead extra-curricular activities, sports and programs that students request so that we have adequate staff to manage, monitor and coach activities. We are also open and willing to consult with after school programs to bring onboard the activities, sports and clubs that our students show a strong interest in. Any athletic teams established at Academy of the Arts will take place during their traditional season in alignment with local and state athletic programs. We will budget for student activities and run any determined athletic program, club or activity as long as student participation warrants continuing the program annually.

To ensure that student voice is formally heard and recognized within our school, Academy of the Arts will support our student body in developing an official student led program such as a "student government" each year and support the student led group in meeting and collaborating monthly.

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

To address learning loss, prevent "summer slide" and offer high school students credit recovery opportunities if needed, Academy of the Arts will first align with state and local regulations regarding summer school expectations. Current bill SB-7002 requires elementary and middle schools to offer 4 and 6-week summer school programs effective summer 2024. AACHS will mirror this expectation and offer a summer program based on the needs of our students. In addition to coordinating and implementing summer school, Academy of the Arts will work to secure interest and participation in the following:

- **Summer School**: Academy of the Arts will offer a summer school program for students who have not successfully completed 2 or more courses during the academic year. The courses offered will depend on student academic need and will be assessed after the 3rd quarter annually. Summer school programs will be offered with a cost to students and families comparable to local districts summer school fees. The program will run for 6 weeks from Monday – Thursday with a tentative daily schedule of 8:30 to 1, which will allow students to take 2 courses a day at 2 hours each with a 30-minute lunch from 10:30-11. Students and families will be notified after the 3rd quarter if summer school is recommended.

- **Tutoring**: Facilitators will be able to coordinate and run tutoring sessions before and after school as academic needs are identified. After the first 6 weeks of each school year, facilitators will be presented with the opportunity to coordinate tutoring groups for students Monday – Friday either before or after school. Tutoring groups must have a minimum of 3 students and may not exceed 10 students to ensure that quality small group and 1:1 instructional support is provided as needed to improve student understanding of concepts and skills. Tutoring sessions may not exceed 1 ½ hours in length and each student must provide written permission to attend a tutoring group. Once a facilitator has decided that they will offer tutoring, they will create their schedule and determine if it will be offered every day of the week or on an abbreviated schedule such as Tuesday and Thursday.

- **Summer Arts Academy Program**: In an effort to continue to grow student talents in the performing arts, AACHS will develop and implement a Summer Arts Academy beginning in year 2. The purpose of the program is to also expose students to the different art majors offered at the school. The program will run for 5 weeks and will focus on one of our performing art majors each week. The Arts Academy Program will run from Monday – Friday from 8:30 – 2:30 and will provide students the opportunity to experience each art form offered at AACHS. Student selection will be based on interest as we will work to accommodate the number of students who sign up and register for the academy. Staff assigned will determine on student enrollment and classes are not to exceed 12 students before the creation of an additional section. There will be no fee associated with the program. Students and families will be made aware of this opportunity each spring so that planning and preparation can occur.

1.9 SPECIAL POPULATIONS

(a) Describe the experience of the leadership team in working with special populations. What staff (by role and number), including support staff, does the proposed school plan to hire to address the needs of the special populations identified in subsections (c), (d), (e) and (f)?

Academy of the Arts founding team has extensive experience working with special populations. Of the 10 Founding Board Members, six have experience working directly with special populations through their previous and current roles serving in schools. In addition to the experiences that the proposed school founder brings to the school, several founding Board Members bring educational knowledge and experience to their roles and will be able to support our special populations through informed oversight:

Mecca Jackson, Proposed Founding Executive Director - Ms. Jackson has served as school principal for 7 years in urban environments where student enrollment was upwards of 750 students and included special populations of 10% or higher of the total student enrollment. She has managed schools with autistic support programs (AS), learning support programs(LS), behavior disability programs (BD) and English as a Second language programs (ESL) with a spectrum of supports from fully self-contained classrooms to full inclusion models with scheduled push-in and pull-out supports. Ms. Jackson has supervised and served as the rating officer for special education teams inclusive of: 1) Learning support and emotional support teachers; 2) Directors of Specialized Services; 3) School Psychologists; 4) Occupational Therapist and; 4) Social Workers. Her direct work with special populations include co-planning with educators to create accommodations and modifications, reviewing, monitoring and assessing all student I.E.P.'s, facilitating and participating in I.E.P. meetings with students, staff, parents, maintaining relationships with special services representatives to ensure student services are received and appropriate, observing and evaluating teacher effectiveness in special education classrooms, leading professional development with staff ; maintaining accountability for compliance annually as outlined by the state and serving on RTII/MTSS teams where strategies, supports and interventions for students were recommended and plans created. Her longstanding career in education brings 20 years of experience working with special populations and managing systems and supports to ensure student needs are met.

Founding Board Member Dr. Lasheba Hilliard – as a former IDEA Compliance teacher on the charter school sector in Tennessee, Dr. Hilliard has significant experience monitoring and overseeing the Special Education program in schools. As a current adjunct professor for Special Education with Grand Canyon University and a former Special Education Lead Teacher in Shelby County School District, she has extensive skills and knowledge working with special populations, which will allow her to effectively oversee Academy of the Arts Special Education program.

Founding Board Member Beth Moore – her specialty is working in behavior health with students in grades 6-12. Beth's experience of managing treatment teams in classrooms, evaluating students' behavioral needs, designing and implementing behavior monitoring strategies for students and administering diagnostic assessments will be an asset to AACHS as we develop and implement policies within our special education department.

Founding Board Member Sheila Cassidy– is a current resident and teacher in Fayette County and has over two decades of distinguished gifted experience working with intellectually advanced students within the community. Sheila has teaching experience in rural and urban populations, and as current educator with Fayette County School District, has utilized her instructional skills to lead students to receive honors in competitions such as the Academic Pentathlon. Her expertise with special populations, especially gifted students, will support AACHS as we build and develop our special education department and implement strategies, modifications, and interventions to meet the needs of our students!

Founding Board Member Dr. Charlene Wooldridge – is a retired high school CTE teacher in Fayette County who has experience effectively implementing daily accommodations for students as stated in their IEP.

Founding Board Member Delynn Johnson – has served as an English as a Second Language Teacher and brings her experiences conducting language surveys to determine the needs of students, developed curriculum, reading materials and tests to improve classroom performance and planned and implemented lessons to support EL students.

In addition to the experiences listed above that the founding team brings to the school, Academy of the Arts plans to secure and include the expertise of specific certified staff members at the school to ensure the needs of our special populations are legally and morally obtained. To ensure annual compliance and high quality services are implemented, we will hire the following staff:

In year 1:

-Director of Special Populations – Will hold a TN special education license, responsible for identification, monitoring and coordination of services for students with disabilities and intellectually gifted students. We anticipate 6% of students with disabilities and intellectually gifted population in year 1, which is approximately 5 of our anticipated 90 enrolled students. The Director of Special Populations will have case management responsibilities beginning in year 1 of AACHS's operation and will maintain a caseload of students up to 15 within the first 1-2 years. The Director of Special Populations will be responsible to:

- ✓ screen students referred for services
- ✓ oversee the compliance process for students with an I.E.P.
- ✓ schedule all meetings related to specialized services whether it is an initial meeting or annual meeting
- ✓ be responsible for regularly training staff on appropriate interventions, modifications and accommodations
- ✓ will be responsible for transition plans (in partnership with school guidance counselor)
- ✓ serve as an active and vital member to the RTII/MTSS team at our school
- ✓ this individual will also hold ESL certification to support ELL's as needed

-Guidance Counselor- Will provide equitable and appropriate services by addressing students' academic, career and social and emotional developmental needs in addition to balancing delivery methods, recognizing students learn in multiple ways. The counselor will be relevant in supporting special populations by completing any therapy or guidance requirements as indicated in student I.E.P.'s as well as supporting on the RTII team with Tier I, II and III interventions and conducting student observations during any evaluation process. This person will also be responsible for helping to develop, manage, and implement student transition plans with the Director of Specialized Services.

In Year 3:

-**Special Education Teacher –** Will be hired based on anticipated need in year 3 and will service approximately 4% of the population. Director of Special Populations will fulfill specialized services in years 1-2 through their case management responsibilities and will work to train the special education teacher once hired in year 3. This staff member will support the Director of Special Populations by providing push-in/pull-out services, progress monitoring daily, weekly and monthly and any additional supports needed in alignment to students I.E.P. goals.

-Social Worker - Academy of the Arts will recruit and hire a school social worker to support and provide services to students to enhance their emotional well-being and improve their academic performance.[80] The social worker will serve the needs of both specialized and general populations to help students, families, and teachers address problems such as truancy, social withdrawal, overaggressive behaviors, rebelliousness, and the effects of special physical, emotional, or economic problems and also address issues such as substance abuse and sexuality issues in the higher grade levels.[81] AACHS will specifically recruit for clinically licensed social workers and licensed master social workers knowledgeable of the DSM 5.

-School Nurse – Will be hired in a fulltime capacity in year 3. Their provided support for special populations will include identifying needed health accommodations, outlining a plan of care, providing nursing services and evaluate the health-related components of the IEP and 504 plan.

Contracted Services:

To accommodate student needs, Academy of the Arts will secure contracted services as needed beginning in year 1. The roles and support staff we anticipate contracting out are school psychologist, occupational therapist, speech language pathologist and school nurse (year 1 & 2). Related service providers we will consider are Speaking Life Healthcare (PT/SLP): https://www.speakinglifehealthcare.com and Stellar Therapy (PT/OT/SLP): https://www.stellartherapy.com/.

To accommodate students with exceptionalities, AACHS will secure a contract with related service providers to meet the students' needs such as a speech and language pathologist, hearing/vision services, OT/PT, and other services students need that are indicated in their 504 plan or IEP. The self-contained classroom will be for students with low-incidence disabilities. Self-contained classroom will be developed at AACHS based on the needs of our students. The school will use funding allocated in our budget through our contracted services line item to develop a self-contained classroom and provide the needed supports to meet students need outlined in their I.E.P. The use of Functioning Living Skills Curriculum will be utilized within the self-contained classroom.

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

As a local education agency (LEA), we will follow and fulfill our state mandated obligations as outlined in Title III of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by Every Student Succeeds Act of 2015. Academy of the Arts will meet the needs of all students enrolled at our school, including but not limited to, students with disabilities, students with 504 plans, English Language Learners, students identified as intellectually gifted and students at risk of dropping out. Our school is guided by the belief that all students can and will learn when provided with the tools and time to demonstrate their understanding. We will effectively prepare for special populations through **Regulatory Compliance, Effective Systems and Protocols and High Quality & Inclusive Instruction.**

Regulatory Compliance

[80] https://www.socialworkers.org/LinkClick.aspx?fileticket=vvUJM-JNAEM%3D&portalid=0
[81] https://www.socialworkers.org/LinkClick.aspx?fileticket=vvUJM-JNAEM%3D&portalid=0

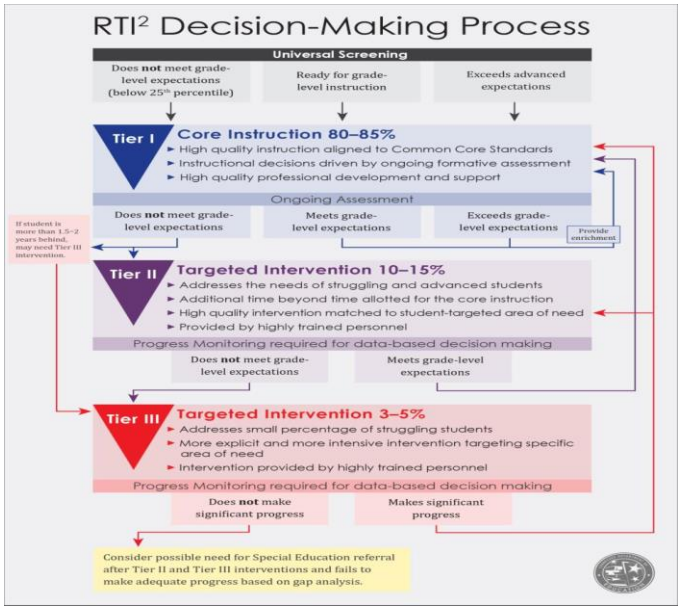
- ✓ Daily Easy I.E.P. Check – Academy of the Arts will use the Easy I.E.P. online system to store, update and manage student I.E.P.'s and 504 plans. The Director of Special Populations will be required to check the system daily to ensure student information is accurate, student progress is updated daily as necessary by facilitators and meetings are occurring as required by law with parents.

- ✓ Weekly RTII/MTSS Meetings – Academy of the Arts will establish an RTII/MTSS team to prepare for special populations and provide the appropriate interventions, accommodations and modifications for at risk students. The team will be inclusive of the Executive Director, Director of Special Populations, Guidance Counselor, Assistant Principal of Instruction and Social worker as hired. In alignment with Tennessee's RTII expectations and guidance, we will use MAP screening results, benchmarks assessments, facilitator academic records and observations to provide data comparisons to guide placement of our students in intervention. The guidance counselor will serve as the lead person on the RTII team.

- ✓ Monthly Compliance Meetings – The Executive Director will meet monthly with the Director of Specialized Service to review all current student I.E.P.'s to ensure accommodations are being met. This monthly meeting will be used to check the progress monitoring tools and documentation submitted to the Director of Specialized Services by facilitators and special education teachers. The Easy I.E.P. system will be reviewed during this time to ensure daily checks are occurring and information is submitted.

Effective Systems and Protocols

- ✓ Early Screening & Diagnostics - In implementing the research-based RTII framework, we will use a universal screener at AACHS. The assessment will take place during the Spring and Summer where students will take the MAP assessments in Math, Reading, Language, and Science. Students will also take the STAR Benchmark Assessment in reading and math to determine their instructional reading level. These diagnostic assessments will be used to inform instructional planning in the summer as well as students' initial placement in the tiers. If a student enrolls at AACHS after the start of the school year, they will take the early screener on their first day of school.



- ✓ RTII/MTSS Decision Making Process – At Academy of the Arts, we will use the Response to Intervention (RTII) Framework to serve as a guide for our tiered support for ALL students, and we fully embrace the guiding principles of the RTII Framework in Tennessee that emphasize the importance of leadership in implementing the framework; a culture of collaboration that includes educators, families and the community focused the achievement of both struggling and advancing students; and a data-driven focus on prevention and early intervention.

  Our program is fully aligned to the RTII Decision-Making Framework presented here for ease of reference. Per this framework, our goal is to meet the needs of 80-85% of AACHS students through our rigorous, differentiated Tier I instruction; to meet the needs of 10-15% of AACHS

students in our Tier II targeted interventions; and to meet the needs of 3-5% of AACHS students through more intensive Tier III targeted interventions. If Tier I instruction is not working, teachers will use AACH's student referral form to document steps and interventions attempted within a 6-8 week timeframe. This form will be submitted to the guidance counselor, who will be a member of AACH's RTII team. The referral information will be reviewed and discussed with the RTII team and a plan of action will be determined at these meetings. Our proposed referral process and timeline:

TIMELINE:	RESPONSIBILITY:
Day 1 - 10	-High-quality instruction begins -Administer universal screener -Initial RTII team meeting to discuss norms and procedures
Day 10 – 20	-Progress monitoring of students receiving interventions -Fidelity check of instructional lesson plans
Day 20 – 30	-Progress monitoring of students receiving interventions -Fidelity check of intervention planning *New student referrals submitted by classroom teachers to guidance counselor. -RTII team meets to evaluate student progress and review new student referrals
Day 30 – 40	-Progress monitoring of students receiving interventions -Fidelity check of intervention planning
Day 40 - 50	-Progress monitoring of students receiving interventions -Fidelity check of intervention planning
Day 45 – 55	-RTII team meets to monitor student progress and make adjustments
Day 50 – 60	-Progress monitoring of students receiving interventions -Fidelity check of intervention planning *New student referrals submitted by classroom teacher to guidance counselor -RTII team meets to evaluate student progress and review new referrals
Day 60 - 70	-Progress monitoring of students receiving interventions -Fidelity check of instructional lesson planning
Day 68 - 78	-RTII team meets to use progress monitoring data to plan professional development
Day 70 – 80	-Progress monitoring of students receiving interventions -Fidelity check of intervention planning
Day 80 -90	-Progress monitoring of students receiving interventions -Fidelity check of instructional lesson planning
Day 80 - 90	-Administer universal screening assessments -Discuss findings in weekly PLC meetings -RTII team meeting to discuss findings
Day 90 – 100	-Progress monitoring of students receiving intervention -Fidelity check of intervention planning -New student referrals submitted by classroom teacher to guidance counselor -RTII team meets to evaluate student progress and review new student referrals
Day 100 – 110	-Progress monitoring of students receiving interventions

	-Fidelity check of instruction
Day 110 – 120	-Progress monitoring of students receiving interventions -Fidelity check of intervention planning
Day 120 – 130	-Progress monitoring of students receiving interventions -Fidelity check of instructional lesson plans
Day 130 – 140	-Progress monitoring of students receiving interventions -Fidelity check -New student referrals submitted by classroom teacher to guidance counselor -RTII team meets to evaluate student progress and review new student referrals
Day 140 – 150	-Progress monitoring of students receiving interventions -Fidelity check of intervention planning
Day 150 – 160	-Progress monitoring of students receiving interventions -Fidelity check of intervention planning
Day 160 - 170	-Progress monitoring of students receiving interventions -Administer universal screening assessments
Day 175 – 180	-RTII team meets to use universal screening benchmark assessment and progress monitoring data to evaluate end of year student progress and decisions for upcoming year.

High Quality & Inclusive Instruction - High quality inclusive instruction ensures that planning and implementation meets the needs of all students and builds in high expectations for all students, including those with special needs. This basic entitlement for all students will be underpinned by effective frameworks and learning policies at our school. AACHS arts education model and arts infused curriculum will naturally include the following school-wide practices that have been specifically noted as inclusive strategies for students in need of specialized services:

- ✓ Multiple means of representing content (***i.e. visual and oral strategies, which are utilized daily in Visual Art, Music and Film-Video-Drama classes)***
- ✓ Flexible means of engagements as students learn (***i.e. videos, software, role playing, which are incorporated daily in Film-Video-Drama, Fashion Design, Music and Visual Art classes*****)**
- ✓ Multiple means of student expression ***(i.e. writing, illustrating, speaking, which are incorporated daily in our Visual Art, Fashion Design, Music and Film-Video-Drama classes***)
- ✓ Students are divided into mixed ability groups
- ✓ Station teaching where students rotate to various stations for instruction (***i.e. embedded in our English and Math courses through reading rotations and math circles)***
- ✓ Adaptations of space, material and equipment
- ✓ Use programs such as a Functional Adaptive Skills Curriculum Pacing Guides, which are based on the Adaptive Living Skills Curriculum
- ✓ Programs such as i-Ready will be used as an adaptive program
- ✓ Physically integrated dance (PID) combines dancers with and without disabilities dancing together. PID creates inclusivity for all dancers no matter their range of mobility.
- ✓ Adaptive dance is adapting the movement itself in dance for students

In addition, AACHS is aware of additional adaptive resources that students with disabilities can use in specialty programs. Complete determination of assisted devices will be determined based on the need outlined in a student's IEP. Some of the assistive technologies we will consider using to support student needs are:

- ✓ A dance/mobility chair (Dance)

- ✓ Painting adaptions – commercially available adapted paintbrushes (Visual Art & Fashion Design)
- ✓ Drawing adaptions – larger, softer or weighted pencils (Visual Art & Fashion Design)
- ✓ Computerized drawing or painting programs such as TuxPaint (Visual Art & Fashion Design)
- ✓ Augmentative and alternative communication (AAC)
- ✓ Assistive music technology for visually impaired students

Adjustments to Daily Schedule – Student daily schedules will be adjusted based on the accommodations outlined in their IEP or 504 plan, including providing students with extended time throughout the school day to complete assessments and assignments. Academy of the Arts is prepared to make the following adjustments to the daily schedule to ensure student's needs are met and the appropriate accommodations are out in place:

- ✓ Coordinate a "Push In" daily schedule for students who require specialist support when working in a general education class.
- ✓ Coordinate a "Pull Out" daily schedule for students who require small group or 1:1 instructional support or related services.
- ✓ Schedule inclusion Math and ELA courses
- ✓ Implement a co-teaching model daily in select courses
- ✓ Offer additional elective courses daily

(c) Describe the following related to students with disabilities:

1.Identification of students with disabilities and avoid misidentification:

- ✓ In-Take Process = Upon enrollment, we will engage in an intake process where families will be asked if the student has previously participated in a special education program at their former school. There will also be an area on the student enrollment form and application where parents and guardians will be asked if their child receives services or has an I.E.P. If a family indicates that their child has an I.E.P., we will take the necessary steps to secure the I.E.P. from the student's previous school to begin making preparations that ensure accommodations are implemented on the first day of school.

- ✓ Records Screening = The Executive Director and Director of Specialized Services will conduct an initial review of all student files and ensure the educational setting is prepared to deliver services and make any modifications and accommodations to the curriculum. If we receive records indicating a child receives specialized services, and this was not disclosed during our in-take process, we will conduct a meeting with the I.E.P. team. They will review the I.E.P. to ensure it is up to date. If a parent meeting needs to be conducted or any additional assessments need to be given to the student, the I.E.P. team will arrange for this to happen in a timely manner.

- ✓ Early Screening and Diagnostic = All students who submit an application to enroll at Academy of the Arts will take their diagnostic and screener on the day they audition at the school. Early screening allows the school to prepare well in advance to accommodate students who need or received specialized services and will give AACHS the opportunity to identify students with disabilities prior to the school starting. If a student applies and auditions after the year has begun, they will still be required to take the diagnostic on the day that they audition.

- ✓ Referral Process = A parent, teacher, school counselor or others involved in a student's education, who believe that a student may require services can make a referral to the RTII team. AACHS is required to seek ways to meet the unique educational needs of all children within the general education program prior to referring a child to SPED. Once referred to the RTII team, they will develop a plan of instructional interventions and accommodations to meet the students' needs

within the general program. The RTII team may determine that a student will be formally referred to determine eligibility for SPED services. AACHS will take the following steps in the referral process:

- Pre-referral to RTII team
- Referral to Director of Special Populations
- Evaluation
- Eligibility Determination/Identification
- Development of the IEP/Program Planning
- Implementation of the IEP
- Annual Review/ IEP Meeting

- ✓ Professional Development = Staff will be consistently trained and coached around how to recognize and assess student behaviors that require a Tier II or Tier III support. Through our monthly whole-school professional development and weekly PLC meetings staff will have the opportunity to stay informed and well prepared to identify student signs for interventions and supports, refer for additional level of support and plan to implement the necessary accommodations and modifications as determined.

- ✓ Progress Monitoring = Assessments, benchmarks and screeners such as MAP and STAR Reading and Math will be used to initially diagnose students to identify current levels. These tools will be used to progress monitor student work anywhere from weekly to quarterly. The timeframe will be determined in collaboration with the special education teachers and regular education teachers.

2.Special Instructional Programs

- ✓ Related Services = To ensure students who require specialized services have their appropriate programming, we will contract with related services, such as nurses, speech and language pathologist, occupational therapist, etc., based on the needs included in the I.E.P.

- ✓ Co-Planning = Special Education Teachers and Regular Education Teachers will co-plan together to ensure lessons include some of the following accommodations and modifications: • *Use of visual and multi-sensory formats • Use of assisted technology • Use of prompts • Modification of content and student products • Testing accommodations • Authentic assessments*.

- ✓ Arts Education Model = Through our specialized design model, students will have a personalized learning and performance based assessments to meet students where they are and allow students the opportunity to apply their learning in real world scenarios.

3.Plans for Monitoring and Evaluation:

- ✓ Program Evaluation: All programs will be assessed quarterly during our Data Days, including the special education program. AACHS ½ day Friday's are another opportunity where we will reflect and review schoolwide data as it relates to the progress of students receiving specialized services. All special education staff and support staff will be involved in analyzing our program's strengths and weaknesses and identifying the gaps in our program through data analysis. We will identify any students who show little to no progress and reevaluate their plan or our program. At the end of the year we will do one last cumulative and comprehensive look at data and evaluate the effectiveness of our program.

- ✓ Data Collection: Under the supervision of the Director of Specialized Services, weekly and bi-weekly data (such as classwork, tests and quizzes) will be collected from facilitators and reviewed to determine the progress of any student participating in a specialized program. The Director of Specialized Services will be available to participate in weekly Professional Learning Communities (PLC's) with grade teams to examine and analyze student performance and make adjustments to programs as needed on a weekly basis. Upon hiring a special education teacher in year 3, this person will support the Director of Specialized Services with the weekly and bi-weekly data collection and review of student progress.

- ✓ Certified Staff: AACHS will ensure that certified and qualified staff are hired to support with monitoring and evaluating students as well as our daily program. We will hire a fulltime certified guidance counselor who will be equipped to monitor specific aspects of our special education program as well as add recommendations during any evaluation process that may occur. In year 3, AACHS will recruit and hire a licensed clinical social worker to support with monitoring and evaluating student progress to ensure accommodations are implemented effectively. We have also budgeted appropriately to secure consulting services to meet student needs should we not have the expert staff on site at our school.

- ✓ Record Keeping: Through our routinely monitored record keeping, Academy of the Arts will ensure that information regarding students receiving specialized services is accurate and current. Adequate records, which will be reviewed weekly during a meeting with the Executive Director and Director of Specialized Services, will ensure that program alignment and daily supports are effective and in place. Any identification in gaps in services will be addressed and corrected immediately by the Director of Operations.

- ✓ Board Accountability: Academy of the Arts Board of Directors will have a shared responsibility for ensuring compliance with all special education laws and that our special education program uses resources effectively to meet students' needs. The Board will hold the Executive Director accountable for the effectiveness and success of the special education program by: (1) receiving, analyzing, and discussing academic and cultural data at every monthly board meeting, (2) receiving, analyzing, and monitoring staffing updates at every monthly board meeting to ensure adequate supports, training, and licensure/certification to meet students' needs, and (3) receiving, analyzing, and monitoring financial statements at every monthly board meeting to ensure the effective and sound use of resources for the success of all children, including those receiving special education services.

4.Plans for Promotion & Graduation:

- ✓ Students who receive specialized services will be promoted annually based on their ability to meet the goals outlined in their Individualized Education Plan (I.E.P.). In alignment with Tennessee's high school graduation policy 2.103, students with disabilities will be included in regular classes to the maximum extent possible and with appropriate support and accommodations. To earn a regular high school diploma, students with disabilities must earn the prescribed twenty-two (22) credit minimum.[82] Academy of the Arts offers all students the opportunity to earn a standard Tennessee high school diploma. Through our specialized staff to be hired, our accurate RTII implementation and consistent program evaluation, Academy of the Arts will be able to ensure accommodations are put in place to assist students with meeting the goals outlined in their I.E.P. In addition to offering our students the opportunity to earn a traditional TN high school diploma, AACHS will also offer a Special Education Diploma. This is

[82] https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/rulespolicies/2.103%20High%20School%20Policy%204-20-18.pdf

an opportunity for students with an I.E.P. who will not be able to earn a general education diploma and students who are still eligible for IDEA services through 21 years old.

(d) Describe the following related to English Learners (EL) in accordance with State Board Policy 3.207:

In alignment with State Board Policy 3.207, all ESL services that AACHS provides shall be aligned to the Tennessee (WIDA) English language development standards and founded on evidence-based educational practices. AACHS will ensure that all ELs who may have a disability are located, identified, and evaluated for special education and related services in a timely manner, in accordance with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and T.C.A. § 49-10-101, et seq.

ESL Identification:
AACHS will follow this 2-step process for the identification of non-English language background (NELB) students and qualification for ESL services:

- ✓ Administer the Home Language Survey (HLS) to all students upon initial enrollment. The HLS will NOT be included in the enrollment packet but will be given to parents separately and thoroughly explained to them, so they understand the purpose. All completed surveys will be filed in the student's cumulative folder and transferred with the folder if the student transfers.
- ✓ Assess all NELB students with the state-approved English language proficiency screener to determine whether the student qualifies for ESL services.

AACHS will use the following criteria to determine entrance into the ESL program:

- ✓ Students in grades 9-12 will be screened using the WIDA screener to determine if the student is an EL and corresponding ESL services identified.
- ✓ Students who are screened who score below 4.5 composite or 4.0 or below on any domain on the WIDA screener shall be entered into the ESL program and shall qualify for ESL services.
- ✓ Students enrolled at AACHS whose home language survey indicates that he/she is a potential EL will be screened and parents notified within 30 calendar days.

AACHS will communicate information related to testing, placement, and ESL services to all LEP parents in the language and method that the parent can understand, to the extent practicable. Parents shall be informed of the ESL program type to be used, length of time expected for completion of ESL services, how the child was assessed for entrance to services, and options related to program types if available. Parents of ELs shall be informed of the right to refuse placement of their children in ESL programs.

ESL Accommodations:

- ✓ Dependent upon the level of need of individual students, AACHS will work to implement the following service delivery models as needed and appropriate:
  - (1) Sheltered English Instruction
  - (2) Structured English Immersion;
  - (3) Specially Designed Academic Instruction in English(SDAIE)
  - (4) Content Based Instruction (CBI)
  - (5) Heritage Language
  - (6) Virtual ESL classes
  - (7) Pull-out instruction
  - (8) English Language Development (ELD) instruction as a Tier I intervention
  - (9) Strategies: *Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers, use of cognates to increase comprehension, teacher modeling, pairing students with beginning English language skills with students who have more advanced English*

language skills, scaffolding, word walls, think-pair-share, cooperative learning groups, exit activities

(10) Other models approved by the Department

- ✓ In content area classes, teachers will accommodate instruction and assessments to make content area standards accessible to ELs.
- ✓ Neither Response to Intervention and Instruction (RTI2) nor special education services shall be used in place of ESL direct services.

ELL teachers will be hired as the need for services is presented. All ELL teachers hired by Academy of the Arts will be certified and possess either a bilingual education or ESL teaching credential and strong communication skills in the students' primary language. The RTII team, ELL teacher (as hired) and Director to Special Populations will collaborate to determine the most appropriate intervention for each EL student identified at our school. EL's at higher levels of English proficiency may receive Tier I ELA instruction from general education facilitators. Students who do not reach English proficiency benchmarks on the WIDA will receive Tier II and Tier III interventions as necessary to reach academic success. We will monitor all interventions for effectiveness through RTII meetings, facilitators weekly PLC meetings and Data Days monthly with the whole-school. If AACHS is unable to secure an ELL teacher due to funding or availability, we will assign the responsibility of ESL services to the English teacher on staff and support them through the process of acquiring certification in this area.

(e) Describe the following related to at-risk students:

Our constant analysis of data will allow us to quickly identify at-risk students who are struggling academically. Students who are at-risk of academic or behavioral failure will participate in Tier I, II or III interventions based on their individual needs. We will use the following methods for identifying at-risk students:

Early screening = When a student enrolls at Academy of the Arts, whether it is the year before or mid-year, they will take the MAP assessment, which is our early screener. This initial data will let us know which students may need Tier I, II or TIER III interventions immediately. Facilitators and Leadership will use this initial data to plan appropriate interventions to implement.

Benchmarks = As part of the RTII process, AACHS will conduct benchmark assessments using STAR Reading and Math every 6-8 weeks to evaluate student's progression through each semester. This system to measure student achievement multiple times during the year will allow us to constantly check for at-risk students within our school and provide interventions as necessary.

Data Meetings =

PLC Weekly = During weekly PLC meetings, facilitator's will be required to present and discuss any student who is underperforming in any class. Facilitators will be required to show evidence of students struggling and create a plan to address and support the student academically.

RTII Weekly = Our RTII team will meet weekly to discuss newly referred students and create plans to address their needs. Students referred will have already received Tier I interventions in the classroom without success. The team will also monitor students currently receiving Tier II or Tier II supports and determine the effectiveness of the modifications, interventions and accommodations currently prescribed.

Leadership Weekly = AACHS leadership team will meet weekly to look at schoolwide data including progress monitoring

RTII Referral = Student performance data (such as homework, attendance, classwork, formative and summative assessments) will be analyzed weekly by facilitators during their PLC block. This will be a facilitator's continuous formal opportunity to highlight students who are not meeting grade level standards or mastering content. PLC will be used to discuss and determine a plan of action for remediation and intervention to address deficit in student learning weekly and turn around for full implementation the following week. Every 3 weeks, facilitators will be required to present students who are not performing or making average grade level progress and determine if they should refer the student to the RTII team for additional supports. Staff will use AACHS's identified student referral form and submit to the school guidance counselor with the required student data to be reviewed. The RTII timeframe and process is outlined above in the "**Effective Systems and Protocols"** section.

Tier I, II and III Interventions = Based on data collected through our early screeners, benchmark assessments and facilitator data from formative and summative assessments, we will implement the appropriate tiered level of support for at-risk students.

Progress Monitoring = We have an early screener through MAP assessment we will use prior to the school year beginning. This initial data will let us know which students may need Tier II or TIER III interventions immediately. Through our MAP and STAR online tools, facilitators will be able to progress monitor student performance daily, weekly, or as needed. Frequency will be determined by the Facilitator with the support of the Director to Specialized Services, Guidance Counselor and Assistant Principal of Instruction (when hired).

(f) Describe the following related to gifted students:

Academy of the Arts is committed to providing a high quality and engaging educational program to all students so that they feel challenged and prepared for the real world. **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 affects educational performance, and requires specifically designed instruction or support services.[83] Through our arts education model, AACHS is inherently designed to include the following instructional practices, which are research based strategies to support gifted students: differentiated tasks, *inquiry based instruction, independent study, real world problem and scenarios and adjusted pace to the lesson.*. In addition to these daily school-wide practices, students identified as gifted will receive instruction based on outcomes from MAP and STAR assessments.

To identify gifted students who attend our school, Academy of the Arts team will conduct a comprehensive evaluation of the student's ability through a variety of sources that are sensitive to culture, linguistic and environmental factors. **Table 1.9 (a)** demonstrates the process and considerations we will make when identifying gifted students:

Table 1.9 (a) – *Identifying gifted students at AACHS*

Evaluation Procedures	Description of Procedure
Background Considerations	RTII team identifies potential intellectually gifted students through our universal screener/diagnostic; Past performance (exemplary performance or previous assessments); Current academic achievement (producing exemplary work in class); Cultural, linguistic and ethical diversity considerations where students are underrepresented.

[83] https://www.tn.gov/education/student-support/special-education/intellectually-gifted.html#:~:text=%E2%80%9CIntellectually%20Gifted%E2%80%9D%20means%20a%20child,designed%20instruction%20or%20support%20services.

Screening	Child-find procedures, review multiple data sources (such as TN Ready scores, RTII screening results, facilitator checklist of characteristics of gifted students) to support evidence of further screening/evaluation. RTII team determines if individual screening is needed.
Assessment through multi-modal identification process	Individual evaluation of cognition; Educational performance; Creativity/ characteristics of greatness.
Documentation	Multiple sources of data collected. Documentation to capture academic information; social/emotional/vocational and characteristics of gifted: TN Parent Information Form, general education documentation of classroom intervention forms; teacher observation forms/checklist.
Referral, Evaluation and Program	Step 1: Pre-referral background considerations have been met Step 2: Parent request for Referral and Evaluation Step 3: Completion of TN Assessment Team Instrument Evaluation Form Step 4: Determination if evaluation is needed Step 5: If yes, team designs a program to meet the needs of the student

The Director of Special Populations will involve the following individuals in conducting the evaluation of intellectual giftedness: 1) the parent; 2) the referring teacher or a general education teacher; 3) a licensed special education teacher and; 4) a licensed school psychologist. At least one of the participants will be trained in the characteristics of gifted children. We will track the success of intellectually gifted students through our continual monitoring of student academic data during times such as weekly RTII meetings and school-wide Data Days monthly.

1.10 SCHOOL CULTURE AND DISCIPLINE

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

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

Academy of the Arts will build a positive school culture where students and staff are joyful, encouraging and respectful members of the school community. Our students and staff will be problem solvers and creative thinkers. We welcome diversity and value unique student perspectives and opinions that will push the normal limits of intellectual discourse among peers in daily conversation. To add to our positive culture, Academy of the Arts will take a restorative approach when addressing behaviors that fall outside of our prescribed beliefs. AACHS will promote a positive academic environment and reinforce the school's mission and vision through our daily modeling and demonstration of our core values: ***Empowerment; Innovation; Diversity; Resiliency and; Community***. We will reinforce our expectations during the school day with strategies we have normed schoolwide. Encouraging creative thinking, welcoming diverse people and ideas, taking a restorative approach to discipline instead of punitive approach and reinforcing expectations daily will create a positive school culture that will allow learning and academic achievement to occur on high levels at AACHS.

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

To ensure that Academy of the Arts Charter High School is a safe and joyous place to learn and work, we will put in place specific strategies, programs and supports to ensure all members of our community are welcomed and respected. To achieve our mission of providing all students with the academic and entrepreneurial skills to succeed in college and career, we will establish an organized and orderly school environment conducive to student learning. At AACHS, we will consistently model, teach and practice the expected student and staff behaviors throughout the school year. The following are specific steps AACHS will take to teach students and staff the behaviors to create a positive school culture:

-Character Education Training - Core Values: We believe that students and staff must be explicitly taught what behaviors are acceptable and appropriate for our learning environment to excel. AACHS will teach students our core values and reinforce their meaning during orientations, daily during Morning Meetings, and weekly Pick Me Ups (PMU). Students will receive consistent and clear feedback on behavior choices and will receive incentives for exhibiting our core values within the school community.

Core Value:	Meaning:	Example of Behavior in School:
Empowerment	**Our school community will be given the tools to become stronger and more confident through their academic journey.** *Through our arts education program and CTE program students will have a level of autonomy that will allow them independently make choices and learn from these*	A student will recognize an injustice in their local community & create a campaign to actively resolve the issue while shedding light on the problem.

	experiences. Our art infused curriculum and performing	
Innovation	**Students & staff will create new ways, methods and ideas of educating our school community.** *Our arts education program and arts infused curriculum allows student and facilitators to collaborate daily through innovative projects and activities. Student freedom to creatively design their own products builds a greater sense of autonomy and confidence. The development of these positive attributes over time at AACHS will add positively to our school culture and work to develop young adults*	A student creatively using technology to demonstrate an artistic product.
Diversity	**Our learning approaches and learning community are filled with variety and uniqueness.** *Consistent celebration and recognition of student and staff diversity will build a positive school cultures that teaches students compassion and respect for other cultures, experiences and perspectives.*	Students from diverse backgrounds and populations incorporating their uniqueness in a collaborative art product, performance or demonstration.
Resiliency	**Students and staff will not succumb to challenges and will be provided the tools to recover quickly from difficulties**. *Creating controlled scenarios where students are challenged and pushed intellectually will build resiliency and strength among our student body.*	Students developing the skills and patience to revise a draft and reflectively document in their "processfolio" different steps taken to reach their finished product.
Community	**Fellowship and sharing attitudes, interests and goals together**. *Fellowship and sharing attitudes, interests and goals together. Creating opportunities within the school community daily, weekly, monthly and annually will build*	A student recognizing another student distraught and taking the initiative to engage with them and try to comfort them.

	comradery among students and staff that will add positively to the academic environment. Through our schoolwide activities, collaborative instructional projects and real world experiences with our community partnerships, students will learn the skills and	

-Morning Meeting: In alignment with our Academy of the Arts core value of "community", all students and staff will engage in daily "Morning Meetings" at the start of the day in their assigned homerooms with facilitators on Tuesday, Wednesday and Thursday. "Morning Meetings" are a wonderful system for building community and trust and for setting the stage for a day full of learning.[84] The responsive classroom defines "Morning Meetings" as an engaging way to start each day, build a strong sense of community and set children up for success socially and academically.[85] Academy of the Arts is committed to a restorative approach when establishing a positive school culture and incorporating "Morning Meetings" daily will help us to create and sustain this culture at our school. It is an inclusive practice that will allow AACHS to promote a climate of trust, academic growth and positive behavior.

-Pick Me Ups (PMU) Weekly: PMU's is a welcoming to the school day. It is an opportunity for students and staff to come together as a community and share celebrations, happenings and events, ask questions or even voice concerns.[86] Pick Me Ups are planned and led by a group of students focused on positive engagement and school culture. Students and staff at AACHS will come together each Monday and Friday for approximately 30 minutes to participate in PMU's. This is another opportunity for Academy of the Ars to establish a positive school culture and sustain a culture of respect, creativity, collaboration and joy.

-Social and Emotional Learning (SEL): Academy of the Arts will be proactive in teaching students the skills to express themselves during challenging situations and giving them the resources to resolve conflict respectfully and maturely. We will implement a social and emotional learning curriculum in grades 9-12 called "Mutt-i-Grees". The program is designed to develop empathy, resilience (which is one of our core values), and awareness of oneself and other in the world creating a more humane future. Research has shown that, by bridging the fields of humane education and social and emotional learning, this Curriculum has the potential to enhance student achievement at all grade levels.[87] Equally important, it inspires kids to become caring, responsible citizens who see the link between a civil society and the humane treatment of animals. Yale School of the 21st Century conducted a randomized study on the implementation and outcome of the Mutt-i-grees® Curriculum with results showing that the Mutt-i-Grees program had a positive impact on student behavior as well as a positive impact on parent involvement. Academy of the Arts will invest in the program and fully implement the curriculum schoolwide during our weekly SEL block**.** There are easy-to-use lesson plans that include educational objectives and engaging hands-on activities designed to promote academic success, cooperation, social responsibility, resiliency, and compassion. Each lesson has a dual focus on children and shelter animals. The lessons may be used with all children, and are especially effective with children with special needs.[88] By including a social and emotional learning curriculum into our instructional program that all students are required to take, Academy of the Arts will ensure that our positive school culture is developed and

[84] https://www.edutopia.org/article/morning-meetings-middle-and-high-school
[85] https://www.responsiveclassroom.org/what-is-morning-meeting/
[86] https://www.mapleton.us/Page/5139
[87] https://education.muttigrees.org/where-it-works/schools/
[88] https://education.muttigrees.org/where-it-works/schools/

sustained throughout the expansion of the school. Additional information regarding the Mutt-i-Grees SEL curriculum can be found here: https://education.muttigrees.org/about/

-Professional Development for Staff: During our summer professional development, teachers and staff will be trained for 20 days on the tools needed to maintain a structured and joyful environment. We will train teachers to use effective classroom management techniques and to implement schoolwide expectations for behaviors, systems and routines. Staff will norm on the implementation of schoolwide and classroom discipline systems outlined in our Student Code of Conduct. Teachers will internalize the school's core values using college chants, participating in team building activities and engaging in Academy of the Arts pledge and chant. A significant portion of our facilitator training is dedicated to school culture to ensure our teachers are equipped to train our students effectively in our school expectations, procedures, classroom routines and common language.

AACHS will ensure that the Director of Specialized Services and 1 classroom teacher participate in the Crisis Prevention Institute (CPI) training prior to the start of the school year. Once they have received the training, the Director of Specialized Services and the teacher who receive the CPI training will provide turn around training for the full AACHS staff. Structured time during professional development with AACHS staff will be reserved for this CPI turn around training beginning with summer PD for staff.

-Safe Environment – To ensure we achieve our mission, Academy of the Arts will provide a safe and structured environment in which we maximize every learning opportunity for students. To maintain our structured environment, we will use a clear and equitable discipline policy for all learners. We will teach our students that making good decisions results in positive consequences and that making poor decisions results in negative consequences. We will hold students accountable for the decisions they make throughout the school. Students and teachers will be trained in our shared core values to know what positive behaviors look like and does not look like in our school. Recognizing that "safe" means mentally and emotionally, AACHS will bring on board supports such as a guidance counselor in years 1 and 2 and add a social worker in years 3 and 4 to ensure the social safety of our students and staff.

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

Academy of the Arts culture will embrace students with special needs, students with disabilities, English Language Learners, and students at risk of academic failure by putting into practice our belief of equity and inclusion for all! Our school model was intentionally designed with non-traditional learning opportunities, alternative assessments and innovative social approaches to better support diverse populations and ensure that ALL students have access to a high quality secondary experience. AACHS will use a proactive, flexible approach to matching both academic and behavioral supports with students' level of need. Not only will we ensure a research-based, data driven process for supporting students' behavior and academics, AACHS will create a culture of intervention for every student that needs support and not just students who are classified.

AACHS believes in establishing and maintaining a positive school culture that is a safe and joyous space for learning to occur. Our beliefs are supported by our 5 core values of *Empowerment, Innovation, Diversity, Resiliency & Community* and rooted in our restorative practices that include: Morning Meeting; "Pick Me Ups"; Peer Mediation; Restorative Justice Circles and; Social & Emotional (SEL) Curriculum.

In addition to these Tier 1, or universal supports, AACHS will establish itself as a PBIS School upon charter authorization and implement School-Wide Positive Behavior Supports, which will be determined by the founding leadership team during the planning year. School-wide Positive Behavioral Interventions and Supports (SW-PBIS) is an evidence based, multi-tiered framework designed to support all students

across all school settings. As a fully established and official PBIS school, AACHS will implement a behavioral system with clear rewards, incentives, consequences and interventions that support all Tier 1 (universal), Tier 2 (targeted) and Tier 3 (intensive) students as well as all special populations. *AACHS will always first follow behavior plans outlined in students IEP to ensure needs are met through their individualized program. Examples of interventions that will be used as part of the behavioral system for students with special needs are:

Check In Check Out:

Check In Check Out (CICO: Crone Horner & Hawken, 2010) The CI/CO card is for students who are engaging in more intense "at risk" behaviors that result in an office discipline referral (i.e. skipping class, repeated class disruptions, repeated lateness, etc.). CI/CO is a system for maintaining a daily behavioral report card to prompt students of the school-wide expectations and provides a schedule for recruiting teacher feedback. Students begin their day checking in with a positive, supportive adult. Throughout the day they receive positive, written feedback from their classroom teachers, contingent on demonstration of school-wide expectations. The CI/CO card concurrently functions to remind teachers to "catch" students engaging in positive behaviors and provide feedback acknowledging the positive behavior.

Check & Connect

Check & Connect is an intervention designed to enhance student engagement at school and with learning for marginalized, disengaged students in grades K-12, through relationship building, problem solving and capacity building, and persistence. A goal of Check & Connect is to foster school completion with academic and social competence. Check & Connect is implemented by a trained mentor whose primary goal is to keep education a salient issue, through weekly meetings to review school progress, for students and their teachers and family members. The mentor works with a caseload of students and families over time and follows their caseload from program to program and school to school. Due the individualized nature of the intervention, it is aligned more with Tier 3 level of support.

The purpose of Academy of the Arts is to serve a need in the Fayette County Community and we will do this by providing a diverse curriculum for students and culturally responsive professional development for facilitators and staff. This will occur continuously throughout our school program, which will create a mindset shift around special populations. These strategies will result in inclusive behaviors within our school community such as: 1) Being mindful of labels and understanding that labels only belong in conversations when discussing services and rights; 2) Always using people first language and; 3) Setting and voicing high expectations for every one of our students regardless of classification. In alignment with the RTII Framework for Tennessee, we will provide high quality instruction and interventions that match student progress and student need. We also commit to monitoring student behavioral progress to make frequent decisions about accommodations and/or modifications to programming. AACHS design model will establish a climate where students from special populations and at risk students can achieve outcomes and we will ensure that all students belong to all faculty.

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

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

Academy of the Arts philosophy is that students will learn and grow through positive relationships and experiences. We believe that when we set clear and fair expectations in a caring and respectful environment, students will respond and reciprocate the level of respect and love that is afforded to them. As humans, we make mistakes. AACHS believes that we should work to understand student behaviors that do not meet expectations and take a restorative approach instead of resorting to punitive action at first

or primarily. We also believe that students learn from each other and should have opportunities to support their peers to correcting behaviors that negatively impact the school community.

Our mission is to provide students with the academic and entrepreneurial skills to succeed in college and in life! In order for Academy of the Arts to successfully meet our mission, we must ensure that our students are developed emotionally and mentally as well in order to be successful in life. To ensure that our actions and decisions align directly to our mission, we will implement a Restorative Model with an emphasis on character development to address student discipline within our school. We believe in our core values of *Empowerment, Innovation, Diversity, Resiliency* and *Community* and know that daily practice of these values lay the foundation for implementation of a restorative model to correct and change student behaviors.

Restorative Discipline is a whole-school, relational approach to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment. Its practices replace fear, uncertainty, and punishment as motivators with belonging, connectedness and the willingness to change.[89] Schools that have implemented a fully restorative approach have shown improved relationships on campus, increased student accountability and dramatic reductions in disciplinary referrals and suspensions.[90] AACHS will implement a Restorative Model through our disciplinary procedures and policies as outlined in **Attachment C**. Some of our practices will include

- ✓ ***Restorative Justice***: Restorative justice is an evidence-based practice effectively used to reduce suspensions, expulsions, and disciplinary referrals. The victim and the wrongdoer have the opportunity to share with one another how they were harmed, as victims, or how they will work to resolve the harm caused, as wrongdoers.[91]

- ✓ ***Peer Mediation***: Peer mediation is a demonstrably effective youth leadership model" that trains students to help other students resolve differences. Peer mediation recognizes that students can utilize conflict resolution practices and social skills to play a leadership role in increasing peace and reducing violence in their school.[92]

- ✓ ***Circle Process***: A circle is a versatile restorative practice that can be used proactively, to develop relationships and build community, or reactively, to respond to wrongdoing, conflicts, and problems. Circles can also be used to celebrate students, begin and end the day, and discuss difficult issues.[93]

- ✓ ***Community Service:*** Community service allows for individuals to restore a harm they may have committed to the school community by providing a meaningful service that contributes to their individual improvement.

- ✓ ***Social and Emotional Learning (SEL):*** Social-emotional learning teaches skills such as "recognizing and managing emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically.[94]

[89] https://irjrd.org/restorative-discipline-in-schools/
[90] https://irjrd.org/restorative-discipline-in-schools/
[91] http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf
[92] http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf
[93] http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf
[94] http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf

1.11 RECRUITMENT AND ENROLLMENT

(a) Provide as Attachment D the proposed school's Enrollment Policy, which should include the following:

(b) Describe how parents and other members of the community will be informed about the proposed school. How are you assessing the demand for your school?

Despite the devastating and overwhelming impact of the covid-19 pandemic throughout the 2020, Academy of the Arts has received positive feedback and excitement around the proposed arts education model. We have been working cautiously through the restrictions of the pandemic to inform and gather feedback about our school model from the Fayette County Community as well as surrounding areas. AACHS respects the community we are working to serve, honors the parents of our potential students, and understands the central and critical role they play in our students' lives. We want ultimate success for our students and as outlined above, evidence shows that involving parents and community members increases achievement. Therefore, we will effectively engage parents, our community members, and neighborhood partners in the following capacities:

PENDING AUTHORIZATION:

- **Spreading the Word**
  - Produce and distribute flyers, brochures, and other informational materials throughout the Fayette County neighborhoods
  - Community information sessions hosted by Founding Executive Director and Founding Board of Directors
  - Founding Executive Director and Founding Board of Directors attendance at community events in Fayette County
  - Door-to-door canvasing and boots-on-the-ground events to pass out flyers
- **Targeted Outreach**
  - Continued conversations with community stakeholders who have agreed to partner with the school
  - Reach out to specific community organizations to establish more partnerships through emails, phone calls
- **Media**
  - School website: https://academyartschs.org/
  - Virtual zoom meetings
  - Social media (Facebook/Instagram/LinkedIn) – live stream of updates to establish a larger following

POST AUTHORIZATION:

- **Spreading the Word**
  - Creation and distribution of a monthly newsletter to inform parents and community about updates and progress

- Community information sessions hosted by Founding Executive Director and Founding Board of Directors
- Founding Executive Director and Founding Board of Directors attendance at community events in Fayette County
- Continued conversations with community stakeholders
- Tabling events to promote Academy of the Arts

- **Targeted Outreach**

  - Mail: Send information about Academy of the Arts, including dates and times for upcoming school and community presentations, in the mail to all students who will be entering grade 9 in the fall of 2023.

  - Email: Through our community meetings and outreach efforts in the community, we will gather email address of potential students and supporters. We will then communicate with them via email about upcoming community events. We recognize that economically disadvantaged students, who will comprise the majority of our anticipated enrollment, do not necessarily have access to email, so we will not rely on it as a primary mode of communication.

  - Texts: In addition to collecting email addresses during community events, we hope to collect the phone numbers of interested families and supporters, if they are willing to provide them. We can then communicate via text about upcoming community meetings as well as application information.

- **Media**

  - School website: http://academyoftheartschs.com/beta/
  - Founding Executive Director and Founding Board of Directors attendance at community events in Fayette County
  - Continued conversations with community stakeholders
  - Social media (Facebook/Instagram/LinkedIn) – live stream of updates to establish a larger following
  - Virtual zoom meetings to accommodate those
  - Radio ads and interviews

Parent & Community Engagement Committee- As we wait for a response on our application status, we will pull our resources from the parent and community support we acquired through the pre-application process where we built a Parent and Community Engagement Committee (P.A.C.E.). This committee will continue to coordinate, plan, implement, and support events for the school such as the virtual information session they hosted. As a proposed new school model working to establish strong bonds throughout Fayette County, having a committee filled with community members and parents in support of our mission and vision has been instrumental in growing our support and achieving our enrollment goals. Upon charter approval Academy of the Arts Parent and Community Engagement Committee (P.A.C.E.) will plan to host at a minimum of two events per month to maintain relationships, engage parents and the community and continue to spread information about the work happening at Academy of the Arts.

(c) Describe your plan to recruit students in your pre-opening year, including the strategies, activities, events, responsible parties, and a timeline. What established community organizations are you targeting for marketing and recruitment? Consider pre-schools, civic groups, camps, summer programs, faith-based institutions, etc.

Academy of the Arts plan to recruit students in our pre-opening year includes leveraging our Founding Team's personal connections to the community, holding several events for families to learn more about our school, and extensive online and in-person outreach through flyers, social media, mailings and door-to-door canvassing. We will market Academy of the Arts through the following platforms: 1) Radio announcements and ads; 2) Social media outreach through Facebook, Instagram and LinkedIn; 3) Flyer and brochure distribution throughout the Fayette County Community; 4) Connect with schools in Fayette County such as East Junior High and West Junior High to advertise AACHS and; 5) Continue to build community partnerships within the county. **Table 1.11 (a)** outlines our targeted recruitment plan and timeline.

Table 1.11 (a) – *Academy of the Arts Recruitment Plan and Timeline*

Timeline	Activities & Events Description	Responsible Parties/Supporters	Benchmark/Outcome
February 2022 - December 2022	Monthly newsletter to families/supporters.	Executive Director	Early expression of intent to enroll from families.
July 2022 – December 2022	Rotating weekly schedule of tabling & parent meetings at	Executive Director, Parent & Community Engagement Committee, 2 Founding Board Members	Intent to enroll forms for at least 30 families. Recruit 1 parent for Governing Board.
July2022	Community Program with local Church's	Executive Director, Parent & Community Engagement Committee, 2 Founding Board Member	Sharing mission & vision for Academy of the Arts; Intent to enroll forms for at least 5 families.
August 2022	Summer family info session	Executive Director, Parent & Community Engagement Committee & Director of Operations	Communicate with at least 10 families about enrolling their child in Academy of the Arts.
August 2022	Community Program with local church's & organizations	Executive Director, Parent & Community Engagement Committee, 2 Founding Board Member	Sharing mission & vision for Academy of the Arts; At least 5 intent to enroll forms completed by families.
August 2022	Build formal partnerships with key community organizations	Executive Director	Confirm partnership with 5 community organizations within Fayette County.
September 2022	Mailers sent to potential families & canvassing Fayette Community	Executive Director, Parent & Community Engagement Committee & Director of Operations	Communicate with at least 10 families about enrolling their child in Academy of the Arts.
September 2022 – January 2023	Application & enrollment window opens for AACHS.	Executive Director and Director of Operations (hired in Oct.)	Total applications by January 2023 is 85.

October 2022	Fall family info session & canvassing Fayette Community	Executive Director, Parent & Community Engagement Committee, 2 Founding Board Members	Sharing mission & vision for Academy of the Arts; At least 10 intent to enroll forms completed by families.
November 2022	Mailers sent to potential families	Executive Director, Parent & Community Engagement Committee & Director of Operations	Communicate with at least 10 families about enrolling their child in Academy of the Arts.
December 2022	Winter family info session	Executive Director, Parent & Community Engagement Committee, 2 Founding Board Members	At least 10 intent to enroll forms completed by families.
March 2023 – April 2023	Student auditions and early diagnostics administered.	Executive Director and Director of Operations	Acquire early diagnostic data for incoming freshman
May 2023	Acceptance letters mailed to students and families.	Director of Operations and Secretary	Incoming students and families prepare for summer orientation
July 2023	Family Orientation	Executive Director and Founding School Staff	5-10 additional families identified through referrals from already enrolled families; 100% of parents and students received handbooks.

(d) Describe how students will be given an equal opportunity to attend the proposed school. Specifically describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.

Academy of the Arts recognizes Fayette County's effort to meet the requirements of their Consent Order and we are committed to supporting the current steps the district is taking to recruit and enroll a diverse student population. So that we do not conflict with the current Consent Order, AACHS ensures that all students will be given an equal opportunity to attend our school. As a public charter school with open enrollment, we will accept students as we have seats available. Similar to Fayette County's "Controlled Choice Program" for enrollment, AACHS will mirror the District's proof of residency requirements and work in alignment with the expectations in the Consent Order to enroll students:

- **School Choice:** Students will have the option to attend AACHS and will not be accepted or denied based on their address. Students have a right to apply to AACHS as long as they reside within Fayette County.
- **Available Seats:** The number of students that will be admitted to AACHS will align with our maximum enrollment capacities.
- **Stability of Assignment:** Students enrolled at AACHS will not face mandatory reassignments.
- **Student Transportation:** AACHS will provide efficient yellow bus transportation that is effective and equitable to students who attend the school.
- **Enrollment Fairness Guidelines**: Upon charter authorization, AACHS will take the following steps to ensure implementation of fair enrollment practices:

- Non-discriminatory Enrollment Policy: The Board of Directors and leadership team will work to develop and implement a fair and equitable enrollment policy that is non-discriminatory. The Board of Directors will hold AACHS accountable to following the non-discriminatory enrollment policy and will review the effectiveness and fairness of policy annually.
- Transparent Application Process: To continue to ensure fair and equitable enrollment practices that match the residency requirements outlined by Fayette County School District, AACHS will implement a transparent application process that is accessible to all parents, students and families within Fayette County. All documentation will be printed and distributed in families' home language.
- Outreach and Recruitment: AACHS will work diligently to ensure parents within Fayette County Community are clearly aware of the school and its existence as a secondary option for their high school student. AACHS will advertise equitably within the county and partner with churches. community centers and other local groups to recruit students from **ALL** neighborhoods.

Academy of the Arts will conduct extensive outreach, strategic marketing to our target population, and inclusive communication with community members. Based on the educational need and lack of a secondary school choice in Fayette County School District, we will target our recruitment efforts in Somerville and Oakland areas where East Junior High and West Junior High are located. These are the only 2 middle schools in Fayette County and will be the feeder schools for Academy of the Arts upon approval. AACHS will make efforts to establish a relationship with both schools and partner with their special education and guidance departments to offer our innovative design model as an alternative high school option for their rising 8th grade students each year.

Our target populations for recruitment are students from diverse backgrounds and at risk students. To ensure we are affording these populations an equal opportunity to learn about and apply to Academy of the Arts, we will target specific organizations such as neighborhood churches to reach these families. Family information sessions will be held at local churches such as Divine Purpose Church in Somerville to bring school information to diverse families. We expect our school to reflect the demographics of the schools in Fayette County. To ensure that we are communicating equitably with diverse students and families through the recruitment process, Academy of the Arts will ensure that our marketing efforts are distributed and disbursed in English as well as Spanish. During our information sessions with families, AACHS will provide clear and explicit details as to how at risk, English language learners, students with disabilities and other academically low-achieving students will be supported at the school.

Finally, Academy of the Arts will have the option to use professional consulting services with organizations such as Charter School Capital and utilize their "*Enrollment Marketing Program*" to secure our target enrollment goals. Charter School Capital's "*Enrollment Marketing Program*" would provide AACHS with a customized enrollment plan to develop a personalized strategy for growth and thoughtful implementation. A partnership with Charter School Capital's Enrollment Marketing Program" would provide services to AACHS in the following areas such as:

- AWARENESS:
  - Create story arcs, which are themes that help tell client story
  - Social media strategy to help develop ideas to increase awareness and followers
  - Ground game to help create press releases, brochures, flyers, signage, postcards etc.
- ENGAGEMENT
  - Develop online enrollment forms
  - Plan and organize community events
  - Coordinate open houses, support with registration, mobilize current parents
- RETENTION

- Ongoing "Meet the Principal" events
- Ongoing parent emails and notes
- School satisfaction surveys

(e) Describe student recruitment after the proposed school has opened. How will it differ from preopening recruitment? Note: for existing operators, please identify how this will differ from current enrollment strategies.

Academy of the Arts student recruitment process will differ from pre-opening strategies since families will be able to witness our arts education model in person, see showcases of student work and experience our positive school culture inside the building. AACHS will include the following strategies after the school has opened:

- ✓ **Student Shadow Tours** – Through a coordinated and scheduled visit in advance, interested students may come and spend a day at our school with an assigned guide. The student visiting will "shadow" a current student for the entire day and experience our school by actually attending classes with students and staff. The visiting student will be partnered with an AACHS student who is majoring in the art area the they would like to study. The window to schedule a student shadow tour is from October – January.

- ✓ **Student Showcases** – Families and interested students will be able to attend our quarterly student showcases that all AACHS students will be required to conduct. Showcases will be presented in the evenings so that potential families and community members can see the artistic talent and unique student work produced at Academy of the Arts.

- ✓ **Open House** - AACHS will hold 2 open houses for prospective families to visit our school. We will hold an open house in the fall and spring. This will be a student led event with the supervision of our Director of Operations. Families will be able to sign up in advance to participate in an open house at the school. The process will include a short tour of the building to include seeing all 5 performing art classes in action. Next, families will meet with a student panel who will share their experiences at the school and lead a Q & A session with parents. Finally, families will meet with the Executive Director to discuss the program and ask any questions they may have about the school. This entire process will be conducted within 1 ½ - 2 hours.

We will actively recruit student's year-round to make sure we are positioned to meet the needs of all students in our community and make our enrollment targets through our expansion over the first 4 years. Our goal is to maintain a 150% -of-capacity application rate so we will always have 100% enrollment plus a waitlist. The waitlist will ensure we can fill seats in the event an enrolled student moves or cannot attend our school for any reason.

1.12 PARENT AND COMMUNTY ENGAGEMENT

(a) What feedback regarding the startup of the proposed school has been provided by the community, and how has this feedback been incorporated into this application?

Despite the devastating and overwhelming impact of the covid-19 pandemic throughout the 2020, Academy of the Arts has received positive feedback and excitement around the proposed arts education, entrepreneurial program and CTE certification school model. arts education model. We have been met with enthusiasm and relief from Fayette County parents, community members and local politicians, who have submitted letters of support as documented in **Attachment E**. The greater arts community in Memphis and surrounding areas have been extremely welcoming of our mission, vision and goals and have submitted letters of support on our behalf which are included as **Attachment E**. AACHS has secured support from local community organizations such as New Ballet Ensemble, Stax Museum, The Brooks Museum as well as the 5th nationally ranked performing arts school in the country[95] The Philadelphia High School for the Creative and Performing Arts in Philadelphia, whose letters of support we have also attached as **Attachment E**.

Our Founding Executive Director has worked in multiple capacities to engage with the parents and community members in Fayette County as well as with surrounding organizations heavily immersed and connected with the performing arts. Due to covid-19 social distancing related restrictions in the area, the primary modes of outreach have been through emails, phone calls, social media and virtual meetings. In accordance with T.C.A. § 49-13-102, Academy of the Arts will offer families the opportunity to participate in the education of their children. To date, we have secured 252 signatures through our online petition from community members, parents, organizations and national supporters desiring Academy of the Arts to open in Fayette County School District. We have followers on our established social media sites showing support of proposed new school model and we have spoken with local churches in Somerville such as Divine Purpose Church and House of Faith Ministries who support the mission and vision of Academy of the Arts Charter High School. Our Founding Board continues to work and plan ways to connect with the community to build parent and community support. **Table 1.12 (a)** lists some of our community engagements throughout the application process.

Table 1.12 (a) – *Academy of the Arts Community Interactions*

Date	Organization	Outcome
October 2020	Former Fayette County Administrator	Spoke with former administrator from Fayette County School District to share mission and vision of Academy of the Arts Charter High School and learn some of the historical successes and challenges of the district.
September 2020	Fayette County School District	Virtually attended Fayette County School Districts September board meeting to learn of districts priorities and goals for the 2020 – 2021 academic year.
November 2020	Tennessee Charter School Center	Attended 3 sessions with the TCSC covering facilities & development, operations & fiscal responsibilities.
October 2020	Fayette County School District	Conducted a virtual meeting with interim Superintendent of Fayette County School District, to share mission and vision of Academy of the Arts Charter High School and discuss how the innovative model could support students.
December 2021	Stax Museum	Spoke with the Director of Education with the Stax Museum to share the mission anddiscuss partnership opportunities with Academy of the Arts

[95] https://www.helptostudy.com/top-performing-arts-high-schools-in-the-us/

September – October 2020	Community Members	Invited 8 Founding Board members based on community needs and diverse backgrounds to serve as the Founding Board for Academy of the Arts Charter High School.
November 2020	Community Member	Connected with Tennessee's 8th district U.S. House candidate to discuss community needs and proposed school model.
November 2020	Fayette County School District	Conducted a virtual meeting with newly appointed Superintendent of Fayette County School District to share mission and vision of Academy of the Arts Charter High School and discuss how the innovative design can support students.
December 2020	Memphis Library	Conducted virtual meeting to share mission and vision of Academy of the Arts with Memphis Library and learn potential ways to collaborate and build student opportunities for internships etc.
December 2020	Community Members	Conducted first Founding Board Member meeting to develop a sense of collaboration and outline scope of work during pre-authorization and authorization phases of developing a new school.
January 2021	Fayette County School District	Virtually attended Fayette County School Districts January board meeting to learn of districts priorities and goals for the 2020 – 2021 academic year.
January 2021	University of Memphis	Met with Sally Parish, Associate Vice President for Educational Initiatives with the University of Memphis, to share mission and vision of Academy of the Arts and discuss establishing a partnership with university and potentially creating a pathway to college for students from AACHS.
January 2021	Southwest Tennessee Community College	Met with Shawn Boyd, Assistant Director of K-12 Community Partnerships at STCC to share mission and vision of Academy of the Arts and discuss a partnership inclusive of students participating in dual enrollment courses at STCC.
September 2021	Fayette County's annual "Cotton Festival"	AACHS secured a booth at the "Cotton Festival" to meet with the community, spread the word about our mission and vision and learn what parents, students and community members expected from schools in the county. During the event AACHS was able to secure 49 signatures from residents of Fayette County who were in support of the school model & would be interested in enrolling in the school if approved.
December 2021	"State of the County" Luncheon in Somerville	Members of AACHS's founding Board of Directors attended the luncheon to connect with local organizations and community members to learn about the county's goals and progress. Discussion around the Ford Megasite expansion confirmed the anticipated population growth within the county over the next 3-5 years, which will lead to a need for additional school options.

December 2021	Invited Tom Perkins to speak at AACHS monthly board meeting	Mr. Tom Perkins met with AACHS's founding Board of Directors on 12/6/21 and held a conversation around the need for educational options in the county.
December 2021	Parent Focus Group	AACHS held a parent focus group on 12/15/21 to meet with local parents to hear what their educational experience has been within the county, what is needed in schools and if they believed a performing art school would benefit children in Fayette County. Parents expressed great interest studying the performing arts in school and how classes such as visual art and music would be great opportunities to express themselves academically. Parents also stressed the importance of needing culturally safe schools.
December 2021	Fayette County School Principals	In an effort to learn and collaborate with current leaders in Fayette County, Academy of the Arts reached out to all district principals via email inviting them to connect.
January 2022	Student Focus Group	On 1/8/22, AACHS held a student focus group to meet with current school aged children and listen to their expectations and experiences in school. Students shared their artistic talents such as visual artists, actors and dancers and talked about how they would enjoy studying the performing arts in school on a daily basis. Students also named that they appreciate hands on assignments where they can work with their peers and participate in performances.
January 2022	UT Martin Somerville	Academy of the Arts met with the Director of the UT Martin Somerville location on 1/12/22 to discuss the need for an alternative school model within the county. It was discussed how AACHS could meet the needs of students in the county and potential ways the UT Martin Center could partner with the school upon authorization.
January 2022	Fayette County Public Library	Academy of the Arts met with the Executive Director of the Fayette County Library to discuss the components of our proposed school model and how the design model could support students Math and ELA skills towards proficiency. The need for a new model and the arts specifically was also discussed considering that students with artistic talents are under supported.
January 2022	Fayette Baptist Church	Academy of the Arts met with the pastor of Fayette Baptist Church on 1/6/22 to discuss how a performing art school model could positively impact the Fayette County community and ways AACHS could partner with the church upon charter authorization.

(b) Describe how you will engage parents and community members from the time that the proposed school is approved through the school's opening.

Our approach to parent engagement is informed by the research of the National Education Association ("NEA") and its Education Policy and Practice which states that "[p]arent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs. [It is] key to addressing the school dropout crisis and note that strong school-family community partnerships foster higher educational aspirations and more motivated students." (Center for Great Public Schools. Parent, Family, Community Involvement in Education. 2008.). Academy of the Arts will work to not only provide regular and consistent information about the development process of the school once approved, we will design activities that are truly engaging for parents and community members so that a partnership of collaboration is developed.

Formal Support:

- Recruit prospective parents and community members to join our Parent and Community Engagement Committee. This committee will help champion planning and hosting events in the community to promote Academy of the Arts and will give parents and community members an active role with the school prior to opening
- Recruit at least 1 parent to join serve as one of our Board of Directors
- Host summer, fall and winter information sessions about Academy of the Arts
- Conduct a Parent Orientation prior to school opening to help parents get acclimated with school procedures, policies and culture
- Home visits

(c) Provide, as Attachment E, any of the following: letters of support, memoranda of understanding, or contracts that indicate the proposed school is welcomed by the community in which the school intends to locate, is viewed as an attractive educational alternative, and/or reflects the community's needs and interests.

(d) Outline how the proposed school will engage parents and community members in the life of the school (in addition to any proposed governance roles).

Academy of the Arts parents are partners in educating our students. We understand that parents are busy in many different capacities. We will thoughtfully plan events that are beneficial for our parents. Annually, all families will be invited to attend a **Family Orientation** that will be held in the summer prior to the school year beginning. AACHS will offer at least 2 opportunities to participate in the parent orientation, which will be a requirement. Additional annual events AACHS will host to engage parents are **Back to School BBQ** and **Back to School Night**. Quarterly, we will hold **Parent/Teacher Conferences** and **Open Houses**. We will host quarterly **Award Celebrations** to celebrate students with honor roll as well as perfect attendance and parents will be invited to participate in each celebration. We will also host quarterly **Principal Platforms** with small groups of parents for face to face touchpoints with the Principal. Weekly, we will engage families through our **School Newsletter**, as well as various parent appreciation events such as **Donuts During Drop Off** and **Popcorn for Pick Up**. We will host monthly **Parent Seminars** with topics such as *How to Communicate with My Teenage*r and *Understanding STAR Data*. Weekly, parents can expect to be contacted by their child's teachers at least once for positive attributes and values their child has displayed or with academic updates. They can also expect to be contacted when their child displays unacceptable behavior as well. We will also use social media for on-going engagement and will assist families with after school program collaboration.

As a school with an arts education model, almost half of student time and efforts will be spent training and sharpening their skills in the performing art area they have decided to study. To make sure parents

and community members have the opportunity to engage with and appreciate the many talents of Academy of the Arts students, we will host quarterly student showcases that will be large scale productions for parents and community members to witness and attend. **Table 1.2 (d)** outline some of the proposed activities that will be included in AACHS quarterly student showcases.

Table 1.12 (d) – *Quarterly Performing Art Showcases for Parents and Community Members*

Fashion Design	Dance	Film/Video/Drama	Music	Visual Art
AACHS Runway	Dancers in Concert	Dramatic Monologues/Plays/Musicals	Voice Concert	Visual Exhibits/Art Galleries
*Senior Capstone Project	*Senior Capstone Project	*Senior Capstone Project	*Senior Capstone Project	*Senior Capstone Project

Upon approval of Academy of the Arts charter application, we will establish our **Parent & Community Engagement Committee** who will act in an advisory capacity regarding parent involvement in our school's activities, feedback, and coordinating events. Some potential events this committee will sponsor are: 1) Bring your Parent to School Day; 2) Listening Sessions; 3) Community Recognition Dinner and; 4) Thanksgiving Lunch w/Parents. They will also be responsible for surveying other parents' satisfaction of our parent engagement activities. The Director of Operations will be the point of contact for parent satisfaction and will also coordinate parent surveys quarterly and after community events through online surveys, parent information sessions, community meetings, E-mail, school e-newsletters, school website, and voice messaging systems. The Director of Operations will meet once per month with the Parent & Community Engagement Committee to discuss upcoming events and feedback. The Director of Operations will share the feedback with the Executive Director in written format to be presented to the Board of Directors. The Director of Operations will share with the community what improvements we made based on community feedback. All events will be published in the school newsletter, uploaded on our school website and posted on our school social media sites. In accordance with T.C.A. § 49 -13 -109, we will ensure that within six months of operation that at least one parent representative whose child is currently enrolled at Academy of the Arts joins our Board of Directors.

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

Academy of the Arts is committed to being a transparent, fair and reflective school organization. We will consistently inform our parents of our school policies, commitments and volunteer opportunities through the following methods:

-Parent Orientations = All parents will be required to participate in our annual orientations. This will be a critical time with just parents to set expectations, discuss procedures in person and engage in activities that build trust and open lines of communication. During this session, AACHS leadership will highlight certain policies and dive deeper into the rationale behind school-wide systems we have in place. Before the orientation concludes, parents will be asked to sign and hand in the policy and procedure portion of their handbook in acknowledgement of the expectations set forth for the year.

-Principal Platform = The Executive Director will hold monthly Principal Platform meetings with a randomly selected small group of parents to listen to their experiences at AACHS, engage in conversation with parents about their questions and concerns, and share volunteer opportunities with parents. This will be another opportunity to review current procedures and policies with parents and discuss rationale around school-wide procedures.

-School Bulletin Boards within the School = Inside of Academy of the Arts we will maintain a bulletin board specifically for parents and guardians to reference for new, updates and reminders. It will be updated monthly to reflect current school information that is relevant to parents and our community.

-School Advisory Council (SAC) monthly meetings = The School Advisory Council is a means for community/parent involvement in and support of the schools composed of the principal, teachers, educational support, employees, parents, business and community representatives, and secondary students. Academy of the Arts will develop, utilize, and meet monthly with our SAC to discuss school improvement, help prepare and distribute information to parents and the public, and suggest strategies to accomplish school goals. Through monthly conversations with the SCA, parents and community members will discuss school policies and procedures as necessary and conduct needs assessments around the need to reinforce or communicate policies to the school community. The leadership team will recruit for SAC participation the summer prior to the start of school.

-Weekly Newsletters = To ensure consistent and clear communication with parents, AACHS will send home a weekly newsletter every Tuesday through our "Tuesday Take Home" system. We will send home in writing school updates, reminders and announcements to keep families informed and connected. Here is one place where volunteer opportunities will be posted.

-Social Media Outlets = Academy of the Arts will rely heavily on our social media outlets to communicate with parents instantly and in a timely manner. Our school Webpage, Facebook page, Instagram page and LinkedIn pages will be regularly maintained and up to date with school-wide announcements, updates and reminders of important policies and protocols. Parents will also be able to communicate to the school through these platforms as well.

(f) If not already identified, describe any programs you will offer to parents and/or the community and how they may support the school mission and vision.

Academy of the Arts is committed to establishing and sustaining meaningful, honest and caring partnerships with parents and community members. To build parent capacity for involvement, AACHS will align ourselves with Title 1, Parent and Family Engagement. Through the support of our guidance counselor and social worker (when hired in year 3), AACHS will: 1) Equip parents with skills to support their children academically; 2) Offer training or mentoring around identified parent or community needs; 3) Create sustainable infrastructure to ensure consistent support of our families and community. Our guidance counselor and social worker will be charged with surveying families and the community to learn their interests and needs both socially, academically and professionally. From this observation, survey and data collection process, the guidance counselor and social worker will identify the top 2-3 areas of focus that we as a school community can work to support. The following are examples of the programs and trainings that could be established and implemented at Academy of the Arts to support parents and or the community:

- *Offer educational trainings that provide parents with the knowledge to support their students academically at home*
- *Offer Literacy training or technology training for parents*
- *Create an online library with job related resources for parents to access*
- *Develop Literacy and Math workshops for parents*
- *In alignment with our mission and entrepreneurial program, potentially develop an abbreviate entrepreneurial course or workshop for parents*
- *In alignment with our mission and CTE pathways, potentially develop a CTE certification program for parents*

SECTION 2: OPERATIONS PLAN AND CAPACITY

2.1 GOVERNANCE

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

Often, we think of Board commitment as solely presiding over monthly Board meetings, or perhaps making a financial donation to the school. Academy of the Arts Board will uniquely redefine what Board commitment means. Along with the Board's fiscal, academic, and regulatory oversight of the school and its clear role in ensuring accountability to the public and authorizer, which are both at the core of the Board's responsibility, the Founding Team has also determined that it will be an appropriately, and we believe, uniquely active Board in support of our mission. This might include: the Board Chair speaking each year with the full staff during Summer Institute , expressing the pride of the Board and our commitment to ambitious goals; the full Board hosting the staff for a summer night's BBQ before school starts, honoring the commitment of the team to our mission; all members of the Board attending at least two school events per year, enjoying students and families as they participate in school activities; members of the Board's Academic Committee hosting luncheon for staff during Data Days, expressing the continued support of the Board for the team's hard work; a member of the Board joining during school tours for prospective parents, learning more about parents' interest in and desires for their child(ren)'s education; or hosting coffee and donuts with families during quarterly honor roll celebrations. All of these activities are designed to show the Board's deep commitment to the school and its success, all while recognizing and respecting its role as a governing rather than a managing body.

Roles and Responsibilities. Academy of the Arts Founding Board of Directors was selected through a thorough vetting process to identify high capacity professionals to open, govern, and oversee the start-up and success of a 9th – 12th grade public charter school for our target community. According to the National Charter School Center, "the school's governing body, the board of trustees is legally responsible for the academic, financial, and operational quality of the charter school".[96] AACHS Founding Board of Directors will do the following: (1) contribute to the review of the charter application, (2) contribute to the design of school operations and facilities for financial accountability, (3) build a network of support and partnerships within the community and professional networks, and (4) develop Academy of the Arts Governing Board of Directors.

Governing Board Composition. Upon approval of the charter application, Academy of the Arts Founding Board of Directors will transition to the Governing Board of Directors, with the exception of the proposed Executive Director, Mecca Jackson. Academy of the Arts Board will consist of 6-9 members responsible for governing the school and hiring, overseeing, and evaluating the Executive Director. Board members will serve staggered terms of 1, 2, 3 or 5 years for continuity and stability purposes. The board will have four elected officers:

- Board Chair:
    - Provide governance leadership to Academy of the Arts Board of Directors and Executive Director, and strategic fundraising support.

96 https://charterschoolcenter.ed.gov/category/focus-areas/board-governance#:~:text=As%20the%20school's%20governing%20body,the%20proper%20oversight%20of%20schools.

- Advise the Executive Director on development and implementation of strategic plans for AACHS. Develop, manage, and communicate with funders, partners, and stakeholders.
- Review and approve Academy of the Arts annual budget, audit reports, and business decisions.
- Review performance indicator metrics for the school and the Executive Director.
- Conduct annual Executive Director performance evaluation.
- Plan and facilitate board and committee meetings.
- Ensure diverse board members that reflects the community and mission of Academy of the Arts. He or she must assume responsibility for the overall functioning of the board, facilitate board meetings, oversee the work of the committees, and work most closely with the school leader.

- Vice Board Chair:

  - Assumes the role and duties of the chairman of the board if the chairman of the board is no longer able to continue.
  - Assists in carrying out the functions of that office and performs specific duties as delegated.
  - The vice chair works in conjunction with the chair to evaluate the performance of the Board of Directors and committees.
  - The vice chair may become the chair of the board in the future.
  - He or she ensures the Board of Directors adheres to the goals and objectives of the strategic and business plans.
  - He or she must share and understand the responsibilities and duties of the board chair and be ready and prepared to stand in for the board chair as needed.

- Board Treasurer:

  - Manage and oversee the financial affairs of Academy of the Arts to include: (1) financial management and/or oversight, (2) budget development and management, (3) assemble and disseminate financial reports, and (4) financial liaison between the Executive Director and board.
  - The treasurer may be responsible for assisting the Executive Director with the annual budget and reconciling bank statements.
  - He or she must have a knowledge and understanding of the organization's financial reports and be able to translate financial concepts for board members without financial backgrounds or experience.
  - He or she must know all applicable charter school laws regarding school funding and taxes.

- Board Secretary:

  - Is the source of communication between members of the Board.
  - Gives proper notice and agenda of meetings.
  - Responsible for knowing and complying with the Open Meetings Act and scheduling meetings to accommodate the members of the board.
  - Charged with recording meeting minutes and keeping the Academy of the Arts Board of Directors records.
  - Responsible for maintaining accurate documentation and meeting legal requirements, such as annual filing deadlines.

- He or she must take responsibility for ensuring that accurate documentation exists to meet legal requirements and for the authorizer to determine when, how, and by whom the board's business was conducted.

Governance Structure. The Tennessee School Board Association describes the primary responsibility of the governing board as the body who decides matters regarding budgeting, curriculum and other operating procedures for the charter school…….. the governing body also oversees the management and administration of the school.[97]

Academy of the Arts structure to secure governing Board members from various professional fields will help to ensure that our school is knowledgeable and compliant in legal, educational, financial and commercial areas. We have intentionally selected the talents of individuals from various professional backgrounds to make the best overall decisions about the current and future direction of the school. Academy of the Arts Governing Board will consist of 6-9 members to preside over the school. Through a rigorous vetting process, members are identified based on their professional experiences, community engagement and potential skills that can be used to support AACHS in all aspects of its functioning responsibilities. A member has been selected in each of the following areas to ensure expertise from the field is present: accounting, law, education, religious, IT, and public relations.

The Board of Directors will promote effective governance through formation of committees and leveraging the previous experience of board members. Academy of the Arts will use proven committee structure, which will include a Governance Committee, Academic Committee, Finance Committee, and Facilities & Development Committee. All board members will be required to serve on at least one committee in alignment with each member's expertise and interest. Tasks will be delegated to committees and committees will be required to make formal reports and recommendations to the Board. The Board may agree to add a committee at any time to enhance the effectiveness of the Board and AACHS. Through their leadership as a committee chair and/or member, Board members will be responsible for using their connections and resources to establish new partnerships with local and national organizations, lead at least 1 fundraising activity annually to benefit Academy of the Arts and actively participate in 3 schoolwide events annually. Three of our eight Founding Board members have board governance experience and have previously or currently sit on other non-profit boards as indicated. Each board member contribution is described below.

Mecca Jackson – Brings the training and support of High Tech High, a national non-profit organization committed to establishing innovative school designs through the creativity of their fellows. Ms. Jackson has served in education for 20 years working to change the educational landscape in urban K-12 schools in Philadelphia, Pennsylvania and Camden, New Jersey. She brings a wealth of knowledge surrounding curriculum and instruction as well as organizational change management. During her time serving as a principal in schools with enrollment upwards of 750 students, Ms. Jackson has developed the supervisory skills to manage and lead instructional and culture teams. Through her tenure as an educator, Assistant Principal of Instruction and Principal, Ms. Jackson has recruited, hired, coached and developed educators in underperforming schools to improve the academic performance of students. Her innovative approach to developing school culture has reduced school suspensions in the schools she supported while creating restorative practices to resolving student conflict. Ms. Jackson also has a strong organizational eye, which has allowed her to successfully develop and implement school wide safety procedures and protocols in extremely challenging environments. Her experience working on the charter sector has given her the experience to build, oversee and manage school budgets upwards of $6,000,000. As a strong believer in professional growth, Ms. Jackson has furthered her education by earning a Master Degree in Secondary

[97] https://eplan.tn.gov/documentlibrary/ViewDocument.aspx?DocumentKey=1282204&inline=true#:~:text=The%20governing%20body%20of%20the%20charter%20school%20serves%20much%20the,procedures%20for%20the%20charter%20school.

English Education and a Master Degree in Educational Leadership. Committed to her development as a leader, Ms. Jackson is currently enrolled in Baylor University's EdD program for Educational Leadership and Change so that she is fully prepared with new and diverse pedagogy to serve as founding Executive Director of Academy of the Arts Charter High School.

Sheila Cassidy – As the president of the Fayette County Education Association and with over 20 years of teaching experience in rural and urban populations, Mrs. Sheila Cassidy brings a deep knowledge of educational best practices to our founding Board of Directors! Sheila is a current resident of Fayette County and has deep ties within the community. She has over two decades of distinguished gifted experience working with intellectually advanced students and has been recognized for extraordinary talents as "*Teacher of the Year*". As a current educator with Fayette County School District, Sheila has utilized her instructional skills to lead students to receive honors in competitions such as the Academic Pentathlon. Her experience teaching in private and public schools in both Shelby County and Fayette County will add perspective to our board around instructional and organizational components required in managing a school. Sheila is extremely knowledgeable in the areas of curriculum development, group and individual instruction as well academic standards management. Her expertise with special populations, especially gifted students, will support AACHS as we build and develop our special education department and implement strategies, modifications, and interventions to meet the needs of our students!

Emily Giles – Mrs. Emily Giles is a current resident of Fayette County, a parent from the community and founder and owner of "New Herb Life" café on the square. She is passionate about serving and supporting the Fayette County community, which is evident in her time spent as a volunteer Director at Fayette County Work Life Program as well as her volunteer services as a member of Judge Gallagher's Recovery Court. Her passion to help the youth and young adults develop entrepreneurial skills aligns with AAACHS's mission to "*educate students through the performing arts while providing them with the academic and entrepreneurial skills to succeed in college and in life*". Mrs. Giles is an active and committed member of Fayette Baptist Church where she supports the youth ministries and all other outreach ministries. Her commitment to advancing community health and her advocacy skills will help to ensure that Academy of the Arts consistently and appropriately connects with parents and community members to reach operational and educational success.

Beth Moore - Mrs. Beth Moore's pure passion for supporting the development of children is evident in her long-standing commitment to teaching in private and public schools within Tennessee. Her specialty is working in behavior health with students in grades 6-12 as she is a current teacher at Brunswick Day School. Beth's experience of managing treatment teams in classrooms, evaluating students' behavioral needs, designing and implementing behavior monitoring strategies for students and administering diagnostic assessments will be an asset to AACHS's board as we develop and implement policies within our special education department. Her holistic approach to supporting the development of students aligns with our mission to educate high school students so that they are successful in and out of school. Beth brings strong professional experience establishing relationships with parents, students and community members and will be able to help AACHS make well-rounded decisions that impact not only the instructional decisions for students, but also cultural decisions that enhance our school community.

Rene Fumich –As a current resident of Fayette County, Mrs. Rene Fumich brings an extensive knowledge and expertise in school financial operations and compliance. Mrs. Fumich is the current Gants and Payroll Manager for a charter school in Memphis and has also served as the Controller and Director of Finance for charter schools in Tennessee. Mrs. Fumich has collaborated with Human Resources, Academic and Operational school teams to ensure compliance with State and Federal regulations. Her high-level skills in school payroll, accounts receivable, accounts payable, procurement, grant reporting and management and non-profit accounting will help to ensure Academy of the Arts annual financial

stability and effective operation.

Daniel Webb – As a current resident of Fayette County with over 30 years of professional experience, Mr. Daniel Webb brings a wealth of educational and construction talents to AACHS's founding team. Daniel has served as project manager over a number of new construction builds in Tennessee, including Fayette County. He has served as the Chief Operations Officer, Construction Superintendent and Financial Officer at Macon Road Baptist Church School System for over 20 years. Daniel's specialty includes but is not limited to, working with design teams pre and post construction, conducting site inspections, managing the RFI/RFP process, securing required permits, budgeting, biding and award contracts. In addition, Daniel has teaching experience working with students from 6th grade to adults where he developed lesson plans, measured progress and accomplishments of students, created and implemented professional development program for teachers and maintained positive relationships with students, staff, parents and administrators. Finally, Daniel assisted the State Fire Marshall's Office in bringing West Tennessee's private and rural schools up to current Life-Safety protocol. Mr. Webb's extensive knowledge of facilities acquisition and the construction process of a new school building will greatly support AACHS through any operational process to secure a building within Fayette County!

Dr. Lasheba Hilliard – Dr. Hilliard is a dynamic educator and advocate in the field of Special Education! As the current Clinical Instructor in the Curriculum Leadership Department at the University of Memphis and Adjunct Professor for Special Education with Grand Canyon University, Dr. Hilliard is committing her extensive knowledge and understanding of best practices in Special Education to AACHS board. Her experience as a Special Education teacher in traditional public schools as well as charter schools in Memphis will help to effectively guide Academy of the Arts as we make decisions about programming and supports for special populations. Dr. Hilliard will help ensure IDEA compliance with implementation of all components of the RTII model and creating the appropriate structure for progress monitoring and student screenings within the school.

Binh Doan- As a dedicated school educator and leader committed to transforming learning environments for students, Ms. Binh Doan brings a wealth of school facilities and operations knowledge to Academy of the Arts founding board. Her experience helping charter schools with the acquisition and development of a new facility are key experiences that will help to ensure AACHS is operating successfully! She is skilled in developing efficient schoolwide operation systems that allow educators to maximize instructional time. As a former educator on the charter school sector in Memphis and Teach for America Corps Member, Ms. Doan brings a high level of empathy to supporting the needs of teachers and staff from an operational perspective. She will be able to effectively govern all school operation decisions for Academy of the Arts so that the school is successful.

Delynn Johnson – As a current resident of Fayette County and a highly engaged parent from the community, Mrs. Delynn Johnson brings experience as an educator and strong advocate for the political and educational rights of local community members. Mrs. Johnson has served as a teacher within Fayette County School District and understands the strengths and challenges within the instructional and cultural programs of the county. As a former ESL teacher, her experience and skills will help to guide and support AACHS in their decision process when implementing programs for students of special populations. Currently, Mrs. Johnson is a home-based educator and brings a wealth of knowledge and established relationships within the homeschool community in Fayette County.

Dr. Charlene Wooldridge - As a current resident of Fayette County, Dr. Wooldridge is passionate about mentoring youth and ensuring they are prepared to be productive citizens in the community! She has experience as an educator on the secondary and collegiate level and previously served as a CTE teacher at Fayette Ware High School prior to retiring. Dr. Wooldridge's experience as a mentor, career advisor,

career coach, counselor and administrator brings a great deal of educational knowledge and skill to Academy of the Arts founding Board of Directors.

Danielle Ware – As the current senior credit officer for Hope Federal Credit Union, Mrs. Danielle Ware brings over 20 years of financial services and expertise to Academy of the Arts founding Board of Directors. Mrs. Ware is a lending expert with a strong focus on financial analysis, mortgages, commercial real estate and underwriting. Her extensive financial professional experience has tasked her with managing multi-million dollar portfolios, while leading organizational teams to meet their annual and long term financial goals. Her knowledge will help guide AACHS through the loan decision making process, work effectively with real estate agencies and help prevent exposure to any credit risk. As a member of AACHS's board, Mrs. Ware will help to ensure that the school is an operational success!

Academy of the Arts Governing Board of Directors will not be involved in the day-to-day operations of the school. Our Board will provide appropriate oversight of the operations of the school through systems and policies created by the Board. The Board of Directors will also fundraise for Academy of the Arts, attend school community events, attend school events, and commit to community outreach. The Board will abide by the Tennessee (open meeting maybe) Act to permit community feedback and input.

To ensure that governance and administrative structure are consistent with the school's mission and goals:

- The Board will be cognizant of the special mission of the school and will work with the administration to select the staff needed to deliver the school's programs and to attract and maintain a student body that will benefit from that program.

- The Board will be aware of the funding mechanisms for charter schools and will work to develop viable partnerships with appropriate groups and/or individuals who can support the school's mission by providing funds and other kinds of needed support.

- The Board will be knowledgeable regarding the educational organization and be aware of the many and complex tasks that must be carried out in order to have a well-functioning school.

- The Board will utilize the expertise of and work with the staff to set goals and policies, will support the administration and staff in their implementation of these policies, and will provide the necessary resources to achieve established goals.

- The Board will regularly monitor and evaluate its actions and those of the Executive Director and the Principal (when hired) to ensure that policies and organizational decisions are implemented and that resources are being expended appropriately to accomplish the school's mission and goals.

- The Board will regularly monitor the progress the school is making toward achieving its stated goals and will make appropriate adjustments.

- The Board will establish an effective system of communications to ensure the flow of information between and among the Board, staff, and the community. This process will also provide opportunities for input and recommendations from all stakeholders.

- The Principal (when hired) will work closely with the Executive Director, the Board, and staff to implement programs needed to accomplish the school's mission and goals.

- The Principal (when hired) will regularly report to the Board, the staff, and the community on all areas that are required to be monitored (e.g., student achievement, financial matters, etc.)

- The Board, Principal, and the Executive Director will implement a plan to evaluate how well the organization is achieving its mission as described in the charter application.

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

To ensure that Academy of the Arts makes progress towards the goals set forth in the charter petition, the Board of Directors will be responsible for conducting the following formal evaluations each year:

Executive Director Evaluation: The Board and Executive Director will work closely together to drive the success of Academy of the Arts Charter High School. The Board will support the Executive Director to manage the daily operations and academic achievement of the school and will hold the Executive Director accountable for all Academic Performance Indicators outlined in this charter application. The Board will have a formal process for evaluating the Executive Director annually using the following metrics to determine effectiveness:

- School's annual academic performance
- Progress towards benchmarks
- Attendance and student enrollment
- Discipline data
- Parental engagement
- Fiscal management
- Efficient and regular reporting to the Board.

The Executive Director will be responsible for reporting the following to the Board on a monthly basis to ensure efficient and regular reporting:

- Financial Reports
- Student achievement dashboards including data from interim assessments, unit exams, biweekly assessments, or application-based assessments
- Operations data dashboards including data on student enrollment and attendance
- Teacher attendance
- Vendor status (shipment status for critical items)
- Facilities management
- Parent/community partnerships

Board Self-Evaluation. Board effectiveness will be evaluated and measured using a self-evaluation tool created by the Founding Board and Executive Director informed by high performing charters schools, and annual board member training. Board self-evaluation will include the following metrics, directly taken from and informed by best practices from Board Self-Assessment Board Governance of the Oregon School Board Association (www.osba.org/resources/articles/board), detailed in **Table 2.1 (a)** below:

Table 2.1 (a) – *AACHS Board Evaluation Metrics*

BOARD OF DIRECTORS SELF EVALUATION	
Assessment Category	**Metrics**

Finance & Budget	• Adopts an annual budget that maximizes the school's resources in support of mission/vision. • Monitors budget throughout the year. • Contracts with independent auditor each year, reviews audit report, and takes any needed follow up action. • Adopts a long-term (e.g.; 5-year) financial plan in coordination with the school's overall long-term plans. • Adopts a comprehensive set of fiscal management and controls policies. • Oversees all fund-raising activities on behalf of the school.
Student Achievement	• Adopts and approves the school's curriculum and instructional program. • Adopts and approves student achievement goals/standards. • Analyzes data from a broad-based assessment system is to measure progress toward instructional goals/standards. • Ensures the instructional program is in alignment with state requirements and terms of charter. • Ensures student assessment data is assembled in a comprehensive, coherent fashion, presented to the board, and reviewed and analyzed in depth on a regular basis. • Reports on student achievement to charter granting agency on a regular basis as part of ongoing oversight and renewal process.
Maintain 501(c)(3)	• Maintains 501(c)(3) status.
Policy & Governance	• Establishes, adopts and revises policies so that they are clear, up to date and in compliance with state and federal laws and rules. • Requests the Executive Directors recommendation on all proposed policies. • Provides opportunities for public and staff review of proposed policies before they are given to the board for final action. • Policies are reviewed on a regular basis. • Follows its own policies regarding board operations.

	• Delegates all decisions regarding district operations, personnel management and procedures to the Executive Director. • Sets annual goals and uses them for all board and district decisions throughout the year.
Relationship with Executive Director	• Supports the school administration before critical groups and individuals in the community. • Reserves statements critical of the Executive Director's actions, and evaluation of the Executive Director, for executive sessions. • Fully inform the Executive Director of situations arising in the district that impact the district. • Do not interfere in district operations, and fully delegate, and respect the delegations of, operational decisions to the Executive Director administration. • Do not avoid difficult decisions when requested or required to take a position.
Operations	• Clearly articulate the vision, mission and goals of the district. • Review, rewrite, and adopt the board and district goals. • Adopt objectives, activities and a calendar to monitor action plans on agreed-upon goals, including periodic Executive Director updates as part of regular board meetings. • Delegate to the Executive Director the authority to administer and evaluate the adopted action plans. • Executive Director and board mutually agree which goals and expected performance indicators will be included in the Executive Directors formal evaluation. • Develop and adopt the Executive Director's evaluation instrument for the current year.
Meetings	• Agenda is properly posted • Agenda developed according to board policy. • Know how to add or change agenda items both before and

	• During a meeting and do so in a clear, constructive manner. • Board agenda reflects the goals, policies and appropriate governance role of the board and is followed by the board. • Procedures in place to allow for public input in a respectful manner. • Chair runs an orderly meeting, with clear instructions and directions to the public as well as board members. • Board discussions are effective and result in clear decisions. • Minutes properly record actions of the board and are maintained as required by the public records law.

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

Academy of the Arts is committed to developing its leaders and recognizes the importance of Board development as a key component to establishing and sustaining a highly successful school organization. Our Board development will be ongoing and consistent as we capitalize on the strengths of Board members and provide them with the skills and knowledge to effectively serve in their governing roles. Our founding Board members have agreed to the time commitment, resources and community engagement needed to support the founding and implementation of Academy of the Arts Charter High School. In addition to serving as a general member, individuals will serve in leadership capacities on the Board such as: Chair, Vice Chair, Secretary and Treasurer. To ensure sustainability and effective operation of our Governing Board, they will conduct annual gap analysis to examine skill deficits that may exist. This gap analysis will be conducted in a formal matter annually, and as needed. The cultivation and acquisition of needed skills by the Board will occur via Board prospects, continuous development and governing training and the participation of members on designated committees of the Board.

As Academy of the Arts Governing Board grows over time, all potential candidates will first be vetted for mission and vision alignment. The Governing Board will be responsible for the recruitment of potential new Board members and share their credentials with the rest of the Board as well as the Executive Director of the school. The Governing Board will also champion orientation of new Board members and ensure that all new members agree to Board and school policies. It will be the responsibility of the Board to leverage their personal and professional connections to identify prospective candidates when there is a need for additional service on the Board. The Governance Committee will vet those identified candidates and present their credentials to the rest of the Board for consideration and approval. In addition to the Board's recruitment responsibilities, they will also develop support for Academy of the Arts Charter High School in the form of volunteers, ad-hoc committee members and high capacity individuals who are invested in AACHS mission and vision. An annual Board self-assessment will be conducted to determine the strengths and growth areas of the Board and analyze areas where additional members who possess a skillset that is lacking on the Board will be beneficial.

As Academy of the Arts Charter High School grows in size, our Board will constantly conduct needs assessments based on mission alignment, any skillsets lacked and connection to the community. In our search for new members, we will always value individuals with relevant professional experiences

connected to our arts education model and those with past Board governance who are committed to serving children. All Board members must have an unwavering commitment to the mission of AACHS and believe that all students should be prepared with the option of college and career after graduation and that an arts education is critical to the success of students in school and life.

(d) Board Training and Orientation: Describe the training or orientation new board members will receive. What ongoing development will existing board members receive? Please note that Tenn. Code Ann. § 49-13-111 (o) requires annual board training, as certified by the Tennessee Charter Schools Center and approved by the State Board of Education; documentation of this training must be provided to the authorizer.

Academy of the Arts board members will receive training in accordance with T.C.A § 49-13-111(q), which requires the governing body of a charter school to conduct an annual board training. The training course(s) shall be certified by the Tennessee Charter School Center (TCSC) and approved by the State Board.[98] In alignment with TCSC and the State Board, AACHS new governing body members will complete a minimum of 6 credit hours of training courses and experienced governing body members will complete a minimum of 4 credit hours of training courses. The following training courses are certified by the TCSC and approved by the State Board for new and experienced governing body members. These courses meet the training course requirements of State Board rule 0520-14-01-.07 and count toward the required training hours for governing body members.[99] **Tables 2.1 (b)** and **2.1 (c)** identify the required courses the Board will begin to take upon charter authorization.

Table 2.1 (b) – *Approved Tennessee New Governing Body Trainings Courses for Charter Schools*

Course:	Training Entity:	Length of Course:
Charter Board Fundamentals	BoardOnTrack	1.0 hours
Make Your Meetings Matter	BoardOnTrack	1.0 hours
KIPP Nashville: New Board Member Training	KIPP Nashville Board of Directors	2.0 hours

Table 2.1 (c) – *Approved Tennessee New and Experienced Governing Body Training Courses for Charter Schools*

Course:	Training Entity:	Length of Course:
Strategically Recruiting Your Sustainable Governance Team	BoardOnTrack	1.0 hours
Developing and Supporting Your Board – CEO Partnership	BoardOnTrack	1.0 hours
Structuring Your Board for Success	BoardOnTrack	1.0 hours
Make Your Meetings Matter	BoardOnTrack	1.0 hours
Governing for Growth	BoardOnTrack	1.0 hours
LEAN Six Sigma Principles	The Henson Consortium	8.0 hours.
KIPP Nashville: Annual Board Member Training	KIPP Foundation	6.0 hours

Academy of the Arts will partner with BoardOnTrack, LEAN Six Sigma and KIPP Nashville to conduct and provide our board training sessions and courses. BoardOnTtack, LEAN Six Sigma and KIPP Nashville are national organizations focused on supporting charter school boards for over 20 years. They have supported Tennessee Charter Schools and are approved governance training providers in Tennessee.

[98] https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/charter_schools/authorizer_policies/6.112-Charter-School-Gov-Board-Training.pdf
[99] https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/charter_schools/authorizer_policies/6.112-Charter-School-Gov-Board-Training.pdf

In addition to the outlined required training courses mandated by the state of Tennessee, Academy of the Arts governing board members will participate in an annual board retreat. The purpose of the retreat is to build a positive culture among members and establish and maintain team building practices to strengthen the boards capacity.

Through a rigorous and selective screening process, Academy of the Arts has recruited, interviewed and secured the support of 8 proposed Founding Board members. Training and Board development has already begun and the founding team has participated in 2 board meetings so far. The first meeting was held on December 9, 2020 and covered topics such as "*Understanding the Purpose of a Governing Board*", "*Areas of Board Governance*" and "*Tennessee's Charter School Application Process*". The second board meeting was held on January 7, 2021 and covered topics such as "*Mission, Vision and Academic Plan*, and "*Community Engagement Strategies*". The proposed founding board will engage in a board retreat in February and will continue to hold monthly meetings thought the pre-approval process to continue their collective development as a founding team.

(e) Describe the circumstances under which complaints will be brought to the board, and the process for addressing them. List all current and identified board members and their areas of focus or expertise in the following table, adding rows as needed. Full name Current job and employer Area of focus/expertise.

The Governing Board of Directors will prioritize and advocate for complaints to be handled and resolved at the school level. However, in the event that a matter cannot be resolved at the school level with the Executive Director or Principal (when hired), the Board will have a formal grievance process in place. The Board will hear any formal complaints in accordance with the written "Grievance Policy" found in our student and family handbook- see **Attachment B**. This information will be updated annually and hard copies provided to all families in their native language as well as posted on our school website. This policy will also be introduced annually during student and parent orientations.

To create and maintain effective communication between Academy of the Arts staff and our parents and community members, the expectation, which will be reinforced by all Board members, is that all complaints and concerns are first formally brought to the school level. The exception to this would be if there was an immediate legal, ethical or safety concern which the Board would then address expeditiously and appropriately. Any parent, community member or group may bring complaints or objections to Board policies or decisions, administrative procedures or school practices to the Board. Complaints must be submitted to the Board in writing at least one week prior to their monthly meeting. Individuals wishing to file a complaint must use the Board designated complaint form and email, mail or hand deliver the document in the timeframe required. Every effort will be made to resolve all concerns to the satisfaction of the individual or group who presented the matter. The Board will do its best to hear and address all officially filed concerns prior to or at their monthly meeting. The Board may direct the Executive Director or Principal (when hired) to act on the complaint and report back to the Board with a resolution. If a complaint involves the Executive Director, the individual may file the formal written grievance directly with Board Chair. All Board members contact information will be available on our school website and provided upon request through our main office. **Table 2.1 (d)** reflects the proposed founding board members along with their current positions and areas of expertise.

Table 2.1 (d) – *Current identified board members and their areas of focus or expertise*

Full name:	Current job and employer:	Area of focus and expertise:
Board Chair: Emily Giles	Founder and Owner of New Herb Life Café in Fayette County	Entrepreneurship and Community Engagement/Advocacy

Vice Chair: Charlene Woolridge	Retired educator from the Fayette County School District	Curriculum & Instruction with a focus on Career & Technical Education
Secretary: Delynn Johnson	Home-Based Educator in Fayette County	Special Education with a concentration in ESL, Community Engagement/Advocacy
Treasurer: Rene Fumich	Grants & Payroll Manager with KIPP Memphis	School Budget & Finance, Auditing and Compliance
Dr. Lasheba Hilliard	Clinical Instructor with the University of Memphis & Adjunct Professor with Grand Canyon University	IDEA Compliance and Special Education Programming & Supports
Sheila Cassidy	Current Educator with Fayette County School District	Special Education (gifted & talented), Curriculum & Instruction and Community Engagement
Binh Doan	Director with Memphis Education Fund	School operations and facilities management
Daniele Webb	Project Manager with A & B Construction Company	School Operations and facilities management
Beth Moore	Educator with Lakeside Behavioral Health (Brunswick Day School)	Curriculum & Instruction with a concentration in behavioral health
Danielle Ware	Senior Credit Officer with Hope Federal Credit Union	Financial Analysis, Banking, Underwriting & Commercial Real Estate

Please include the following governance documents as Attachment F: F1. Articles of Incorporation F2. Proof of non-profit and tax-exempt status F3. By-laws F4. Code of Conduct F5. Conflict of Interest Policy F6. Board member resumes or biographies F7. Board policies (including frequency of meetings, open meetings and open records).

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2.2 START-UP PLAN

(a) Timeline for starting proposed school: Provide a detailed timeline for starting the proposed school, specifying tasks and responsible individuals (including compensation for those individuals). This timeline should align with the Start-Up (Year 0) Budget in the Budget Workbook. If you are an existing ASD operator, in lieu of the foregoing, attach a copy of your School Exit Plan.

Academy of the Arts has hired the services of Ed Tech consulting firm to ensure that funding aligns with the start-up plan for the school upon charter approval. Year 0 (Planning Year), an Executive Director and a Director of Operations will be hired in October 2022 on a fulltime basis to prepare the school for opening. Director of Operations with all recruitment efforts with all facilities, operational and contract service items.

A recruitment specialist will be hired on a consultant basis beginning in October 2022. This person will support the Executive Director and Director of Operations with all recruitment efforts. They will provide their support from October 1, 2022 through December 31, 2022. Beginning in January, 2023, the Executive Director and Director of Operations will continue their work as a full time, contractual employees with Academy of the Arts Charter High School. The Executive Director's salary has been budgeted at $80,000 and the Director of Operations has a salary budgeted at $40,000 between October 2022 and June 2023, which is reflected in AACHS's year 0 budget.They will make sure all academic, facilities related, and enrollment efforts are completed and successful. The start-up plan is described in **Table 2.2 (a)** and the timeframes are subject to change based on notification of charter application authorization.

Table 2.2 (a) – *AACHS Start-Up Plan*

Task	Responsible Party	Description of Task	Completion Date
Board Governance	Governing Board & Executive Director	• Founding board members will transition to Governing Board. • Vote and approve by-laws, elect officers and adopt committee structures. • Governing Board will vote to hire Ms. Mecca Jackson as Founding Executive Director. • Recruit & nominate parent board member • Develop board calendar & put holds on member's calendars	*July 2022-September 2022*
Board Development	Governing Board & Executive Director	• Coordinate a Board Retreat • Schedule monthly board trainings to begin.	*July – August 2022*
Student Recruitment	Executive Director & Director of Operations	• Design information flyer and packet • Post flyers in community and online • Work with established community partners to generate awareness	*July 2022*
Student Enrollment	Executive Director & Director of Operations	• Design student enrollment form • Make enrollment form available • Post enrollment form on website	*September 2022*

Enrollment Strategies - A	Governing Board, Executive Director & Director of Operations	Information Sessions: • Secure locations for information sessions • Place holds on board member calendars • Mobilize volunteers for community canvassing • Hold information sessions 1 per month	*August. 2022 – ongoing*
Enrollment Strategies – B	Executive Director & Director of Operations	Publicity Campaign: • Draft press release • Coordinate and schedule radio announcements • Identify publications with high readership in area	*September 2022*
Admissions Lottery & Enrollment	Executive Director & Director of Operations	• Collect enrollment forms beginning 9/22 • Deadline for enrollment 2/23 • Finalize lottery protocol 11/22 • Highlight lottery date on website 2/23 • Post lottery details in local paper & on school website 2/23 • Test run lottery protocol 1/23 • Conduct admissions lottery 3/23 • Notify families of status 3/23 • Establish waitlist 3/23 • Send enrollment report to local / state stakeholders 3/23 • Request student records 4/23 • Receive student records 4/23	*September 2022 – February 2023*
Administrative Systems & Protocols	Executive Director & Director of Operations	Data Management • Create filing system 1/23 • Train on database for student reporting 2/23 • Train on student attendance reporting system 2/23	*January 2023 – February 2023*
Family Outreach	Executive Director & Director of Operations	• Write family orientation letter 3/23 • Mail family orientation letter 4/23 • Call/visit all families re: Parent Orientation 4/23 -5/23 • Prepare Parent Orientation protocol and materials 5/23 -6/23 • Hold Parent Orientation 7/23	*March 2023 – July 2023*
Curriculum Development	Executive Director & Director of Operations	• Review curriculum and ensure alignment with TAS 11/22 • Determine Math and Literacy curriculum 12/22 • Ensure instructional program is aligned with mission/values 12/22	*November 2022 – March 2023*

		• Finalize all instructional staff job descriptions 11/22 • Finalize curriculum plans and timelines 12/22 • Outline benchmarks aligned with state standards and curriculum frameworks 11/22 • Develop scope and sequences for each subject 11/22 • Procure and encumber materials and textbooks 1/23 • Procure and encumber standardized testing materials 3/23	
Facilities	Executive Director & Director of Operations	• Work with Harris Realty to locate, view, evaluate commercial buildings 9/22 • Negotiate the lease 10/22 • Sign the Lease 12/22 • Secure financing 11/22 • Perform Renovations 1/23 • Pass final inspection: 3/23 • Procure furniture and materials 3/23 • Obtain property insurance 12/22	*July 2022 – March. 2023*
Staff Recruitment	Executive Director, Director of Operations & Governing Board (select members)	• Refine org chart and job descriptions 8/22 • Create job descriptions, flyers, and ads. Post for jobs 7/22 • Partner with local universities with teacher preparation programs to build relationships and establish pipeline 10/22 • Finalize all instructional staff job descriptions 11/22 • Design the interview process 7/22 • Design compensation and benefits packages 7/22 • Design a filing/documentation process 7/22 • Identify potential recruitment opportunities7/22 • Negotiate and sign agreements for contracted services 12/22 • Develop professional development plans 3/23 • Define policies and procedures for evaluation of staff 2/23 • Develop staff handbook with expectations 2/23	*July 2022 – July 2023*

		• Staff fill out employee information forms 4/23 • Plan and hold staff social 6/23 • Plan and hold staff orientation 7/23	
Food Services	Executive Director & Director of Operations	• Issue request for proposal 10/22 • Define requirements and needs (number of students, dietary, religious needs) • Determine food service arrangement 5/23 • Select vendor and draft contract 3/23 • Develop food service policies, protocol, and procedure - (menu, delivery time, etc.) 4/23 • Sign Contract 4/23	*October 2022 – June 2023*
Safety	Executive Director & Director of Operations	• Contact police and fire departments 1/23 • Undergo fire inspection 2/23 • Contact Board of Health 1/23 • Develop fire drill policy, schedule, route 2/23	
Community Partnerships	Executive Director & Governing Board (select members)	• Identify community partnership opportunities 7/23 • Meet w/potential partner organizations and leaders, neighborhood 7/22 – 9/22 • Devise performance measures for each strategic alliance 7/22	*July 2022 – June 2023*
Purchasing	Executive Director & Director of Operations	• Create a comprehensive list of all items that need to be procured through Dec. of 2022 • Identify potential organizations that will donate furniture 2/23 • Procure and encumber classroom equipment and furniture 5/23 • Procure and encumber office equipment and furniture 1/23 • Procure and encumber postage meter 1/23 • Procure and encumber restroom supplies 2/23 • Procure and encumber cleaning products 3/23 • Procure and encumber Art material 4/23 • Procure and encumber medical supplies & furniture 5/23 • Procure and encumber office supplies 1/23	*September 2022 – May 2023*

Contract Personnel	Executive Director & Director of Operations	• Hire necessary contracted personnel 10/22 • Secure janitorial services 4/23	*October 2022 – April 2023*
Technology	Executive Director & Director of Operations	• Create comprehensive tech plan 10/22 • Procure and encumber computers for teachers and staff 1/23	*October 2022 – January 2023*
Communication	Executive Director & Director of Operations	• Design and develop website 1/20 • Set up nonprofit mailing address: 1/23 • Develop filing system to store student records 1/23 • Define how information will flow within school (i.e. who is called when student is sick, who is contacted about discipline infractions) 11/22 • Define procedure for visitors 12/22 • Develop forms necessary to track and monitor visitors 12/22 • Select provider for Internet access (DSL, cable) 12/22 • Set up Intranet 1/23 • Set up phone systems and answering services 1/23	*January 2020 – January 2023*
School Culture & Behavior		• Finalize school wide behavioral expectations 3/23 • Determine expectations for routines around common student behaviors (lining up, hallway expectations, classroom transitions, bathroom use, celebrations, rewards, and consequences) 3/23 • Finalize daily schedule 1/23 • Finalize discipline policy 2/23 • Finalize school calendar 12/22 • Create staff cultural binders defining all routines and systems 3/23 • Create student culture orientation 3/23 • Develop community meeting curricula 3/23	*December 2022– March 2023*
Special Education Program	Executive Director & Director of Operations	• Identify and procure specific texts and materials 1/23 • Acquire student records – SPED records: ED – June 2023 • Develop IEPs -after enrollment 7/23 • Define service requirements for all SPED students 7/23	*January 2023 – July 2023*

Financial Management	Executive Director, Director of Operations & EdTec	• Arrange fiscal controls and financial policies we will employ to track daily operational finances, protect against financial fraud and theft 10/22 • Identify check writers and signers 10/22 • Define and approve signature policies 10/22 • Develop financial reporting templates (budget vs. actual) and policy 11/22 • Design process forms (purchase orders, expense forms) & policy 10/22 • Appoint Treasurer 7/23 • Develop segregation of funds policy (public/private) 9/22 • Establish payroll 9/22 • Develop schedule of Board's Financial review 9/22 • Hire back office service provider 7/22 • Set up bank account 9/22 • Define investment/saving strategy 2/23 • Finalize cash flow plan 2/23 • Approve the budget by June 1st of each year 6/23	*July 2022 – June 2023*
Assessment	Executive Director & Director of Operations	• Define assessment strategy and timeline 11/22 • Secure licenses for diagnostic assessments and tools for data analysis 12/22	*November 2022 – December 2022*
Secure Grants/ Donations	Governing Board, Executive Director & Director of Operations	• Write need statement 7/22 • Write and disseminate proposals to national and local government sources 7/22 • Write and disseminate proposals to local and national foundations 7/22 • Identify potential private donors and create internal fundraising plan/goals 7/22	*July 2022*

(b) Anticipated challenges of starting new school: Describe what you anticipate will be the challenges of starting a
new school or transitioning to a non-ASD authorizer, as applicable, and how you expect to address these challenges.

As a new start up school, Academy of the Arts is aware of potential challenges that exist with a venture at this scale. Through our partnership with EdTec, we have developed a conservative budget to include a contingency plan for the following:

STAFF & STUDENT RECRUITMENT

- *Challenge***:** Fayette County School District is a fairly small rural community and the area of Somerville is not heavily populated. There are currently only 2 potential feeder middle schools in the area.

- *Mitigation*: To ensure the recruitment of high quality staff, AACHS will establish relationships with local colleges and universities who have teacher preparation programs. The goal is to communicate with current college students now and through our planning year to develop interest and excitement around working at AACHS. We will also conduct national efforts to recruit talented staff by posting positons on job boards such as Indeed and Career Builder. AACHS will also connect with organizations such as the National Alliance for Public Charter Schools that has a national job search capability and posts positions for charter schools to help them recruit and hire educators. AACHS will also capitalize on the Boards connections and ability to recruit and host hiring events within the Fayette County Community and will participate in any hiring fairs that organizations such as the TCSC may host. For anticipated challenges with student enrollment, we have devised a thorough and high engaging student recruitment process to begin in June of 2021 outlined in section 1.11 that highlights specific strategies and community engagement events we will conduct to build our enrollment and secure our projected numbers annually. AACHS will work to connect with the leadership teams and guidance offices at each middle school to establish recruitment opportunities within their schools and connect with families.

FACILITIES

- *Challenge:* Securing an adequate school building and ensuring it is up to code by August 2022.

- *Mitigation:* The proposed Executive Director with the support of the founding Board are in conversations with multiple churches in Fayette County to secure a building conducive to our students needs and innovative art education program. We are working with Divine Purpose Church and House of Faith Ministries Church to secure a facility. AACHS is also actively working with a real estate agency in Somerville to consider commercial properties that would meet the requirements of our opening year program. We have also identified a vacant and underutilized school building within the Fayette County School District in which we are looking into as a potential facility to lease for year 1 and 2. Finally, we are in talks with 2 charter school funding corporations as potential options to purchase a space in year 1 if available and/or begin the process to identify land and begin a new construction. Academy of the Arts has positioned itself with upwards of 5 potential opportunities to secure a building in our opening years and with the support of the Board we will continue to maintain multiple facility options until we have secured a space for our opening year.

Curriculum

- *Challenge:* Identify an art education program aligned to Tennessee's State Standards and rigorous assessments.

- *Mitigation:* We have established a relationship with Arts Impact and will utilize their services on a consultancy basis upon charter authorization. Arts Impact are consultants who specialize in developing personalized art infused curriculum for schools based on their state standards and current student data. Arts Impact has experience supporting school districts in Nashville, Tennessee and are familiar with the rigorous standards and academic expectations the state has.
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2.3 FACILITIES

(a) Describe the proposed school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, 15 common areas, overall square footage, and amenities. Identify additional school spaces and their square footage, including: science labs, art room, computer labs, library/media center, cafeteria, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, restrooms, and other spaces.

Academy of the Arts desired facility will be well-suited to our mission of educating high school students through the performing arts while providing them with the academic and entrepreneurial skills to succeed in college and life! AACHS will require a facility that accommodates our art education model where performances, studio space and art galleries can exist freely. Our restorative approach and weekly opportunities for our entire school to convene is a necessity to promote a positive climate throughout our school community and will be considered as facility spaces are considered for students and staff during our opening year.

As a slow growth model, Academy of the Arts intends to take on one grade level at a time with a maximum capacity enrollment of 480 students to be achieved in year 7 of operation. Adding one grade each year will allow the school to rent or lease a facility in our opening year as we begin the process with funders and contractors for a new construction build. AACHS projects a year one enrollment of 90 freshman students. Based on enrollment projections for our first year of operation, the facility will need to have 7 classrooms (1 English, 1 Math, 1 Sci/SS shared space, 1 Dance, 1 Fashion Design/ Visual Art shared space, 1 Film/Media/Theater and 1 Music classroom/space), 1 main office, a multipurpose space for lunch and outdoor space for clubs or sports students request to include at AACHS. Our opening facility will not require a full commercial kitchen, but space for food storage and food warmers; we anticipate using a food vendor such as Healthy Schools Food Collaborative for breakfast and lunch, with all foods prepared off site and delivered daily to our school.

Based on enrollment projections for year 2 with 190 freshman and sophomore students combined, Academy of the Arts will need a facility that can offer 10 classroom spaces. In year 2, each 9th and 10th grade cohort will have 5 sections, which will require 10 classroom spaces. If we are able to secure a space in year 1 with fewer than 10 classrooms, we will ensure that the property would allow the option to add modules to accommodate the need for additional classroom space for students.

The following considerations were made in regards to our facility needs: 1) Year 2 enrollment of 190 students; 2) Our population of high school students; 3) The indoor and potential outdoor space needed to implement a truly creative and effective art education model; 4) An ADA compliant facility for students and staff; 5) A conducive, safe space where high level daily instruction can be provided and; 6) A facility that will allow leadership and facilitators to build a warm and welcoming positive culture for our school community. Considering these factors AACHS has determined that the following components of our initial school facility will require the following components:

- ✓ **Classroom Space**: To ensure that core content subjects such as English and Math are facilitated free of distraction or disturbance alongside our art education model, we will need a minimum of 7 classrooms in year 1 to accommodate a Math class, English class, Science/ SS shared class, a Dance classroom, a Visual Art and Fashion Design shared classroom, a Media/Film and Theater classroom and a Music classroom. Our low enrollment numbers in Year 1 and Year 2 will allow Academy of the Arts to build class sizes with no more than 18 students assigned at one time. Our small class sizes will permit students the space to move around freely and comfortably in their performing art classes such as Theater and Dance. Even at maximum capacity in Year 7, our class

sizes will not exceed 22 students enrolled in one course. In Year 2 we will need a minimum of 10 classroom spaces for all classes to function, while ensuring each of the 10 sections of students has a homeroom space to conduct "Morning Meeting" daily. The recommended classroom space for a high school general education class is between 28-36 square feet based on a capacity of 25 students, totaling 700-900 square feet.[100] Academy of the Arts will need a location that can accommodate these square footage recommendations.

- ✓ **Common Areas:** A common area will be needed to ensure our school can adequately convene as a whole school for our weekly culture activities as well as serve as our cafeteria space for students daily. In the absence of a common area or cafeteria, students will be required to eat breakfast and lunch in their classrooms.

- ✓ **Main Office:** To serve as a highly functioning and well organized high school, we will require a main office space where all business aspects such as enrollment, registration, printing and copying can occur effectively and uninterrupted. Our main office will only need to accommodate and house 1 office administrator or assigned staff member to conduct all front office tasks and this is where the copy machine we have budgeted for will be housed. For a high school setting, the recommended footage for a workspace is between 250-350 sq. ft. and AACHS will search for facility spaces that meet these recommendations.

- ✓ **Storage:** We will search for facilities that offer the ability to store supplies needed for the school, such as front office materials and testing materials required for student assessments. It will be important that we secure a facility that has storage capacity to secure important materials such as technology equipment and art supplies such as paints, brushes, props for theater, easels for visual art and fashion design.

- ✓ **Restrooms:** We will need to secure a facility that has multiple bathroom spaces and locations for students and staff to use daily. With an enrollment of 90 students in Year 1 and 190 students in Year 2, AACHS will look for facilities that can provide multiple restrooms for students and at least designate 1 restroom for staff.

- ✓ **Amenities:** While not a requirement, Academy of the Arts will consider facilities that also include amenities such as: parking lot/spaces for staff and visitors; auditorium for school wide presentations and performances; and a gymnasium for physical education.

To ensure the safety of students and staff during arrival and dismissal specifically as well as throughout the course of the school day, AACHS will implement the following safety procedures at the facilities location we secure:

ARRIVAL/DISMISSAL SAFETY PLAN:

- ✓ AACHS will ensure student safety from the parking lot to the front door of the school building in any location we secure.
- ✓ At the identified parent drop off/pick up location, an AACHS assigned staff member will open and close car doors for students as they exit ensuring they walk safely to the sidewalk.
- ✓ Traffic patterns in this area will be directed "one way" to limit the number of vehicles driving by as students are dropped off in the morning and picked up in the afternoon.
- ✓ Traffic patterns will be designed so that no student has to walk in front of a moving car.
- ✓ Staff will be assigned arrival and dismissal locations to manage and support students walking to school, exiting or entering school buses or exiting or entering a car.

[100] https://files.eric.ed.gov/fulltext/ED434499.pdf

- ✓ Safety equipment and signage will be purchased and placed appropriately around the school facility (whether it is a purchased building or rented space) to ensure clear direction is visible for students, staff and community members to follow. Orange cones outlining traffic patterns to walk and drive through will be placed around the school facility; barricades will be placed strategically in the street to outline traffic patterns for busses and cars to follow as necessary; restriction to parking areas will be implemented to ensure students have safe spaces to walk through during arrival and dismissal.

SECURITY MEASURES:

- ✓ AACHS will ensure there are limited access points in the facility we secure.
- ✓ AACHS will implement a 2-step entry process at our main entrance.
- ✓ Check in will be verified at main entrance by individuals first verbally identifying themselves through a monitor and showing ID before being granted access into the building.
- ✓ Upon entry, ID will be checked and verified by AACHS staff member. Once confirmed, person will be granted access to the building.
- ✓ AACHS will implement magnetic locks and swipe access control system at our main entrance, which will be our primary entrance in any facility secured.
- ✓ Main entrance will serve as the mandatory, one point of access for everyone entering the school.
- ✓ AACHS will secure a contract with a company such as "Protect CO." to provide our security needs such as access point cameras, fob access points and magnetic locks.
- ✓ If AACHS secures a space that is co-occupied, we will restrict access into ½ of the building and lock the other side out so that our students and staff remain on the designated side of the facility. All doors will be able to be used as an "Exit" in emergency purposes, but will be locked from the outside to prevent individuals not associated with AACHS to enter our school facility.
- ✓ Safety measures will be revised, added and adjusted on a regular basis to keep our student and staff at AACHS.

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

Academy of the Arts has identified our building and facility needs for Year 1 and Year 2 based on: 1) Our projected student enrollment; 2) The classroom space required to implement an art education program and high quality academic program; 3) Location to accommodate our target population and; 4) Common areas and outdoor space to provide meals and conduct schoolwide activities relevant to our positive culture. To ensure our ability to acquire such a space in our planning year, we have worked with EdTech to develop a conservative budget that will allow us to secure such a space while still working to establish ourselves financially and secure a reserve for a new construction build.

Academy of the Arts has earmarked 10% of our overall spending for facility-related needs so that the above described facility needs directly tie to our proposed budget. Our budget is driven by the working assumption of 120 square feet per student, with 10,800 square feet in Year 1 to accommodate our projected enrollment of 90 students. This includes a base rent assumption of $4/sqft with a 1.5% increase year over year if AACHS leases. Tenant improvements of $150K were budgeted in order to bring any building we identify up to code and for installation of resources needed for the arts program (beginning in Planning Year). Utilities have been budgeted at $1,500 per month, along with janitorial services at $1,500 per month based on historical averages in the area. Waste pickup has been budgeted at $200 per month. Additionally, custodial supplies, IT support, building decorum and maintenance/repair services are included here.

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

Academy of the Arts founding Board members and founding leadership team members who will be included in the facilities acquisition and management process are Ms. Mecca Jackson, Mr. Daniel Webb, Ms. Binh Doan, Mrs. Rene Fumich and Mrs. Danielle Ware.

- Mr. Daniele Webb has served as the Chief Operations Officer, Construction Superintendent and Financial Officer at Macon Road Baptist Church School System for over 20 years. Daniel's specialty includes but is not limited to, working with design teams pre and post construction, conducting site inspections, managing the RFI/RFP process, securing required permits, budgeting, biding and award contracts. Mr. Webb's extensive knowledge of facilities acquisition and the construction process of a new school building will greatly support AACHS through any operational process to secure a building within Fayette County!
- Ms. Binh Doan has served as the Director of Operations for a charter school in Memphis where she directly supported the acquisition and development of a new school facility. Ms. Doan also developed and managing the fundraising campaign and organized the schoolwide move into the new facility.
- Mrs. Danielle Ware is a current Senior Credit Officer with Hope Federal Credit Union and has experience with commercial real estate portfolio management. She has experience underwriting a variety of deals including Real Estate, equipment and unsecured facilities via products that include: term loans, lines of credit, letters of credit, ACH and P-card and will be able to support AACHS through our facilities acquisition process.
- As the former principal of Lincoln Charter School, Ms. Mecca Jackson has experience overseeing the lease renewal for charter schools and the management of the facilities contract for the school. Her oversight and management of a charter schools $6 million budget qualifies her to support with the financial acquisition of a facility for Academy of the Arts.

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

Academy of the Arts is working with multiple community organizations and agencies to secure a facility for our opening years as well as communicating with finance and loan corporations that would support a new construction build for schools with no operational history. Our current and potential facility options have been identified through research into commercial properties currently listed as well as partnerships and collaboration with local churches within the Fayette County area. We are considering purchase options that will allow AACHS to build and expand on the same property as our student enrollment grows. We are also considering rent or lease options in Year 1 and Year 2 of operation that will allow our school to work and build a reserve to conduct a new construction build for our school that is fully operational at the start of Year 3. The process of identifying possible facilities considers:

- ✓ Cost to lease or rent
- ✓ Condition of facilities and renovation needs
- ✓ Transportation requirements
- ✓ Proximity to our target population
- ✓ Add on potential and growth
- ✓ Parking options for staff
- ✓ Safety and security of students and staff
- ✓ Outdoor space for activities

Our Executive Director, Director of Operations and Board finance committee will work collectively to identify potential spaces that are conducive to our art program and academic program equally. All facilities decisions will be reviewed and ultimately approved by our Governing Board. The facility that

we choose must fit within our first year's facilities budget of 10%-12% of our overall spending. This includes an assumption of 120 square feet per student, with 10,800 square feet, in Year 1 and then 54,000 square feet in Year 5. In addition, a base rent assumption of $4 per square foot with a 1.5% increase over a year has been included in our facilities budget beginning in Year 1.

The cost of any projected improvements and payment schedule will be considered carefully to make a fiscally responsible selection and negotiate the best possible lease rate. We have budgeted for $150,000 loan in tenant improvements of any space we secure for the purpose of our opening year operation. This loan is available through the state credit enhancement fund run under the Tennessee Charter School Center. Upon charter approval and AACHS has narrowed the site selection down to one feasible site, the school will then look to engage an architect to evaluate and assess the viability of the properties based on health life safety requirements and ADA modifications that may need to be made.

In addition, Academy of the Arts is also currently engaged with 3 finance and loan corporations that work exclusively to support new charter schools secure funding to purchase a building, purchase land to build on as well as the actual construction for a new build.

- **Charter School Capital**: Charter School Capital is an organization that works exclusively with charter schools to provide financial solutions. Academy of the Arts is currently in conversation with Charter School Capital to discuss initial facility financing options. We have been pre-qualified to cover funding at $171,000 of our initial facilities costs. Upon charter authorization, AACHS would use this funding to cover the cost of purchasing a new building or lease/rent costs in the year 1 and 2 of operation. A "Letter of Intent" stating our pre-qualification can be found in **ATTACHMENT E**. Additional information regarding Charter School Capital can be found here: https://charterschoolcapital.com/

- **Charter School Development Corporation**: Charter School Development Corporation help charter schools secure 100% financed facility and support newly founded charter schools acquire: 1) Partial, limited lease and loan guarantees; 2) Additional collateral; 3) Loan loss reserves and; 4) Debt service reserve funds.[101] We have already been in conversation with Mark Zeizel, Vice President of Charter School Development Corporation, regarding our options to secure funding from them in support of a new construction build or a loan for the purchase of an existing space in the Somerville area. A "Letter of Intent" stating the level of support Academy of the Arts can apply to receive from their corporation can be found in **ATTACHMENT E.** Upon charter approval, AACHS will be able to formally apply for their loan options and potentially move into a contract agreement that would meet our facility needs. Additional information regarding Charter School Development Corporation can be found here: https://csdc.org/

- **School Print:** Academy of the Arts has secured an MOU with School Print to receive technical assistance in real estate development and finance. Upon charter authorization, a partnership with School Print will provide AACHS with finance, design, construction, and technical assistance such as vendor selection and performance monitoring and troubleshooting. Their support will help to guarantee that AACHS engages in the facility acquisition process thoroughly and in a timely manner to ensure an adequate space is secured and ready for operation by August 2023. A copy of the MOU can be found in **ATTACHMENT E**.

We understand that our facility will need to be suitable for use as a school beginning in our operating year and we will use all required contractors to assess, evaluate and determine if the facility is financially viable and suitable to our educational model. AACHS will RFP all the for profit and not for profit

[101] https://csdc.org/home/lease-and-loan-guarantees/

developers to ensure the school receives the best value. Facilities will be assessed for ADA accessibility and will be ADA compliant for usage; facilities will also be assessed for local accessibility via public transportation, walking, and bike riding. In our facilities search we will assess public transportation in Somerville as well as identified bus routes, traffic patterns and drive times to identify a space that is as accessible to our target community as possible. Once the facility has been vetted as fully affordable, suitable, accessible, and well positioned within the community, the Executive Director will bring a recommendation to the Board of Directors to finalize a purchase or a lease for the facility, as the Board holds the fiduciary responsibility for Academy of the Arts and therefore will make decision on facility selection. If we are in contract with Performance Charter School Development or Charter School Development Corporation by this time, we will leverage their support to purchase or lease a property and make the necessary renovations that will meets all of AACHS needs and mission and aligns to its budget.

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

Academy of the Arts will ensure compliance with all laws associated with managing a school facility as we assess our options. Initial assessments of any and all facilities will be conducted first and then presented to the Board about the existing structure(s) and any improvements that must be made for ADA compliance. We will consult with a professional code assessor to assist in due diligence. After reviewing the code assessment our Director of Operations and Board Governing Committee will ensure compliance with all Americans with Disabilities Act (ADA) requirements, Somerville city planning review requirements, and safety requirements per T.C.A § 49-13-107.

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

Our goal is to determine our options for a facility within our budget and inside our proposed recruitment area by the fall of 2022. Ideally, AACHS will work to secure a lease no later than September of 2022. Once we secure our lease or purchase agreement, we would work to bring in contractors and architects in October 2022 to oversee code compliance and any needed renovation to ensure the safety of all students and staff and comply with all state and local regulations. We would schedule the necessary renovations to begin in December 2022/ January of 2023 so that these projects are completed by May 2023. This would allow us to conduct our scheduled staff "Summer Institute" as well as our student and parent orientations in July and August of 2023 with school officially opening in August of 2023. **Table 2.3 (a)** describes our specific timeline for facility selection, renovation, and occupancy.

Table 2.3 (a) - *AACHS Timeline for Facility Selection, Renovation & Occupancy*

Step	Stage	Goals/Tasks	Timeline
Identify Options	-Review and survey proposed areas -Create specific facilities options	Continue conversations with identified churches, real estate brokers and corporate funding sources.	January 2022 – June 2022
Select Potential Properties	-Analysis and evaluation of facilities options w/founding Board -Narrow options down to 2 sites	Collectively make a determination on site based on educational needs and current building systems and needs	August 2022
Refine Selection/ Space Planning	-Proposals and RFP's for sites identified -Review RFP responses -Create floor plans	Submission of RFP's and proposals; compare cost to mission alignment; estimate renovation and upgrade costs; respond to RFP's.	August 2022

	-Response to RFP's -Review counter proposals		
Negotiation Strategy	-Narrow facilities options to 1 -Negotiate -Letter of Intent -Final facility needs assessment	Executive Director and Board determine best option based on RFP response, mission alignment and budget; work with architects to assist in the site narrowing process; draft and send intent letter; final negation with lease holder to any potential changes to building	September 2022
Final Negotiation	-Final terms and conditions -Negotiate lease agreement -Completion of lease agreement -Document additional amenities with property	Prepare and review lease agreement with Board and legal counsel; outline responsibilities and negotiations of lease; contracted negotiations services letter drafted; Meet with property owner to solidify maintenance agreement; lease signed by December 20,2021.	September 2022 - October 2022
Facility Occupancy	Facility acquired	Officially access and occupy facility.	October 2022
Renovation	-Confirm renovation and upgrades needed -Budget analysis -Determine security and technology infrastructure -Review project -Physical preparation of building for renovations/upgrades	Meet with contractors qualified to complete any renovations/upgrades identified; review budget to ensure alignment with projected facilities projects; send RFP's for required work; Fire Marshall inspection.	October 2022 – May 2023
Close Out	-Connect with vendors for furniture and cable needs -Identify contracted services for maintenance (If maintenance is not included in the lease agreement, it will be secured at this time)	Engage with architect; converse with vendors in response to RFP's received and secure contracts with identified vendors.	November 2022 - February 2023
Notice of Compliance	Notify authorizer of facility documentation and confirmation of compliance	Board Chair will communicate with authorizer and submit all required facilities documentation as proof of compliance.	May 2023 – June 2023

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

Academy of the Arts recognizes that even with the best proposed facilities plan constructed, there is still the possibility that options may shift. In the event that our facilities options are not able to be secured in a timely manner prior to our anticipated opening date of August 2023, we will prepare a contingency plan. Our first course of action will be to utilize the connections and relationships our Board members have with local churches and community centers. AACHS would first work to capitalize on these existing connections with other local churches, institutions and businesses in the Fayette County area to determine where we could most quickly change course and open our school as scheduled in August 2023. If we

would require additional funding to support the rental or lease of a different facilities space, we will engage with our partners we have secured through the application process as well as local foundations to raise the necessary funding. Once a final space has been identified and confirmed, the Executive Director will notify all key stakeholders such as parents, families, and Fayette County School District to ensure them that our arts education model will be implemented with fidelity as promised and that a facility space will not determine the effectiveness or quality of our academic program.

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

- **Commercial Property:** To make sure we are examining all possibilities to locate the best facility space during our opening years, we are considering two commercial properties as options for our school site. Academy of the Arts proposed Executive Director and Board of Directors are currently examining our purchase options and are in conversation with realtors to determine the best financial option for our budget and instructional program.

  The first commercial option for AACHS is Greater Works Christian Church located at 135 Fern, Somerville, TN. We are in communication with the realtor at Connor Real Estate, LLC and are currently reviewing the Commercial Purchase and Sale Agreement we received for the property. A copy of the Purchase and Sale Agreement can be found in **ATTACHMENT E**. This location is ideal because it sits on 5 acres of land and has potential for growth. This location will give Academy of the Arts the opportunity to renovate the current building on the property during the planning year and make it operational for year 1 and 2. There is also the potential to build a new construction on the site and expand as our student enrollment grows. The church is in a prime location in Somerville and has adequate space around the property for buses to travel through without interrupting local traffic. We have secured an engineer and general contractor with C-1, Inc., a property management, construction and consulting agency, who will provide AACHS with renovation costs once a site is determined.

  The second commercial option for AACHS is the UT Martin extension located at 302B-305 Midland Street, Somerville, TN. We are in communication with the realtor at Crye-Leike Commercial and are currently reviewing the Commercial Purchase and Sale Agreement we received for the property. A copy of the Purchase and Sale Agreement can be found in **ATTACHMENT E.** This location is in the center of Somerville and has adequate street parking and access for school buses to transport students to and from the location without interfering with local traffic patterns. We have secured an engineer and general contractor with C-1, Inc., a property management, construction and consulting agency, who will provide AACHS with renovation costs once a site is determined.

- **Local Community Churches:** Academy of the Arts is working to secure a location in our opening years that can fulfill our structural needs and support our enrollment projections while allowing us to establish ourselves financially to invest in a new construction. Our most cost efficient options will be to rent or lease a current building during our opening years. The proposed founding Executive Director and the founding board members have established relationships with local churches in the Somerville and are currently engaging in conversation to discuss leasing options of their facilities in year 1 and year 2.

2.4 PERSONNEL/ HUMAN CAPITAL

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

(b) Give a thorough description of the process and timeline for hiring the school leader, identifying the skills, qualifications and characteristics the applicant will seek in a leader. If the leader has already been identified, attach the leader's resume. Explain the responsibilities of the school leader, how the school leader will be supported and developed, and the state-approved administrator evaluation model that you will be using for this individual, as required by State Board Policy5.201.

The proposed Executive Director and school leader for Academy of the Arts Charter High School is Mecca Jackson. Please see attached her resume for an outline of her professional work experience in the field of education. As the proposed Executive Director for AACHS, Ms. Jackson would be tasked with full management of the school from its fiscal operations and implementation of the academic program to the development and supervision of the cultural program within the school. Ms. Jackson would be responsible for the coordinating and facilitation of professional development within the school, the coaching and support of all staff, developing and maintaining community relationships, ensuring appropriate oversight and management of the school budget occurs by the Director of Operations and that all documentation and materials reaches the Board of Directors in a timely manner for review.

As the Executive Director, Ms. Jackson will be supported by the Board of Directors to ensure that decisions made on behalf of the school are compliant with all state, local and federal laws and policies. In collaboration with the Board of Directors, the Board President will conduct Ms. Jackson's annual review and rating based on the evaluation tool developed and adopted by the Board.

(c) Describe your strategy, plans, and timeline for recruiting and hiring additional key staff, including, but not limited to, operational staff, administrators, and teachers. Identify key selection criteria and any special considerations relevant to your school design. Provide previous student achievement data for the individuals responsible for academic programming (if available) as Attachment H.

Employment opportunities will be posted effective July 2022 and will remain posted until all positions have been secured. All positions available within the school (leadership, support staff, etc.) will be posted online via the platforms listed below. Key criteria we will look for in candidates are: 1) Passion for the arts; 2) Select facilitators will be required to have training and experience in specific art areas; 3) Willingness to be coached; 4) A genuine love for students; 5) Academy of the Arts Charter High School plans to recruit and hire innovative and forward thinking facilitators and staff using the following recruitment strategies:

-National Alliance for Public Charter Schools Job Board – The National Alliance for Public Charter Schools maintains an active job board online where charter schools have the ability to post their employment opportunities nationally through their online job board. AACHS will use the reach of the National Alliance for Public Charter Schools to recruit and hire diverse educators from around the country.

-Online Job Board Recruitment – Using online platforms such as Indeed, Career Builder, Zip-Recruiter and other career sites, AACHS will list all available employment opportunities through these sites to conduct a national search for talent and experience that aligns with our mission and vision. To test the validity of online recruitment, Academy of the Arts created a job post on Indeed.com on November 27,

2021 for “High School Teachers (All Subject Areas) 2023- 2024” in Fayette County to start our early recruitment. Within 6 days, we received 24 resumes from interested candidates willing to apply and interview for a position with AACHS. Our diverse pool of candidates included resumes locally from areas such as a certified high school English teacher from Cordova, TN, a certified special education and high school history teacher from Meridian, MS; a certified high school Science teacher from New Town, ND; a high school History teacher from Greensborough, NC; a certified high school Science teacher from Collierville, TN; a certified high school teacher from Holy Springs, MS; a certified high school History teacher from Conneaut, OH; a certified special education teacher from Memphis, TN; a certified high school physical education teacher from Joliet, IL as well as 5 international candidates.

Academy of Arts conducted a virtual information session with all interested candidates on December 14, 2021 at 6 PM to engage with potential candidates, introduce our mission and vision and inform all potential candidates of our application process and timeline. We have added these potential candidates to our monthly newsletter listserv to keep them informed of our next steps and we will continue such activities with potential candidates moving forward to enhance our early recruitment process.

-College Recruitment – Through our initial conversations of partnership with local colleges and universities such as University of Memphis and Southwest Tennessee Community College, AACHS will work to recruit teachers and staff directly from their teacher preparation program. Recruiting and hiring staff directly from a college or university allows for the development of staff truly centered around our school mission and vision as they enter the workforce.

-Teacher Residency Program Recruitment – Academy of the Arts has begun the conversation with local teacher residency programs such as Relay Memphis, Memphis Teacher Residency (MTR) and Junior League of Memphis to develop a partnership that will allow our school priority access to their teacher candidate pool. Establishing a relationship with these organizations now will allow AACHS to recruit early and enhance our opportunity to fill teaching positions.

-School Website Recruitment – Academy of the Arts will utilize our school website to actively post and update information regarding our employment opportunities, allowing potential candidates to apply directly to our school.

-Social Media Recruitment – We will use our social media sites such as Facebook, LinkedIn, Instagram and Twitter to post and advertise for current employment opportunities at AACHS.

-Radio/Newspaper Ads – There are funds in our projected budget allocated to advertising for recruitment. These funds will be used to purchase radio ads to recruit for students as well as notify community members of employment opportunities at Academy of the Arts.

-Competitive Salary – Academy of the Arts will offer a competitive starting salary for staff who are offered positions to join our team. We will provide starting salaries at $45,000, where local districts are currently offering starting salaries at $40,000.

-Additional Incentives – Weekly ½ days for school-wide professional development, leadership opportunities, new teacher mentor program, opportunity to attend paid trainings at conferences and weekly protected time in staff schedules to meet with their grade level/content team members.

Screening Process: The screening process to work at Academy of the Arts will be unique in the same way that our design model is unique. Resumes will be reviewed not just for professional teaching experiences, but also for creative experiences that offer real world knowledge and training in the performing art areas we offer. To ensure we have a diverse staff who bring varying life and professional knowledge to our

school community, we will encourage individuals from all backgrounds to apply. To make sure that we hire dynamic and innovative staff with a strong interest and love for the performing arts, our recruitment and screening process will be conducted in collaboration with the proposed Executive Director, Director of Operations (when hired), the proposed Founding Board of Directors and consultants from Arts Impact, who will partner with AACHS to develop our personalized performing arts curriculum and train staff in years 1-3. All potential candidates will engage in the following screening process:

- ✓ *Application Screening* – All candidates will be required to apply through an online portal, whether it is through an online job board or through our school website. In addition to submitting their resume, candidates will be required to take an online assessment and submit a writing sample to evaluate their writing skills and problem solving skills.

- ✓ *Initial phone interview (1st round*): Once online materials are screened and reviewed, selected candidates will be invited to a phone interview. The Executive Director (along with the Director of Operations when hired) will take this opportunity to share the mission, vision and "why" for Academy of the Arts and ask scripted questions to identify a candidate knowledge and understanding of arts education, their passion for the performing arts and their commitment to serving students.

- ✓ *In-person interview (2nd round*): If a candidate successfully passes the 1st interview, they will be invited to an in-person interview. The Executive Director (along with the Director of Operations when hired) will conduct a 2 hour in person interview with selected candidates where each person will be asked to give a presentation in the art form of their choosing. Candidates will be required to respond to a prompt through one of the artistic forms that AACHS offers students (Fashion Design, Dance, Visual Art, Music and Film-Video-Drama). In addition to their "performance", candidates will participate in role plays through the 2nd interview as well and respond to another set of scripted questions. If a facility has been secured by candidates 2nd interview, the interview will be held at that location.

- ✓ *In-person interview (3rd round):* Candidates selected to move to a 3rd interview have made it to the final round. This interview will last 45-60 minutes and will be the final conversation for either party to ask clarifying questions and learn more about the personal and professional goals of the candidate. The final interview will intentionally be held off-site and away from any school setting to create a more relaxed environment for the candidate to share freely their goals and aspirations.

- ✓ *Background Check:* Once a candidate has been identified for a position with AACHS, the Executive Director and the Director of Operations will conduct a background check of the candidate reviewing their criminal, child abuse and FBI records as well as check all the references submitted. If all information returns satisfactory the candidate will be offered a position.

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

To ensure that Academy of the Arts recruitment and hiring practices reflects diversity of our student body we will not limit our search to any one area and will conduct a national search for individuals who are the best fit for our school model. AACHS will use tools that target the Fayette County School District, such as placing ads on the local radio stations and in the local papers as well as recruit nationally through online job boards. Through our partnership with Arts Impact, we will have the support of their consultants

through our interview and screening process as we search for our art facilitators to serve students. Arts Impact consultants are highly trained in cultural diversity and cultural pedagogy and will be a great support through the screening process of candidates for our school as we work to identify people of all backgrounds and with unique personal and professional experiences.

As we recruit for diversity in skill and experience, Academy of the Arts will build a national and local pipeline of potential candidates. We intend to establish a local pipeline for recruitment by attending local events within Fayette County and Memphis areas, engage with our established and prospective community partners to for mission aligned candidates; utilize all of our social media sites developed for AACHS to search for local talent and lean on our internal leadership development pipeline to identify candidates aligned with our mission and vision. Development of our national recruitment pipeline will involve engaging with our national partners and organizations to identify mission aligned candidates, advertise in and with colleges and universities across the country that have teacher preparation programs and strong art programs, and launch national social media campaigns using AACHS online platforms such as LinkedIn, Facebook and Twitter.

(e) How will you ensure that teachers are licensed and endorsed in their content areas?

Through Academy of the Arts teacher and staff recruitment and hiring process, we will require that all candidates submit a completed employment application online. Applicants will only be considered for an interview once they have submitted copies of their post-secondary transcripts, a copy of their diploma from a credentialed 4-year institution and any Tennessee or out-of-state educator licenses they have acquired. Careful review and screening of these transcripts, certifications and degrees earned by our human resources team will allow us to align our candidates with the specialized content area needing to be filled within our instructional program.

Recognizing that securing highly qualified and certified teachers is a global challenge in the current educational environment, Tennessee offers multiple educator licensure pathways for non-certified individuals who wish to join the field of education. The following educator license types for non-certified individuals are outlined on the Tennessee Department of Education website:

Educator License Types

Teacher: *There are two types of teaching licenses for individuals seeking academic teaching opportunities in Tennessee schools:*

- Practitioner Teacher License = Initial three (3) year license issued to applicants who hold a bachelor's degree, are enrolled in or have completed a preparation program approved by the State Board of Education, and have verified content knowledge as defined in state board policy

- Professional License = A six (6) year teacher license issued upon completion of an approved educator preparation program and meeting specific licensure expectations and requirements at the practitioner level. An educator may add additional endorsements to a professional license.

School Service Personnel License: *Educators who provide services for students other than instruction (i.e., school counselor, school psychologist, school social worker, educational interpreter,1 school speech-language pathologist, speech-language teacher, or school audiologist) should apply for this license type. There are two types of School Service Personnel licenses:*

- Practitioner = Initial three (3) year license issued to applicants upon completion of a program approved by the State Board of Education, leading to endorsement as a school counselor, school

psychologist, school social worker, educational interpreter, school speech-language pathologist, speech-language teacher, or school audiologist. Applicants must have also submitted qualifying scores on the state-required licensure assessment. The practitioner school service personnel license may be renewed once. An educator may only add other school service endorsements to this license.

- Professional = A six (6) year license issued to applicants upon meeting licensure expectations at the practitioner level, as a school counselor, school psychologist, school social worker, educational interpreter, school speech-language pathologist, speech-language teacher, or school audiologist.

Instructional Leadership License: *There are three types of instructional leader licenses in Tennessee:*

- Instructional Leader License-Aspiring (ILL-A): Initial three (3) year instructional leader license issued to candidates who are enrolled in an instructional leader preparation program approved by the State Board of Education. This license allows educators to serve as an assistant principal and is not renewable.

- Instructional Leader License (ILL): Initial three (3) year license issued to candidates who have completed an instructional leader preparation program approved by the State Board of Education and have submitted a qualifying score on the required licensure assessment. This license allows educators to serve as a principal or assistant principal and is renewable.

- Instructional Leader License-Professional (ILL-P): A six (6) year instructional leader license issued to educators who have met licensure expectations for advancement from the ILL. The ILL-P is renewable.

Academy of the Arts understands that securing fully certified teachers through our recruitment process could present a challenge considering the national teacher shortage that presently exists. We are willing and prepared to consider non-certified teacher candidates for our school who possess field experience in specific content areas as well as industry experts and professionals in the performing arts. To support any educator who joins our staff without the required Tennessee teaching certification, will put in place specific steps to ensure they will able to secure a teacher license in the state within their allotted timeframe.

During Hiring/Onboarding Process:

- ✓ All potential employees will be required to submit copies of their transcripts and diploma from a 4-year college to confirm eligibility for a practitioner, professional or instructional leadership license within the state of Tennessee.
- ✓ At the mandatory orientation that all new hires must complete, AACHS will walk non-certified staff through the online process to register for a TNCompass Account.
- ✓ At the mandatory orientation that all new hires must complete, AACHS will walk non-certified staff through the online process to apply for a license in Tennessee.
- ✓ At the mandatory orientation that all new hires must complete, non-certified employees will receive a hard copy as well as an electronic version of their required step-by-step process to secure a Tennessee educator licensure. Each employee will edit and update their timeline for completion based on the license they are working to secure.

After Hiring/Onboarding Process:

- ✓ AACHS will require that all non-certified teaching staff enroll in a prep course within the first 90 days of employment with our school. Appropriate organizations that non-certified staff may utilize are ETS.org, Teacherstestprep.com or Study.com.
- ✓ AACHS will cover the cost of prep courses at the recommended organizations not to exceed $400 annually per staff member.
- ✓ AACHS will cover the cost of the Praxis exam for teachers up to $200 annually.
- ✓ Through our professional development cycle, non-certified staff will have access to specialized training in their specific content area to help support their studies for certification.
- ✓ Mentors in AACHS's in-house "***New Teacher Induction***" program will help support non-certified staff sign up for appropriate teacher licensure tests, courses, study groups and programs within their individual required timeframe. Monthly meetings between mentors and mentees will have an agenda item specifically allocated for conversations around licensure status.
- ✓ Director of Operations and Executive Director will monitor quarterly progress of any non-certified staff members to ensure a timely progression to secure licensure within 3-6 years occurs.

(f) Indicate the state-approved evaluation model used for teachers, required by State Board Policy 5.201. Describe the policies and procedures for evaluating staff, providing feedback, and celebrating excellence.

Tennessee State Board Policy 5.201 says "the primary purpose of annual teacher and school administrator evaluation is to identify and support instruction that will lead to high levels of student achievement."[102] To ensure that Academy of the Arts makes informed decisions around professional development, human capital, promotion, retention and dismissal, the school will adopt the use of The Danielson's Group *Framework For Teaching* (FFT) evaluation process and evaluation tool. The FFT is a complete coaching, mentoring and evaluation framework that will allow AACHS to norm on high expectations for student outcomes and goals, provide our community with the same language in regards to instructional and cultural expectations and provides administrators and staff the opportunity to intentionally plan, reflect and adjust their educational practices with clear feedback from coaches, mentors and evaluators.

The FFT is a roadmap for effective teaching that outlines 6 clusters, 22 components and 76 elements organized into Four Domains of Teaching Responsibility: Planning & Preparation, Classroom Environment, Instruction, and Professional Responsibilities.[103] The 6 clusters that describe the skills executed by teachers demonstrating high levels of student performance and are grounded in an understanding of the nature of human learning.[104] The 22 components connect to big ideas that support student learning. Educators and administrators are scored on a scale of 1 (unsatisfactory) to 4 (distinguished) in each domain. Please see **ATTACHMENT I** for an in-depth description of the elements and indicators of each domain.

Policies and Procedures for Feedback:

Coaching Cycle: Academy of the Arts coaching cycle is informed by the reality that building great teachers happens most powerfully through individual teacher development. Every teacher will have an individualized coaching and development program geared to their growth and success, delivered through our coaching cycle. Because teachers develop at different rates and require different development over time, the coaching cycle allows the coach and teacher to identify and communicate the quickest, highest leverage next move to improve student learning. Through our coaching cycle, facilitators and staff will

[102] https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/pendingrulespolicies/april-20%2C-2018/5.201%20Teacher%20%26%20Administrator%20Evaluation%20Policy%204-20-18.pdf
[103] https://danielsongroup.org/framework
[104] https://danielsongroup.org/our-work/framework-clusters

engage in: 1) Co-planning with leadership team members to ensure engaging lessons are planned for students; 2) Practice sessions with leadership team members to ensure mastery of expected skills prior to implementation in the classroom; 3) Class video recordings for review and reflection of teacher skills; 4) In the moment feedback from leadership team to address "quick fixes" immediately in the classroom and ; 5) Scheduled colleague observations to gain best practices from the talent right in the building. AACHS coaching cycle is continuous throughout the year allowing for feedback, praise and continuous growth to be authentically embedded into our school culture. Our coaching cycle will include the following process:

- ***Informal walkthrough***- Twice a week (5-10 min) and conducted by Executive Director, Director of Operations, Director of Specialized Services and Principal (when hired). Feedback is unscored with suggestions, glows & grows submitted electronically to staff member.

- ***Formal walkthrough*** - Once a week (20-30 min) and conducted by Executive Director, Director of Operations, Director of Specialized Services and Principal (when hired). Feedback outlines explicit goals hit and missed as well as outlined next steps with a clear timeframe for turnaround shared during meeting with staff member within 48 hours. Formal walkthrough feedback will be captured on a formal tool, shared and stored electronically with staff.

- ***1:1 Check-In monthly***- With Executive Director and Principal (when hired). This is 15 min informal in person meeting.

Facilitator/ Staff Evaluations: Essential to the success of a high performing school is the periodic review and evaluation of educator's ability to effectively design and deliver high quality and engaging lessons that promote student learning Academy of the Arts will embrace and present the formal evaluation process within our community as the mid and end-point opportunity to examine, discuss and adjust how we work to support students. To fully understand the *Framework For Teaching* and the scoring rubric, facilitators and staff will receive extensive summer training about the evaluation tool prior to its implementation. All staff will be provided with electronic and hard copies of the evaluation tool from The Danielson Group during Summer Institute. All staff members will engage in the following scored evaluation process twice a year:

- *Pre-Observation Meeting*- A pre-observation meeting will be announced and communicated to staff via email at least one week in advance of the meeting. Staff will be required to complete the pre-observation form through the *Framework For Teaching* model and submit to Executive Director or Principal (when hired) at least 48 hours in advance for review. During the pre-observation, the facilitator or staff member will outline their lesson plan and give an overview of the plan. Executive Director or Principal will give suggestions.

- *Formal Observation* – Will occur twice a year for 45 minutes. Formals can be announced and unannounced and will be conducted by the Executive Director or the Principal (when hired) with official rating on the *Framework For Teaching* evaluation tool. Rating with evidence will be submitted to staff member electronically at 72 hours after the observation has been conducted. Facilitators and staff will be required to complete a post –observation and submit electronically prior to their meeting with the Executive Director or Principal (when hired) or seeing their evaluation score. This will allow the staff member the opportunity to be truly reflective without the official feedback from the observation.

- *Post-Observation Meeting* – Post- observations will be scheduled in advance by the Executive Director or Principal (when hired) to discuss score and evidence recorded. This meeting will be a conversation around the feedback and next steps for the staff member.

Academy of the Arts recognizes and appreciates that without dynamic and innovative staff we would not exist. Therefore, we are committed to showing ongoing and consistent appreciation to our staff daily, weekly, monthly and annually! We will look at data from our coaching cycle and formal evaluation process and determine who has earned recognition. AACHS will award behaviors such as staff perfect attendance, facilitator with the most "growth" on student benchmark assessments, facilitators whose cohort has the highest scores on local and state assessments and the classroom with the most positive environment/fewest culture incidents. Academy of the Arts will recognize facilitators and staff for goals met and exceeded through some of the following incentives:

-Free prep-period (covered by a leadership team member) -Teacher of the Month (certificate & gift card)
-Monthly coffee &donuts (deliver cart to teacher classrooms) - "Shout Out" in staff dailygram
-Teacher appreciation month (activities scheduled weekly) - Complimentary AACHS gear
-$50 in school supplies (purchased from school budget) - Executive Director parking spot for a day

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

Developing and sustaining a design model such as Academy of the Arts requires dynamic educators as well as innovative and creative leadership. The Executive Director, who will serve as head of the school and reports directly to the Governing Board of Directors, will be evaluated by the Board annually and will be expected to demonstrate the following standards of performance:

- Leadership – the ability to involve, interact with, and lead a group in the accomplishment of a task; the ability to inspire staff, parents, students, Board members, and community members to work to the best of their ability to achieve the mission and goals of the school.
- Organizational ability – the ability to plan, schedule, and control the work of others and demonstrated skill in using resources in an optimal fashion.
- Decisiveness – the ability to recognize when a decision is required and to act quickly.
- Communication skills – the ability to make a clear oral presentation of facts or ideas and the ability to express ideas clearly in writing and to write appropriately for different audiences (e.g., students, teachers, parents, and the larger community).
- Judgment – the ability to reach logical conclusions and make high quality decisions based on available information; skill in identifying educational needs and setting priorities.
- Problem analysis – the ability to seek out relevant data and analyze complex information to determine the important elements of a problem situation.
- Educational values – possesses a sound educational philosophy; demonstrates an understanding of secondary school curriculum; demonstrates a commitment to the mission of the school; receptiveness to new ideas and change.
- Sensitivity – the ability to perceive the needs, concerns, and personal problems of others; skill in resolving conflicts; tact in dealing with persons from different backgrounds; ability to deal effectively with people concerning emotional issues.

Any teacher identified as "unsatisfactory" on one formal evaluation score based on the *Framework For Teaching* rubric may be placed on probation and provided with a remediation plan that includes a clear timetable for observation, review and decision making for contract extension. The remediation plan may include the assignment of a faculty mentor, a program of enhanced staff development, an expanded schedule of observations and follow-up meetings, and/or other supports. Teachers who are denied contract renewal may ask for a peer review conducted by the department chair and a colleague of the teacher's choosing. Non-teaching staff members will be evaluated based on the accomplishments of tasks

identified in their job description. Evaluation procedures for non-teaching staff will be similarly constructed with appropriate adjustments made according to their particular duties and responsibilities.

Dismissal of any staff member at Academy of the Arts may occur in the event of failure to comply with written warnings, professional improvement plans and/or specified behaviors not in alignment with our professional norms. Any behavior that is unethical, illegal or gross misconduct in nature are grounds for immediate termination without warning for all staff members. When possible, Academy of the Arts will consult with a labor and employment attorney regarding staff termination decisions. In the event that the Executive Director or a facilitator at the school must be immediately dismissed, **Table 2.4 (a)** demonstrates the process the school will follow:

Table 2.4 (a): *Emergency Transition Plan for Leadership & Staff*

Action Step	Facilitator	Leadership
Communication	The Executive Director will notify the whole staff through an "emergency meeting" of the sudden transition of any staff member. Board members will be immediately notified and invited to join the meeting if possible. The Executive Director will assign leadership team members different roles to accomplish the following: secure sub coverage if necessary, coordinate counseling sessions with classes/grades impacted, securing AACHS materials from staff member prior to dismissal. The Executive Director will be the only person designated and permitted to distribute formal notice in writing to parents, students and staff.	The Board Chair will assume immediate responsibility as point person for communication throughout this process. With full Board approval, the chair will distribute communication of the transition to staff, parents and LEA. The chair will ensure that regular, updated information about the search process and next steps are shared in writing consistently until the positions has been filled.
Interim Management	Depending on the position or role in which the staff member is dismissed, the following could occur: secure sub coverage until a replacement is hired, split classes to cover those sections taught, and coordinate consulting services to ensure student supports continue.	The Board will appoint a member of the schools' leadership team as interim head of school until a search has been conducted and replacement identified. The new appointee will ensure that daily operation and function of the school occurs and will support the Board in identifying a replacement head of school.
Search and Hire	The Executive Director will immediately begin a recruitment effort to secure a replacement. They will use any of the following steps to announce and recruit for a position: post job through national job boards, post position on school website and social media pages, review previous resumes screened for positions.	The Board will conduct an emergency meeting to determine next steps and identify the recruitment and hiring process to fill the position.

(h) Outline the proposed salary ranges and employment benefits, as well as any incentive or reward structures that may be a part of the compensation system. Explain the school's proposed strategy for retaining high-performing teachers.

At Academy of the Arts, we believe in offering competitive salaries to facilitators and staff as well as considering experience and education in salary negotiations. We recognize that an arts education model requires the recruitment, hiring and retainment of talent in core subject areas as well as the performing arts, which has a unique set of expectations. AACHS will offer all employees benefits packages to include medical, dental and vision coverages. **Table 2.4 (b)** reflects our teacher salary range:

Table 2.4 (b) – *AACHS Salary Ranges*

Tier	Salary
First Year Facilitators	$45,000 starting salary No teaching experience
Master Facilitators	$47,500 starting salary 2-4 years of teaching experience
Master + Facilitators	$50,000 starting salary 5 -7 years of teaching experience

(i) Explain whether the employees will be at-will or whether the school will use employment 16 contracts. Include a copy of the school's employee manual and personnel policies as Attachment I.

Academy of the Arts will classify all relationships with employees as "at will". The employee or the school may terminate the employment relationship at any time with or without cause. No person other than the Executive Director can enter into any agreement for employment for any specified period; any agreement must be in writing.

Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models.

Position	*Year 0 (2022-2023)	Year 1 (2023-2024)	Year 2 (2024-2025)	Year 3 (2025 -2026)	Year 4 (2026 – 2027)	Year 5 (2027 - 2028)
Executive Director	1	1	1	1	1	1
*Principal	0	0	0	1	1	1
Director of Operations	1	1	1	1	1	1
Director of Special Populations	0	1	1	1	1	1
Guidance Counselor	0	1	1	1	1	1
Social Worker	0	0	0	0	0	1
School Nurse	0	0	0	1	1	1
Dean of Culture	0	0	0	0	0	1
Sped Teacher	0	0	0	1	1	1
Office Manager	0	0	0	1	1	1
English Facilitator	0	1	1	2	2	2
Math Facilitator	0	1	1	2	2	2
Science Facilitator	0	1	1	2	2	2
History Facilitator	0	1	1	2	2	2
Building Engineer	0	0	0	0	1	1

Dance Facilitator	0	1 *Teaches PE*	1	2	2	2
Visual Art Facilitator	0	1 * *Teaches Fashion*	1	1	1	2
Fashion Design Facilitator	0	0 * *Visual art teacher*	1	1	1	2
Film/Media/Theater	0	1 *Teaches Tech*	1	2	2	2
Music Facilitator	0	.25	.50	1	1.50	2
Technology	0	0 * *F/M/T credit*	0 **F/M/T credit*	1	1	2
P.E./Health	0	0 **Dance credit*	0 **Dance Credit*	1	1	1
NOTES:		*Dance/PE *VA/FD *Film &Media /Tech		*2nd F/M/T supports w/technology		
TOTAL:	**2**	**11.25**	**13**	**25**	**26.50**	**32**

2.5 PROFESSIONAL DEVELOPMENT

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

There is a direct correlation between the effectiveness of the classroom teacher and student achievement. Educators and school leaders must continue their professional development in order to support student learning and growth. Educators who do not experience effective professional development do not improve their skills and student learning suffers.[105] Academy of the Arts has intentionally built in consistent and frequent professional development opportunities for our staff through summer, bi-weekly, and quarterly required professional development that is geared to continuous and timely growth among educators where they have structured time to evaluate student data and adjust lesson plans and structures based on student needs. Our focused professional development model provides structured and consistent data driven reflection opportunities for facilitators throughout our entire academic year.

In addition to our in-house designed professional development sessions, Academy of the Arts will partner with "Arts Impact", which is an organization that has a model based on best practices in professional learning as well as standards driven arts integrated instruction. Arts Impact will support AACHS facilitators as they teach concept-based arts infusion, in which students learn core ideas that mean the same thing in the arts as in reading, math or STEM. AACHS professional learning model will be grounded in on-going professional development in Art-Infusion with Arts Impact, which includes a 5-day summer institute led by Arts Impact consultants and mentors. Arts Impact consultants will also join us on our scheduled full PD/Data days to examine student progress and measure the effectiveness of our arts infused program. Their consultants will have time within our PD schedule to continue staff training and provide support around curriculum implementation.
Table 2.5 (a) explains the formal systems we will have embedded into our school calendar that will permit the routine and targeted development of our staff.

Table 2.5 (a) – *Annual Staff Professional Development*

Type of Professional Development	Professional Development Purpose	Total Days
Summer Institute	Train staff around all AACHS policy, procedures and norms; develop positive school culture by aligning to school mission and vision; Practice school-wide culture routines such as "Morning Meeting" and "Pick Me Up's"; Conduct community engagement activities such as home visits; Norm with performing art courses and core content classes; Add to already developed arts infused lesson and unit plans.	15 days (*3 consecutive weeks in August of yr 1 and yr 2*)
Professional Development/Data Days	Examine school-wide data such as benchmark results to make decisions regarding instructional practices and strategies; restructure lesson and unit plans based on identified re-teaching needs of skills not mastered; develop	4 (*full day each*)

[105] https://learningforward.org/wp-content/uploads/2017/08/professional-development-matters.pdf

	lesson and unit plans to ensure standard-task-alignment in all courses; recalibrate for academic goal alignment and measure progress. Depending on the data, staff will have the opportunity to meet by grade level and content teams to determine focus standards and skills.	
Bi-Weekly Friday PD's	Weekly ½ day meetings will be utilized to examine RTII data, allow teams to meet by grade and/or content to progress monitor student performance and to examine school-wide procedures as a community to ensure effectiveness of systems and protocols currently in place.	2.5 hours every other Friday (*students will dismiss at 12:30 and AACHS staff will meet from 1-3:30*)
PLC Weekly Meetings	An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.[106] Facilitators will have an opportunity weekly to meet with their grade/content team members to study, select, analyze, implement and adjust their instructional plans based on current student work and results.	45 minutes each week
Job Embedded Coaching	Our coaching and feedback cycle is our individualized formal support to develop facilitator capacity. Every staff member will engage in our weekly, monthly and annual coaching cycle, which is described in greater detail below in section 2.5 c. ○ **Informal walkthrough** twice a week (5-10 min) unscored feedback with suggestions, glows & grows submitted electronically to staff member ○ **Formal walkthrough** once a week (20-30 min) with explicit goals hit and missed as well as outlined next steps with a clear timeframe for turnaround shared during meeting with staff member within 48 hours ○ **1:1 Check-In monthly** with Executive Director (15 min informal) in person meeting ○ **Formal Observation** twice a year (45 min) announced and unannounced with official rating.	15 minutes – 1 hour (*varies dependent upon need of staff member*)

[106] https://www.allthingsplc.info/about

	Pre-observation held with Executive Director to discuss plans and post observation with Executive Director to discuss score	

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

While the Executive Director will be responsible for coordination and scheduling all professional development for Academy of the Arts, implementation of staff PD will be a leadership team effort. All leadership team members (Executive Director, Director of Operations, Director of Specialized Services and Guidance Counselor) will lead professional development at AACHS based on their area of specialty. The Executive Director in collaboration with the leadership team will determine professional development topics, content design and identify a facilitator based on the focus of each session and the expertise among the leadership team. These determinations will be made during the leadership teams weekly meetings. School-wide data such as assessments results and culture data are examples of the information that will be evaluated to examine staff needs. An example of how professional development sessions will be assigned is represented in **Table 2.5 (a).**

Table 2.5 (a) – *Sample Professional Development Responsibilities by Position*

Professional Development Topic	Facilitator/ Lead
"*Understanding the difference between accommodations and modifications*" – **Special education compliance & regulation**	Director of Specialized Services
"*Building authentic relationships with students*" – **Social and emotional development**	Guidance Counselor
"*Establishing strong classroom routines and procedures*" – **Organizational best practices & positive school culture**	Director of Operations
"*Designing lesson plans for standard-task-objective alignment*" – **High quality instructional design**	Executive Director

In addition to the in-house professional development that will be scheduled throughout the course of each year, Academy of the Arts will secure the expertise of various outside consultants to lead professional development and train our staff as is relates to the academic and cultural goals of our school.

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

AACHS will rely on the Standards for Professional Learning adopted by the State of Tennessee and the professional learning organization, Learning Forward when creating our professional development schedule and activities so that we intentionally enhance the skills of educators, leaders, and students.

Standards for Professional Learning

LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

As AACHS creates and plans for professional learning each year, the school will use informal and formal observation data to gain a perspective of areas of strength and areas where growth is needed. Analyzing Individual Growth Scores for educators, departments/grade levels, and the school building as a whole are strong practices AACHS will also use to determine areas of focus.

In-service training topics will include, but are not limited to:

- Teaching of the components of the Juvenile Offender Act, compiled in title 55, chapter 10, part 7
- At least two (2) hours of suicide prevention education
- Prevention and intervention strategies for students in the area of behavioral/emotional disorders
- Understanding the warning signs of early-onset mental illness in children and adolescents[107]
- Cultural Sensitivity and Competency
- Positive Behavior Intervention Strategies
- Poverty and Education
- All TN required core content trainings, including Math and ELA sessions

When the instructional calendar is created, days will be set aside for professional learning per SBE Policy 5.200. In-service Days will be for educators to come together to learn from each other during their contracted work days. Hours spent learning on these designated days and hours spent in professional learning during the contracted work day count towards Professional Development Points (PDPs) for license renewal. AACHS will support its staff through the renewal an obtainment of appropriate TN teacher licensure by offering professional development opportunities annually that permits staff to earn the required Professional Development Points.

Professional Development Points (PDPs) may be earned through:

[107] aw.justia.com/codes/tennessee/2010/title-49/chapter-6/part-30/49-6-3004/#:~:text=The%20commissioner%20shall%20require%20that%20in service%20training%20include%20at,of%20suitable%20suicide%20prevention%20materials.

(a) Professional development activities which may include, but are not limited to, state, school, or district sponsored professional activities, or professional academy, institute, seminar, or conference attendance;
(b) Continuing education which consists of activities provided by institutions of higher education or professional associations which do not result in academic credit leading to a degree. The educator's certificate or transcript must indicate the number of continuing education units awarded;
(c) College or university coursework resulting in the awarding of credit which may be transferred or applied to a program that may result in the award of a degree. College or university coursework used for PDPs must be completed at regionally accredited institutions;
(d) Serving as a clinical mentor in partnership with an approved educator preparation program;
(e) An educator's Level of Overall Effectiveness (LOE) rating[108]

Summer Institute & Retreat: AACHS summer institute and retreat is three weeks in length in years one and two. It equips our teachers with the skills needed for month one of school that lays the foundation for a successful school year. Facilitators will internalize the mission and vision of the school and learn important skills for classroom management and school culture. Summer institute is designed to enculturate our teachers and give ample practice time on components critical to beginning of the year success. Summer institute sessions will focus on beginning of the year priorities, including mission, vision, core beliefs, core values, goals, lesson planning, routines rehearsal, student work analysis, homework guidelines, classroom management, behavior management system, instructional taxonomy practice, procedure practice (culture of practice), student supports, family relationships, team building, and operational systems. Each week of summer institute will have a different focus, with repetition of the most critical components in addition to any state-mandated trainings. Years one and two summer institute sessions will be led by the Executive Director and leadership team members.

To ensure the safety of all students and staff, Crisis Prevention Institute training will be offered to our staff. AACHS will ensure that the Director of Specialized Services and 1 classroom teacher participate in the Crisis Prevention Institute (CPI) training prior to the start of the school year. Once they have received the training, the Director of Specialized Services and the teacher who receive the CPI training will provide turn around training for the full AACHS staff. Structured time during professional development during summer institute with AACHS staff will be reserved for this CPI turn around training for staff.

½ Day Friday Professional Development: Friday professional development is an abbreviated PD day that will occur every other Friday for 3 hours. Based upon the model of such schools as Brooke Charter Schools and KIPP Texas, Friday PD includes whole school meeting, grade level meetings, and content - specific meetings. Content for Friday PD are all related to teacher development in the following areas: lesson plans, high-quality instruction, challenging curriculum, rigorous questioning, checks for understanding, ratio, routines and procedures, student engagement, and our behavior system, independent student work time, small group work, reteach, habits of discussion, conceptual thinking, professional practice, instructional taxonomies, feedback (from leadership to staff and from staff to student), and college and career preparation.

Data Days: Data Days occur four times per year annually (October, December, February and April in year one). Each follows the interim assessment cycle to ensure students are on track to master all standards for end-of-year assessment. We do a deep analysis of interim assessment results, reflect on those findings, and make in-course corrections that support higher student learning results. Leaders train staff on assessment analysis meetings and put in place a productive data-driven culture that defines a high bar for all students. Facilitators and leaders are required to do a certain amount of pre-work to prepare for

[108] https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/2020-sbe-meetings/november-6%2c-2020-sbe-meeting/11-6-20%20III%20H%20Educator%20Licensure%20Policy%205.502%20Clean.pdf

the meeting. In the meetings teachers come ready to discuss the following: (a) top five successfully answered questions and why; (b) bottom five to ten most missed questions and why; (c) highest and lowest performing standards; (d) passing percentage of the entire cohort, individual classes, and students; (e) students of concern and interventions or reteach; and (f) student work.

Coaching Cycle: Academy of the Arts coaching cycle is informed by the reality that building great teachers happens most powerfully through individual teacher development. Every teacher will all have an individualized coaching and development program geared to their growth and success, delivered through our coaching cycle. Because teachers develop at different rates and require different development over time, the coaching cycle allows the coach and teacher to identify and communicate the quickest, highest leverage next move to improve student learning. Our coach cycle includes:

- **Informal walkthrough** twice a week (5-10 min) unscored feedback with suggestions, glows & grows submitted electronically to staff member
- **Formal walkthrough** once a week (20-30 min) with explicit goals hit and missed as well as outlined next steps with a clear timeframe for turnaround shared during meeting with staff member within 48 hours
- **1:1 Check-In monthly** with Executive Director (15 min informal) in person meeting
- **Formal Observation** twice a year (45 min) announced and unannounced with official rating. Pre-observation held with Executive Director to discuss plans and post observation with Executive Director to discuss score

Coaching will be conducted by members of the leaderships team (Executive Director, Director of Operations, Director of Specialized Services; Guidance Counselor and Assistant Principal of Instruction when hired). Some of the strategies and tools that we will utilized through our coaching cycle to grow teacher capacity and enhance their skills are: 1) Colleague observations where facilitators can observe best practices and skill from someone doing the work in the school with them; 2) Modeling a lesson for a facilitator to observe and take notes around the growth area identified; 3) Co-planning lessons with facilitators; 4) Real time feedback to demonstrate correct implementation in the moment ; 5) Practice of skills being taught in advance so facilitators has as many “at bats” before turning around skill in the classroom.

External Training: The Executive Director will use information from staff coaching cycles, benchmark results, and student and staff culture data to identify additional trainings that would be beneficial to a group of teachers or individual teachers. We believe that just as our students should have the opportunity to learn new skills and develop outside of the school building and from different presenters, educators should be afforded the same opportunity to learn from experts outside of Academy of the Arts. When needed, AACHS will organize onsite training from outside consultants or arrange to send facilitators to trainings at the local and state level when the opportunity presents itself.

Professional Learning Communities (PLC): Professional Learning Communities are both content and grade specific. Content specific PLC’s support the works of teams of teachers in the same content. Teams will meet monthly to share best practices, expertise, and work collaboratively to improve content specific teaching skills and student outcomes. Periodically, content meetings will be held school-wide to address vertical alignment from lower grades to upper grades. Grade-specific PLC’s are used to norm behavior, instructional taxonomies across classrooms, and discuss IEPs or academically or behaviorally struggling students across the grade level. This meeting includes every content in that grade level and is less about instruction and more around grade level culture, student supports, and behavior management norming.

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

Academy of the Arts summer institute focuses on preparing staff to implement our engaging and creative arts education program while also developing a positive school culture driven by our core values: Empowerment, Innovation, Diversity, Resiliency and Community. We will prepare facilitators and staff to deliver on all cultural and academic expectations, by designing sessions and activities that are informative, engaging and embedded with opportunities to "practice" expectations among colleagues.

Week	Participants	Leader	Purpose	Outcomes
1st Week	All Staff	Executive Director	Mission, Vision & Core Values Investment, art education school model training.	Staff alignment to AACHS mission and vision; HR staff orientation; Staff and administrators demonstrate investment and understanding of mission, vision and core values; Engage
2nd Week	All Staff	Arts Impact Consultants & Mentors	Art infusion coaching, curriculum planning & training between arts & core content facilitators.	Staff will review and collaborate on feedback around completed ELA, Math, Science and Social Studies art infused lessons; Understand arts infused model; Practice lesson implementation; Confidently implement and understand design purpose and model.
3rd Week	All Staff	Executive Director, Director of Operations, Director of Specialized Services & Guidance Counselor	Routines, Procedures, Systems & Restorative Practices	Facilitators deliberately practice routines and procedures used across whole school to foster an organized and positive culture; Facilitators develop and practice classroom level routines & procedures to ensure daily instruction can happen; Facilitators & staff are intentionally trained on the language to communicate to parents around academic or behavioral concerns that may present themselves; Facilitators conduct scheduled home visits; All staff participate in "Morning Meeting" and "Pick Me Ups" just like students will participate. Facilitators receive final feedback around any physical space that needs to be set up.

(e) Describe the training that will be provided to all staff on the topics of anti-racism, unconscious bias and/or culturally relevant pedagogies.

Our staff will receive ongoing training around topics such as unconscious bias, culturally relevant pedagogies and anti-racism. Through Academy of the Arts partnership with Arts Impact, all staff will receive training on "Culturally Responsive Curriculum", which will cover curriculum and teaching strategies centered around student's cultures and those of other global art traditions and ways of learning. To address topics such as unconscious bias and anti-racism we will participate in online trainings as a whole school and our guidance counselor will conduct in-person trainings on these topics whole school as well as in small groups during our ½ Day Friday PD. The Executive Director will coordinate external trainings for staff during our summer institute and revisit these discussions with professional consultants during the year as school funds allow.

(f) Describe the plan to cultivate future leadership capacity.

Through Academy of the Arts plans for coaching and supporting facilitators and staff, we will support the future leadership capacity of our school. During 1:1 coaching sessions, AACHS leadership will always be knowledgeable about the personal and professional goals of every staff member. To cultivate the long-term sustainability, we will make the development of our leadership pipeline a priority. Our current staffing model and budget projections demonstrate the opportunity to promote within as we will work to hire an Assistant Principal of Instruction in year 3 and potentially a Social Worker and Dean of Culture in year 3 and 4. Candidates the Executive Director determines are on track for leadership roles based on observations and student data, will receive coaching to develop their instructional, operational or cultural leadership. To promote the professional growth of staff at Academy of the Arts, the following opportunities will be created and put in place for individuals to gain experience and develop their leadership skills: 1) New Teacher Mentor; 2) Professional Learning Community (PLC) Leads; 3) Professional Development Co-Facilitator; 4) Class Sponsor and; 5) School Advisory Council (SAC) member. Staff members interested and willing to take on leadership opportunities within the school will have the opportunity to formally submit their interest to serve in any of these positions each year.

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

New Teacher Induction/Mentoring: The needs of newly hired professional educators are determined through a variety of methods. All inductees will complete a Needs Assessment during the initial stage of the induction process. The mentor and inductee will use this tool, in conjunction with the building administrator, to evaluate competency levels in each area. This Needs Assessment will serve as a means to monitor progress throughout the Induction Process and help the administration determine specific professional development opportunities for the Inductee. In addition, the building administrator will conduct several formal and informal observations throughout the Induction Process to determine competency levels and areas of need. This information will be shared in order to provide feedback. New teachers also participate in an orientation upon hire. During the new teacher induction program, school administration meets with the new teachers to support them with curriculum development, transition to the school, etc.

Professional Development "Choice" Session: To ensure we are meeting the various needs of all of our staff members, Academy of the Arts will provide session "choice" during select times on school-wide PD days. On an average full-day PD, staff will be required to attend mandatory sessions, but will be provided with a menu of session topics to select from for a portion of the day. The topics for the choice sessions will be determined based on staff interests, which will be collected and determined through surveys, observations and 1:1 check-ins with staff members weekly.

Tennessee Department of Education Trainings: Tennessee Department of Education offers trainings to teachers within the state throughout the year to develop educators and ensure alignment with educational expectations. Staff at Academy of the Arts will be presented with the opportunity to attend TDOE online and in-person professional development trainings based on the areas of study they are interested in

Local and National Conferences: AACHS is committed to discovering and learning innovative ideas and practices within the field of education to provide students with the best academic experience that meets their needs. To continue our growth and development as an organization, staff members will have the opportunity to attend and participate in local and national education conferences as school funds permit. Facilitators and staff will be encouraged to find topics and content areas they are interested in learning about at conferences and submit a request to attend to the Director of Operations for review and consideration. Based on the staff members' rationale to attend a conference and the available school

funds, the cost and release time for educators will be granted in support of their personalized and individual growth plan.

Arts Impact Mentor: Through Academy of the Arts partnership with "Arts Impact", a mentor will be assigned to work with facilitators through years 1 and 2. Facilitators will receive 1:1 coaching from their assigned mentor through Arts Impact as they are observed and given feedback 3-5 times a year. Since each facilitator will have a mentor, the feedback and support will be individualized to their personalized needs.

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

Any and all staff members that are hired at Academy of the Arts after the school year has begun will first be assigned a mentor and will join the "New Teacher Induction Program" within our school. This program will convene monthly so no matter when an employee is hired they will have the chance to meet each month with a group of individuals who are new to AACHS. Mentees are also required to meet at least twice a month with their mentor, which would ensure consistent support regularly for any new staff member to the school. As a part of the orientation of staff hired mid-year, their first 2 days assigned to AACH would be "student free" and used to: 1) Set up classroom space; 2) Tour the building with a leadership team member; 3) Learn their schedule and receive all curricular materials needed for instruction; 4) Set up needed technology such as staff laptop; 5) Meet and check in with assigned mentor and; 6) Receive all handbooks and school policies for review. At the close of each of the two days of orientation, the Executive Director will conduct a 1:1 to ensure all question and concerns are addressed prior to the new staff member receiving students.

2.6 INSURANCE

(a) A list of the types and corresponding amounts of insurance coverage the proposed school will secure. Types of insurance should include, at a minimum, workers' compensation, employer liability, property, professional liability, surety bonds pursuant to Tenn. Code Ann. §49-13-111 (n) and sexual abuse.

Academy of the Arts has begun to search for the most cost effective and comprehensive insurance company to protect our students, staff and all of our assets and any foreseen or unforeseen matters. Bankers Insurance has provided AACHS with a reasonable and affordable quote that will include the following coverages:

- ✓ General Liability
- ✓ Property Insurance
- ✓ Abuse & Molestation
- ✓ EPLI
- ✓ Directors & Officers Coverage
- ✓ Workers Compensation
- ✓ Cyber Liability
- ✓ Voluntary K-12 Accident Insurance

(b) A letter of coverage from an insurance company stating they will provide the required coverage upon approval of the charter application. The letter should include provisions for assuring that the insurance provider will notify 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). Note: if the proposed school intends to have school athletics, additional liability coverage will be required.

2.7 TRANSPORTATION

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

Academy of the Arts founding team intends to secure a facility in Somerville, TN that is accessible to our target community and population. To ensure students have access to our school, we will provide transportation. We will provide 2 buses beginning in Y1 and we will maintain this structure over time. AACHS will align itself to TN code § 49-6-2105 to ensure the bus routes developed do not exceed a 1 and ½ hour travel time for all students in the morning and afternoon.

The two bus routes we establish in Y1 will travel between 5-10 miles from the school location to transport students to and from school in the morning and afternoon. Each school bus will have the capacity to transport approximately 50 students totaling 100 students in Y1. To accommodate after school activities, AACHS would run an early and late bus so that transportation is provided to students participating in activties. Understanding that Fayette County is a large area, Academy of the Arts will coordinate 3-4 communal pick up locations on our bus route to accommodate student's transportation needs. Our communal bus stops will be set up in areas such as on a church property or large parking lot connected to a high populated and well-lit establishment or store. Where applicable, our Director of Operations will work with families to help coordinate car pool arrangements to ensure student daily participation at school as well.

AACHS will add additional bus routes as our school expands and as transportation needs are demonstrated. Our bus routes will be operative during regular school days and not for afterschool activities. Buses will be provided for field trips or other activities such as college or university trips that require transportation of students. In the event the cost of providing additional transportation impacts our budget, the proposed Executive Director will work with the Director of Operations and back office provider to iterate and revise a budget that will provide for these additional costs. The Board of Directors will review the budget and determine if it is acceptable or if other plans need to be made to accommodate the increased costs associated with transportation to ensure compliance with all state and federal laws and regulations.

Academy of the Arts intends to contract with a bussing company for the operation of all buses, and to work with the provider to form bus routes responsive to students' needs. The Board will solicit competitive bids and approve vendor selection. The Director of Operations will provide daily oversight of the busing company and ensure that the company adheres to all aspects of our busing contract. We have contacted and are in conversation with the following bus companies who are available to support our transportation needs beginning in August 2023: 1) First Choice; 2) Premier of Memphis; 3) Durham; and 4) National LLC.

In accordance with Tennessee code §49-6-2116, Academy of the Arts will adopt a transportation policy to ensure all students are transported safely. To make certain all students receive a free and appropriate education, transportation will be provided as specified in a child's I.E.P. We will make sure that personnel and staffing directly related to the students' transportation has the appropriate training regarding the needs of the student with disabilities. Every local board of education and charter school governing body shall adopt a transportation policy relative to the safe transport of students. Our bus policy will explicitly state all daily procedures, expectations and protocols for students and staff riding the bus. This policy will be included in the student and parent handbook and distributed to families upon acceptance into AACHS. Our bus policy will also be available and up to date on our school webpage for reference.

2.8 FOOD SERVICE

(a) A clear description of how the proposed school will offer food service to the students, including how it will comply with applicable district, state, and federal guidelines and regulations. Include any plans to meet the needs of low-income students.

Academy of the Arts plans to secure a contract with our own nutrition and meal service plan to have breakfast and lunch delivered to the school site. We will create an "invitation to bid" for meal services. The Board will evaluate the price per meal that will include: a reimbursable meal including milk, condiments applicable to the menu, serving utensils if applicable, packaging and containers needed to transport food in a sanitary manner, and transportation to and from the school. The total cost will also include the fee to provide food service personnel daily to support with packaging, serving and distributing breakfast and lunch to students. Vendors must submit milk in a variety of fat contents as defined by current regulations of the National School Lunch Program. Sample contract provisions and expectations include:

- Maintaining Tennessee Health Department Bi-Annual inspection with a passing score
- Having a HACCP program in place to be able to provide proof of such
- Maintaining daily Individual Meal Food Production Records
- Maintaining Daily Individual Meal Component Documentation
- Maintaining 21-day Monthly Cycle Menus
- Making accommodations for food allergies
- Ensuring hot meals maintained at 140 degrees or above & cold meals at 40 degrees below prior to & during transportation & delivery
- Providing meals that are individually packaged and sealed
- All meals will be priced as a unit, which meets USDA requirements
- Any provider shall implement the "Traditional Menu Planning Approach"
- All menus and meals will appropriate to the age of the students at Academy of the Arts Charter High School
- The provider substitutes food components for a student with disabilities that restricts their diet

Through our conversation and established working relationship with Healthy School Foods Collaborative, they have confirmed that the following steps would occur should we select their services upon authorization to ensure safe food safety practices:

- Vendor prepares and package meals in Shelby County
- Delivery of the meals in a refrigerated truck
- School will have re-therm ovens to bring food to proper temperature
- Vendor has off-site cooking facility in Fayette County and delivers meals in proper holding equipment to keep food at proper temperature

Healthy School Foods Collaborative is a food service operations team with extensive experience supporting charter and non-public schools secure sustainable food programs in schools. Some of the charter schools they have supported secure a food service program are: *KIPP:MORIAL, Memphis RISE Academy, Inspire Charter Schools, Believe Memphis Academy Charter School, Collegiate Academies, Young Audiences Charter School, and Booker T. Washington High School.* Healthy School Collaborative has experience with single and multi-site charter schools and can administer the National School Lunch Program (NSLP). A proposal for food services between Academy of the Arts and Healthy School Food Collaborative is included as Attachment E.

The Director of Operations will manage the vendor identified to provide our breakfast and lunch program. We will identify a location with warmers for the food and coolers for the milk to be stored at required temperatures. Contingent on the facilities space secured, breakfast and lunch may be served in a cafeteria or in classrooms. We will ensure compliance with all applicable district, state and federal guidelines and regulations pertaining to food service in schools. The practices and regulations of handling food and drinks will be closely monitored. We will also closely monitor how to discard waste and how to distribute food to students.

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

Academy of the Arts anticipates serving a majority low-income student population of approximately 75% of our total student body. We will ensure all families report household income earnings so that free or reduced-price lunch can be offered to all families who qualify. To collect information on students who qualify for free or reduced priced lunch, Academy of the Arts will ask families to complete an income verification form as a part of our enrollment packet. The families may elect to complete the form to determine students who are eligible for free or reduced-price lunch.

AACHS plans to participate in the Community Eligibility Program (CEP) under Fayette County, which covers 100% of the cost of breakfast and lunch for eligible students. Although we know Fayette County participates in CEP, AACHS will use an online program to collect payment from families and staff for any breakfast and lunch purchased. We will use a program such as "My Payment Plus", which has a pin number associated with each student and allows payments to be submitted electronically. Contracted vendor services through Healthy School Food Collaborative will support AACHS submit and comply with the food reimbursement request process.

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

Regulations require that all purchases made by schools, whether funded wholly or in part with child nutrition program funds, comply with all federal, state and local procurement requirements.[109] In Tennessee, School Nutrition administers the USDA National School Lunch Program (NSLP) and School Breakfast Program across the state.[110] To ensure our alignment with NSLP regulations, Academy of the Arts will comply with all rules and necessary steps through the procurement process and make sure we receive foods and services that meet the needs of our students. We will follow the 5 procurement steps as outlined by the United States Department of Agriculture: 1) Planning; 2) Drafting specifications; 3) Advertising a solicitation; 4) Award a contract and; 5) Manage the contract.[111] In considering a food service vendor, we will confirm that their breakfast and lunch programs can provide the following:

- ✓ Meal patterns and nutrition standards based on latest *Dietary Guidelines for Americans*[112]
- ✓ Meal patterns that set specific calorie limits to ensure age appropriate meals
- ✓ School breakfast and lunches that meet Federal meal requirements

[109] https://www.cde.state.co.us/nutrition/procurementlocalfoodsforcnp
[110] https://www.tn.gov/education/health-and-safety/school-nutrition.html
[111] https://www.cde.state.co.us/nutrition/procurementlocalfoodsforcnp
[112] http://district.schoolnutritionandfitness.com/wareshoalssd51/files/National_School_LunchProgram_Fact_Sheet.pdf

2.9 ADDITIONAL OPERATIONS

(a) Technology:

Success in nearly any contemporary work place requires technological competence. This is becoming increasing true in the arts, as well. Musicians both create and perform music with the assistance of computer technology. Choreographers create new dances on the computer screen. Many careers in radio, television, cinema, and video require a sophisticated understanding of various areas of technology and the flexibility to adapt to and make use of new versions that appear almost daily. At Academy of the Arts, technology will be used as an instructional tool in all academic and arts courses to support student learning.

U.S. Department of Education National Educational Technology Goals:

1. All students and teachers will have access to information technology in their classrooms, schools, communities, and homes
2. All teachers will use technology effectively to help students achieve high academic standards
3. All students will have technology and information literacy skills
4. Research and evaluation will improve the next generation of technology applications for teaching and learning
5. Digital content and networked applications will transform teaching and learning

In alignment with the U.S. Department of Education National Educational Technology Goals, AACHS will work to increase student learning with the use of technologies by doing the following:
They will skillfully use technology to access, retrieve, and use information school-wide, community-wide, nationally, and world-wide

- Ensure equal access to technology and online material for our entire learning community by providing laptops and iPads to every student and staff member
- Build a culture of continuous learning for staff by providing technology training annually for staff around our schoolwide online programs
- Integration of technology in the classroom by implementing a smartboard initiative to have a smartboard in every classroom by the time AACHS is at maximum capacity

To meet the technology needs of the students and staff at Academy of the Arts, we have connected with Technology Lab and secured an MOU from the company outlining the technology services they will be able to provide to AACHS upon authorization. Technology Lab is the only Microsoft and Apple-certified Managed Service Provider (MSP) in Tennessee. They are familiar with Fayette County and the needs of the area as they currently support Fayette Academy School with their technology services. A detailed description of Technology Lab's monthly general support, server maintenance, disaster recovery, security and professional services are clearly outlined in the MOU provided as **ATTACHMENT E**.

In addition to the monthly technology support, maintenance and security that will be provided from Technology Lab, the following devices will be secured to ensure student growth and support facilitators in their role:

- ✓ Copy machine – AACHS will purchase a copy machine year 1 and it will be stored in the main office for all personnel to access and use. A copy machine will be necessary to make instructional related copies, print information for parents and staff as needed. We have allocated funding in our

budget to purchase a copy machine in year one. We will evaluate our copying needs each year to determine if additional machines need to be purchased for use.

- ✓ Staff laptops: To ensure all staff have access to all instructional and organizational communication systems utilized at Academy of the Arts, every staff member will be provided with a work laptop to use daily. Providing laptops to all staff enables the learning community to communicate more effectively, access and process information, and work productively. We have allocated funding in our budget beginning in year to provide every staff member with a laptop. Since we are a proposed slow growth model, we will purchase laptops for newly hired staff each year.

- ✓ Student 1:1 iPads: Students access to the internet will be critical to our art program and academic program. Since daily use of online programs and applications will be necessary AACHS will ensure a 1:1 Ipad ratio for all students beginning in year one. Students will be required to use online applications to develop Music, design patterns for Fashion Design, record their work in Vocal and Theater classes as well as record and edit Dance performances and Plays. Individual Ipad access encourages the use of multimedia tools enabling students to become active and experiential learners. In addition, with direction and guidance from facilitators, students will be able to use online instructional remediation programs and applications in core subject areas to help eliminate skill gaps and allow students to have additional independent practice on their academic levels. iPads will link students with educational resources within the building, community, and world-wide. We have allocated funding in our budget to purchase iPads for every student beginning in year one. Some examples of online apps students will be able to access online through the use of their iPads are outlined in **Table 2.9 (a).**

Table 2.9 (a) – *Sample online applications for iPad*

Music Production	Fashion Design	Visual Art	Film/Media/Theater	*Graphic Design
Garageband	Art Authority	Sketch Book Pro	iMotion	Illustrator
Wave Machine Labs	Vogue Runway	Procreate	Reel Director	Photoshop
Songify	Adobe Illustrator	Art Authority	8mm Vintage Cam	Adobe In Design
Animoog	The Matboard	Inspire Pro	iMovie	Dimension
Poweramp Music Plus	Corel Draw	iDraw	Stop Motion Recorder	Adobe Sparks

**While Graphic Design is not a separate major of study, several art areas will be required to take this course to support learning in their declared major*.

- ✓ Smartboards: Access to smartboards in the classroom enhance student learning and accommodates student learning styles.[113] They are interactive and facilitators will have easy access to online resources. These interactive displays are purposely built to support teaching approaches that affect learning outcomes. The ability to use smartboards expands classroom tools for teaching and learning and provides for the integration of multiple resources for existing and emerging curriculum. This technology also links the classroom with educational resources within the building, community, and worldwide. Our smartboard initiative will put a new smartboard in every classroom by year 7 when Academy of the Arts is at maximum student capacity.

(b) Student information management:

[113] https://www.teachhub.com/technology-in-the-classroom/2019/10/technology-in-the-classroom-the-benefits-of-smart-boards/

To ensure compliance with the Family Education Rights and Privacy Act (FERPA) as well as Tennessee state regulations, Academy of the Arts will use Powerschool student information management system (SMS), to securely store student records and information electronically. Through our policies and procedures and restricted access to Powerschool SMS, AACHS will ensure compliance and protect student's names and other information prior to enrollment, during enrollment, and after a child has graduated from our high school or withdraws and during the lottery process.

With oversight from the Executive Director, the Director of Operations will manage Powerschool SMS. The Office Manager (when hired) will have shared full access to Powerschool SMS to complete all responsibilities related to registration, student enrollment and withdrawals. With oversight from the Executive Director, the Director of Specialized Services will manage the Easy IEP system where all student IEP, 504 plans and evaluation documentation will be stored. The Executive Director, Director of Operations, Director of Specialized Services, Principal (when hired) and Office Manager (when hired) will be responsible for safeguarding students' personally identifiable information.

In alignment with FERPA[114], Academy of the Arts will require a written records request from parents or legal guardians to receive copies of student records and files. A records request template on AACHS letter head will be made available to parents and guardians in the office as well as on our school website. The Office Manager (when hired), Director of Operations and Director of Specialized Services will proactively notify parents and students prior to disclosing personally identifiable information from the students' records.

In addition, facilitators and support staff responsible for providing students with performance grades will have limited access to Powerschool SMS. They will have access to gain parent and guardian contact information, to input grades and to analyze academic progress. Facilitators will only have access on Powerschool to the students enrolled in their class each year. As outlined in FERPA, all staff members will be prohibited from sharing students' information without the consent of the families and the Executive Director. In accordance with FERPA, if a students' information is shared with the family or permissible entity, there will be documentation recorded in the students file that describes what information was shared and to whom it was provided.

To ensure student files are safe and secure within our school facility, they will be kept in fireproof storage in our front office. Only the Office Manager (when hired), Director of Operations, Executive Director and Principal (when hired) will have access to these locked files. Only the Director of Specialized Services, Executive Director and Principal (when hired) will have access to the files of students who receive specialized services. These files will be kept in fireproof storage with the Director of Specialized Services and they will be required to oversee these files and maintain log entry for any staff or shared services reviewing student files.

(c) School health and nursing services:

Nursing services will be contracted out. The school's student health services plan will include the following components:

- **Protocols for Dealing with Students Who Are ill** – Protocols for the care and treatment of students will be developed, including administering medication.
- **Health Referral Process and Mandated Reporting** – The referral system will ensure that all school health personnel know the proper procedures in making referrals to outside support services and the reporting of serious health concerns (e.g., physical, sexual, and substance

[114] https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

abuse). Issues of confidentiality, parent/student consent, reporting requirements, and school liability options will be addressed.

- **Health Screening and Recordkeeping** – A schedule of health screenings and examinations (e.g., vision, hearing, height/weight measurements, and collected immunization data) will be established in compliance with state/federal guidelines. Health records from each student's previous school will be obtained and health records will be established for each student. The immunization records for all students will be checked and where necessary, steps will be taken to have parents/guardians obtain the necessary immunizations.
- **Staff Training** – All school personnel will be trained in first aid and emergency/disaster procedures and other health related issues such as HIV education, child abuse, suicide behavior, etc. Training will be ongoing throughout the school year.
- **Health Education and Community Outreach** – Students, parents, and staff will be provided with current information on various health issues (e.g., nutrition, personal hygiene and sexuality, violence prevention, etc.). Community programs, parents, and/or caregivers will be made an integral part of the overall school education process.
- **Facilities, Supplies, and Equip**ment – A suitable facility for school health personnel to implement the school's health plan will be provided. Adequate funding for supplies and equipment will be made available.
- **Policies and Procedures** – Policies and procedures to govern the above items will be developed and adopted by the Board.

If and when our operating budget allows for the hiring of a fulltime nurse, the individual will report directly to the Director of Specialized Services.

(d) Safety and security:

To ensure the safety and security of all students, staff and parents within our school, Academy of the Arts will implement the following procedures and daily practices:

- ✓ Ensure security of entry points of the facility and identify one main entry point for all individuals to use
- ✓ Develop and enforce a visitor and entrance procedure to our school inclusive of ringing a bell to enter and announcing name and reason for visit prior to being permitted entry
- ✓ Enforcing a thorough and strict student pick up policy requiring all adults to show I.D., photo copying I.D., checking that adult is named in student records as authorized to pick student up.
- ✓ Create and practice fire drill procedures monthly schoolwide
- ✓ Director of Operations, with support from Executive Director, will develop a crisis plan for the school and will provide staff training multiple times throughout the year as needed
- ✓ Include staff safety and crisis training annually during Summer Institute
- ✓ Conduct all background checks on volunteers for the school
- ✓ Leadership team will conduct annual review and discussion of all safety and crisis plans in place to determine if any changes or shifts need to be made to ensure the safety of our school community within and around the facility

To ensure the safety of students and staff during arrival and dismissal specifically as well as throughout the course of the school day, AACHS will implement the following safety procedures:

ARRIVAL/DISMISSAL SAFETY PLAN:

- ✓ AACHS will ensure student safety from the parking lot to the front door of the school building in any location we secure.

- ✓ At the identified parent drop off/pick up location, an AACHS assigned staff member will open and close car doors for students as they exit ensuring they walk safely to the sidewalk.
- ✓ Traffic patterns in this area will be directed "one way" to limit the amount of vehicles driving by as students are dropped off in the morning and picked up in the afternoon.
- ✓ Traffic patterns will be designed so that no student has to walk in front of a moving car.
- ✓ Staff will be assigned arrival and dismissal locations to manage and support students walking to school, exiting or entering school buses or exiting or entering a car.
- ✓ Safety equipment and signage will be purchased and placed appropriately around the school facility (whether it is a purchased building or rented space) to ensure clear direction is visible for students, staff and community members to follow. Orange cones outlining traffic patterns to walk and drive through will be placed around the school facility; barricades will be placed strategically in the street to outline traffic patterns for busses and cars to follow as necessary; restriction to parking areas will be implemented to ensure students have safe spaces to walk through during arrival and dismissal.

SECURITY MEASURES:

- ✓ AACHS will ensure there are limited access points in the facility we secure.
- ✓ AACHS will implement a 2-step entry process at our main entrance.
- ✓ Check in will be verified at main entrance by individuals first verbally identifying themselves through a monitor and showing ID before being granted access into the building.
- ✓ Upon entry, ID will be checked and verified by AACHS staff member. Once confirmed, person will be granted access to the building.
- ✓ AACHS will implement magnetic locks and swipe access control system at our main entrance, which will be our primary entrance in any facility secured.
- ✓ Main entrance will serve as the mandatory, one point of access for everyone entering the school.
- ✓ AACHS will secure a contract with a company such as "Protect CO." to provide our security needs such as access point cameras, fob access points and magnetic locks.
- ✓ If AACHS secures a space that is co-occupied, we will restrict access into ½ of the building and lock the other side out so that our students and staff remain on the designated side of the facility. All doors will be able to be used as an "Exit" in emergency purposes, but will be locked from the outside to prevent individuals not associated with AACHS to enter our school facility.
- ✓ Safety measures will be revised, added and adjusted on a regular basis to keep our student and staff at AACHS.

(e) School maintenance:

With support from the Executive Director, the Director of Operations will oversee the maintenance of Academy of the Arts Charter High School in any building we secure through, purchase, rent or lease. Maintenance of the facility will be accomplished through contracted janitorial services. We anticipate securing one contracted person for the evening to ensure AACHS building is prepared for students and staff the next day. Should our daily maintenance needs become larger than anticipated, the Executive Director and Director of Operations will work with EdTec, our back-office provider, to determine if hiring one person to support our maintenance needs at the school during the day is financial possibly. At maximum capacity or when we purchase a new facility, AACHS will hire a building engineer to support our facility needs within the school. The funding allocation for maintenance services are provided for in the attached budget narrative.

(f) Describe any additional operations, as applicable.

Academy of the Arts has developed a partnership with EdTec for budget development. Upon charter approval, the school will continue their relationship with EdTec and contract with them to support back-office services. Through contracted services, EdTec would provide the following: 1) Establishment of payroll logistics; 2) Monthly financial reports and submission; 3) Assistance with contingency budget plans and; 4) Budget management.

Considering the unprecedented time we live in with the Covid-19 pandemic still a global threat, AACHS has looked to how schools currently in operation are addressing safety precautions within their buildings in relations to Covid -19. AACHS will implement the following procedures should restrictions remain in place due to the Covid -19 pandemic upon authorization and opening in August 2023. AACHS will follow CDC a quarantine and isolation guidelines as well. Upon authorization, AACHS Board and leadership team would adjust the policy as best practices from current schools are continued to be observed and as the CDC provides recommendations to keep students, staff and community members safe within a school:

AACHS Covid-19 Operational Procedures:

If a student in a learning pod or a staff member assigned to a learning pod tests positive for COVID-19, the entire learning pod must begin a cautionary quarantine following the guidelines set out below. That pod will transition to virtual learning for 10 days (count includes weekend days).

Families will need to complete screener questions for their student each day before dropping their students off at the school or the bus, where students will have their temperatures checked. Students will be sent home in instances where there is concern about illness based on the screener:

Breakfast & Lunch:

- **Ventilation** - When meals begin windows will always be open with doors closed.
- **Social Distance** – Students will be seated at least 6 ft from others. Students will remain seated throughout. If an emergency arises students will put on masks before they leave their seats. Staff members will bring trash bins to students, so they won't need to leave their seats to clean-up.
- **Handwashing –** Students will sanitize hands before and after eating
- Students will eat right as they arrive.
- Staff will clean-up as students finish eating.
- Students will then put on masks and get logged into class.
- Students will eat in two shifts. Students not eating will keep masks on.
- Staff will clean-up as students finish.

Restricted Visitor Access:

Campus visitors will be limited to only those who are necessary to the school's operations. Necessary visitors include, but are not necessarily limited to, maintenance personnel, AACHS and state education personnel, governing board members, delivery drivers, postal workers, and local health officials.

Families will be permitted to enter only the main office area when necessary to pick up or drop off their children. All visitors are required to properly wear masks and practice distancing. If visitors show proof of full vaccination, they may be allowed on campus in a limited capacity.

Universal Face Masks:

- All students, staff, and visitors are required to wear a facemask over their nose and mouth at all times during the school day. The only exception is when eating during designated times.
- Staff may remove masks when working alone in a classroom or office.
- For students, masks are also required during arrival, dismissal, and on the bus.
- Additionally, AACHS will maintain a stock of additional PPE and classroom sanitation supplies to ensure we maintain a safe environment.

Physical Distancing:

- All staff and students are required to maintain at least six feet of distance as feasible during the school day.
- Classroom desks will be spaced six feet apart, and students should not move around classrooms, hallways, or common spaces in ways that decrease physical distancing.
    - Sometimes six feet of distancing is impractical, and in that case, staff and students will adhere to other safety measures to mitigate potential exposure to COVID0-19 and other infectious diseases, limiting close contact as much as possible.
- Staff will avoid gathering in groups in hallways, classrooms, and common areas.

Handwashing & Disinfecting:

- Students will wash hands at both restroom breaks
- Student will sanitize hands after each block, before and after lunch, and upon arrival to the building

Ventilation in Classrooms:

- AACHS will follow CDC guidelines
- Windows in classrooms and hallways will be opened to allow outdoor air to flow throughout the building as weather permits.
- In areas where fresh air is limited, fans may be used to direct fresh air into those areas. HVAC systems will undergo regular maintenance.
- Air flow patterns will be analyzed throughout the day using carbon dioxide monitors, especially during the first few weeks of in-person learning. These devices allow school staff to determine if exhaled air is accumulating in confined spaces such as classrooms.

Cleaning and Sanitation:

- AACHS will follow CDC cleaning and sanitation guidelines
- Custodial staff will routinely clean all classrooms and common areas throughout the school day.
- All classrooms used for in-person learning will be disinfected daily after dismissal.
- Frequently touched surfaces such as desks, doorknobs, light switches, and toilets will be sanitized multiple times throughout the day.

Staff Testing:

All staff who are working from the school building will be tested weekly. In the event of a positive test, the following procedure will be followed:

- If an employee is asymptomatic and the test result is negative, the employee will continue to work from the building. If an asymptomatic employee tests positive, the employee will take a PCR test and immediately go home to isolate until the result comes back negative.
- If an employee is symptomatic and at the building, the employee will immediately be tested and sent home. If the test result is positive, the employee will stay home and quarantine.

Other Safety Precautions:

- ✓ Student PODS - Students will be placed into classroom pods where they will remain throughout the day.
- ✓ Meals -Breakfast and lunch will be consumed in the classrooms, and movement throughout the building will be limited to the extent practical.
- ✓ Restroom- Restrooms breaks will adhere to six feet of physical distancing. Students will be escorted to non-break restroom visits.
- ✓ Water - Water bottles will be provided by the school, and students will be encouraged to fill them at home prior to coming to school.

*Should the country move towards a fully virtual instructional setting, AACHS will implement a fully virtual educational model that ensures no learning is loss and all students and staff can continue to teach and acquire the skills necessary to meet graduation requirements and college ready expectations.

(g) For an ASD operator only, describe any operational matters that will be handled differently following the transition to a non-ASD authorizer (and that have not already been addressed in another section), the rationale for the differences, and any new resources they would require. If there will be no additional changes to operations, please respond with N/A to this section.

2.10 CHARTER MANAGEMENT ORGANIZATION (NOT APPLICABLE)

As a category 1 charter school applicant, this section does not apply to the information required.

2.11 WAIVERS

To fully implement an art education model daily with authentic assessments, high levels of student exploration and collaborative study, Academy of the Arts requires autonomy in specific areas to meet the needs of students, while holding true to its innovative design model. In accordance with Tennessee Charter law, §49-13-111, AACHS is requesting the following waivers so that we may offer a high-quality core instructional program while allowing students the necessary time to train, practice and study in their selected performing art major each day:

T.C.A. Citation	Description of Statute	Proposed Replacement, Policy or Practice	How Waiver Will Increase Student Achievement	Rationale
T.C.A. §49-3-306(a)	Licensed Personnel Salaries	We will ensure that all staff are paid appropriately, at regular intervals and in a timely manner, which will be disclosed at the start of each year. Our salary scale will be determined by facilitator experience, education level and evidence of effectiveness based on observation ratings, TVAS and standardized tests.	Our efforts will be to recruit the highest quality, mission aligned, innovative staff. Our competitive salary will be based on student achievement as well as educational level and experience.	**Flexibility to develop a salary scale will:** *Allow AACHS to recruit nationally & attract a diverse population of teachers from across the country. *Allow AACHS to recruit, hire & retain the most effective educators to support students. Research shows that paying teachers for their level of experience, achievement gains & education results in: -Improved teacher retention -Gains in student performance -Increases likelihood of hiring teachers who earned top scores on their educator certification exams.
T.C.A. §49-5-503	Tenure	Academy of the Arts will contract facilitators and staff through at "at-will" status with the school.	To maximize student achievement and ensure all aspects of our art education model is implemented daily with fidelity, we require more demand over staffing infrastructure to retain, recruit and support the most effective talent.	**Flexibility to establish an "at will" agreement will allow AACHS & staff to:** *Make immediate decisions regarding employment so not to compromise the instructional program for students. * Recognizing that our innovative performing art model comes with unique expectations, AACHS wants to provide employees with the opportunity to remain at the school if it truly aligns with their professional goals and capacities.
T.C.A. §49-6-2206	Use of Unapproved Books and Instructional Materials	The Executive Director in partnership with consultants from Arts Impact and facilitators within	AACHS instructional approach is non-traditional. The personalized curriculum that we will create upon	**Flexibility to use a variety of instructional materials & books will:** *Allow AACHS to offer books/materials directly connected to student interests.

		the school will determine the curriculum necessary for each year, which may include textbooks not listed on approved instructional materials lists. Our leadership team will ensure that all materials used are in full alignment with TAS and students will participate in the state mandated assessments annually.	approval requires the autonomy to identify and purchase materials aligned to our creative art approach. To ensure that we prepare students for college and career within an art infused academic program, we require high amount of flexibility in our curriculum and instructional materials.	*Allow AACHS to research, select & utilize books/materials that are culturally relevant to the student population served. *Allow AACHS to commit to contracts secured with Arts Impact to develop a personalized, performing art curriculum. *Allow AACHS to design authentic student assessments. *Allow AACHS to use materials and readings specifically aligned to the art courses offered.
T.C.A. §49-6-4002	Formulation & Administration of Behavior & Discipline	Under the direction of the Executive Director, Director of Operations, and Director of Specialized Services, Academy of the Arts will develop and implement a disciplinary policy that is fair, restorative in nature and meets the needs of all students to create a positive learning environment within our school community. Our disciplinary policy will ensure that there is no discrimination by race, gender, religion, disability or any other demographic factor.	To implement an art education model that is heavily dependent on student and staff collaboration and interaction, we will implement non-traditional restorative approaches to uniquely develop our positive culture and climate. In doing so, we require the autonomy to develop fair discipline policies and procedures in alignment with our core values and mission. We understand that behavior and academics are parallel and will heavily invest in the character development of our students.	**Flexibility to develop behavior & discipline policies/procedures will:** *Allow AACHS to implement and become a "School Wide Positive Behavior Intervention & Support" (PBIS) School. *Allow AACHS to implement and utilize our restorative justice practices and approaches that align with our mission, vision & core values. *Allow AACHS to partner with students and families to develop behaviors policies and procedures hat align with the mission, vision & core values of the school.
T.C.A. §49-6-3004	School Term	Our school calendar includes 15 professional development in the	The capacity to facilitate professional development consistently	**Flexibility to develop a professional development schedule will:**

		summer for staff, 4 data days, 18 half days for professional development days.	throughout the year will be critical to upholding the effectiveness of our performing art design model.	*Allow AACHS to meet with staff regularly to look at not only academic data, but also performing art data as relevant to the schools' model. *Allow AACHS to build specific professional development time into the annual schedule that allows for the professional training provided by Arts Impact to occur while not compromising the required PD time to meet Tennessee's required professional development requirements. * Allow AACHS the opportunity
T.C.A. §49-3-311	Capital Outlay	Academy of the Arts will ensure that the building we secure is ADA compliant and up to all safety code requirements. We are pursuing 3 facilities within our target community. There are church facilities that have offered their location for use and 1 commercial property which is available.	The capacity to make our own decision regarding a school facility gives AACHS the ability to find locations that align with our financial projections as well as the needs of our academic and art programs. This flexibility will help us ensure that we identify a school conducive to the work students are expected to produce creatively through our art program	**Flexibility to secure a school facility within Fayette County will:** * Allow AACHS to rent, purchase or build a school facility that meets the requirements of the performing arts components of our model. Examples of non-traditional school areas that AACHS would need in a school facility are dance studios and music/recording studios.
T.C.A. §49-5-408,409	Tenure: Evaluations Contracts & Employment Termination	Academy of the Arts ability to recruit and hire staff fully invested in the mission and committed to implementing an authentic art education model will greatly impact our success. It is critical to the success of our core content and art education programs that we are able to design hiring, pay,	A component of our success will be the ability to attract, hire and retain staff that are committed to art education and have a passion for educating our youth. In order to provide staff with the motivation necessary to get the job done, it is essential that AACHS is able to design hiring benefits and a promotion and evaluation system	**Flexibility to develop contracts and evaluation criteria will**: *Allow AACHS to use evaluation tools for staff that are inclusive of the goals and standards outlined in our performing art program. *Allow AACHS to develop teacher and staff contracts that center around the mission, vision and core values of the school to ensure alignment between the hiring of staff and the educational goals the school is designed to meet.

		promotion, benefits and evaluation systems that are aligned to our goals and vision. Facilitators will be assessed based on their performance. Facilitators and staff who retain the required levels of performance as outlined in their contracts will be offered another contract.	aligned to our mission and goals.	
T.C.A. §49-5-101(a)	Basic requirements	Academy of the Arts would like to be able to recruit the most qualified candidates nationally to fulfill our mission. Teacher effectiveness has the greatest impact on student achievement. The ability to hire staff in full alignment with our mission, vision and goals will lead to greater student achievement through our arts education model.	AACHS's goal is to recruit the most qualified candidates around the country to manage and run the school daily.	**Flexibility to recruit and hire educators and individuals who are a good fit for the performing art model will:** *Allow AACHS to bring on board individuals who have the talent and skills aligned to the performing arts, specifically in dance, music, theater, fashion design and music to teach students. *Allow AACHS to recruit teaching staff from art programs and not exclusively teacher preparation programs. *Allow AACHS to utilize the teaching staff that will be provided by Arts Impact, the proposed art education curriculum consultants, to work with students
T.C.A. §49-6-2106	Approval of Bus Routes	We want to ensure that students are not prevented from attending our school due to the lack of a bus route. Academy of the Arts intends to use bus routes to ensure we are able to enroll students who have strong interest and desire to study the performing arts.	Expanding the capability to bus students based on their desire to attend AACHS will give more students access to our art education model, which research supports improves academic performance as well as social skills.	**Flexibility to create and utilize bus routes within Fayette County will:** *Allow AACHS to recruit students equally from within the entire county. *Allow AACHS to provide an equitable transportation system & opportunity for any student who enrolls and is accepted into the school.

State Board of Ed. Rule/Policy	Description of Rule/Policy	Proposed Replacement Rule, Policy or Practice	How this waiver will increase student achievement	
0520-01-02-02	Salary Schedule	Academy of the Arts will create a system determining salary and bonuses of facilitators and staff based on experience, education level, and student achievement.	Student preparation for college and career are our priorities. We commit to hiring based on effectiveness and ensuring that the highest quality individuals who are mission aligned hold positions within our school.	**Flexibility to develop a salary scale will:** *Allow AACHS to recruit nationally & attract a diverse population of teachers from across the country. *Allow AACHS to recruit, hire & retain the most effective educators to support students. Research shows that paying teachers for their level of experience, achievement gains & education results in: -Improved teacher retention -Gains in student performance -Increases likelihood of hiring teachers who earned top scores on their educator certification exams.
0520-01-03.02(1)(b)2(i)	Length of Day for Students	We request to waive section (b)2(i) under the Length of School Day for Students, which states that "early dismissals shall not exceed the equivalent of 13 days and shall not exceed 3.5 hours in any week. We detail in our academic calendar and weekly schedule early dismissal days every other Friday at 12 for students.	To consistently and effectively provide teachers with the skills they need to deliver effective and personalized instruction to students we provide 2.5 hours of professional development to staff bi-weekly. This flexibility will allow for ongoing PD of all staff.	**Flexibility to determine the length of the school day will:** *Allow AACHS to design the daily courses and activities of the instructional program to be fully inclusive of our unique performing art model. *Allow AACHS to strategically include professional development and data days into our calendar year in a way that teachers are provided with frequent and consistent training opportunities and collaborative sessions to work together.
0520-1-2-03(6)	Licensed Principals	Academy of the Arts would like to be able to recruit the most qualified candidates nationally to fulfill our mission. Teacher effectiveness has the greatest impact on student achievement. The ability to hire staff in full alignment with our mission,	AACHS's goal is to recruit the most qualified candidates around the country to manage and run the school daily.	**Flexibility to recruit and hire educators and individuals who are a good fit for the performing art model will:** *Allow AACHS to bring on board individuals who have the talent and skills aligned to the performing arts, specifically in dance, music, theater, fashion design and music to teach students. *Allow AACHS to recruit teaching staff from art programs and not

		vision and goals will lead to greater student achievement through our arts education model.		exclusively teacher preparation programs. *Allow AACHS to utilize the teaching staff that will be provided by Arts Impact, the proposed performing art education consultants, to work with students.
0520-1-3-07(1)	Library Information Personnel	AACHS will not have a library information specialist. Instead we will have leveled classroom libraries with facilitators managing the use of each space.	All classes at AACHS will be required to build and sustain classroom libraries in their space for student access daily. Students will have continued access to local libraries as well.	

2.12 NETWORK VISION, GROWTH PLAN & CAPACITY – (NOT APPLICABLE)

2.13 NETWORK MANAGEMENT – (NOT APPLICABLE)

2.14 NETWORK GOVERANCE – (NOT APPLICABLE)

2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS

SECTION 3 FINANCIAL PLAN AND CAPACITY

3.1 FINANCIAL PLAN AND CAPACITY

3.1 Planning and Budget Worksheet

Please see **Attachment N** for Academy of the Arts Planning and Budget Worksheet

3.2 BUDGET NARRATIVE

3.2 Budget Narrative

Please see **Attachment O** for Academy of the Arts Budget.

3.3 NETWORK FINANCIAL PLAN – (NOT APPLICABLE)

As a category 1 charter school applicant, this section does not apply to the information required.

ATTACHMENNT A: Annual Academic Calendar and Sample Student Schedules

2023

January

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July 24 – Aug 4	Staff PD and Orientation
August 7	1st Day for Students
September 5	Labor Day – NO SCHOOL
September 8 & 22	½ Day Friday –Staff In-Service
October 6 & 20	½ Day Friday - Staff In-Service
October 9-13	Fall Break
November 3 & 17	½ Day Friday – Staff In-Service
November 20-25	Thanksgiving
December 1 & 15	½ Day Friday – Staff In-Service
December 22	DATA DAY – STAFF ONLY
December 25- January 3	Winter Break
January 2 & 3	Winter Break (cont)
January 12 & 26	½ Day Friday – Staff In-Service
January 16	MLK Day – NO SCHOOL
February 9 & 23	½ Day Friday – Staff In-Service
February 16	DATA DAY – STAFF ONLY
February 19	President's Day – NO SCHOOL
March 8 & 22	½ Day Friday – Staff In-Service
March 11-15	Spring Break
Marcg 29	Good Friday – NO SCHOOL
April 12 & 26	½ Day Friday – Staff In-Service
April 19	DATA DAY – STAFF ONLY
May 12 & 26	½ Day Friday – Staff In-Service
May 27	Memorial Day – NO SCHOOL
June 4	Last Day for Students
June 5 & 6	Staff Closeout
8/07 – 10/20	**1st Marking Period** (41 days – 9 weeks)
10/31 – 1/12	**2nd Marking Period** (45 days – 9 weeks)
1/17 - 3/25	**3rd Marking Period** (42 days – 9 weeks)
3/27 – 5/26	**4th Marking Period** (45 days – 10 weeks)

Sample 9th Grade Dance Major

Monday	Tuesday	Wednesday	Thursday	Friday
7:45 - 8:15 Pick Me Up (Schoolwide)	7:45 - 8:00 Morning Meeting	7:45 - 8:00 Morning Meeting	7:45 - 8:00 Morning Meeting	7:45 – 9:00 Dance Class (Rehearsal)
8:17 - 10:17 Dance Class (Hip Hop)	8:02 – 10:02 Dance Class (Ballet)	8:02 – 10:02 Dance Class (Hip Hop)	8:02 – 10:02 Dance Class (Ballet)	9:02 – 10:02 English 1
10:19 - 12:19 English 1	10:04 – 12:04 Integrated Math 1	10:04 – 12:04 English1	10:04 – 12:04 Integrated Math 1	10:04 – 11:04 Integrated Math 1
12:21 - 12:51 LUNCH	**12:06 – 12:36 LUNCH**	**12:06 – 12:36 LUNCH**	**12:06 – 12:36 LUNCH**	**11:06 – 11:36 LUNCH**
12:53 – 2:08 SS/Sci	12:38 – 1:38 SS/Sci	12:38 – 1:38 SS/Sci	12:38 – 1:38 SS/Sci	11:40 – 12:40 SS/Sci
2:10 – 2:57 SEL (Mutt-i-gree Program)	1:40 – 2:25 *PE/Health	1:40 – 2:25 SEL (Mutt-i-gree)	1:40 – 2:25 SEL (Mutt-i-gree Program)	12:42 – 2:00 Junior Achievement (Entrepreneur Class)
	2:27-2:57 **** Skill Build***	2:27 -2:57 **** Skill Build***	2:27-2:57 **** Skill Build***	2:02 – 2:57 Pick Me Up (Schoolwide)

- **Breakfast served from 7:20 - 7:43 daily**
- **Skill Build class reserved for students who need additional academic support**
- **Dance majors will not take PE/Health –earn credit through their major**

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Sample 10th Grade Visual Art Major

Monday	Tuesday	Wednesday	Thursday	Friday
7:45 - 8:15 Pick Me Up (Schoolwide)	7:45 - 8:00 Morning Meeting	7:45 - 8:00 Morning Meeting	7:45 - 8:00 Morning Meeting	7:45 – 9:00 Visual Art Class (Gallery Preparation)
8:17 - 10:17 Visual Art Class (Analytical Drawing)	8:02 – 10:02 Visual Art Class (Painting and Palette Control)	8:02 – 10:02 Visual Art Class (Analytical Drawing)	8:02 – 10:02 Visual Art Class (Painting and Palette Control)	9:02 – 10:02 English 1
10:19 - 12:19 English II	10:04 – 12:04 Integrated Math II	10:04 – 12:04 English II	10:04 – 12:04 Integrated Math II	10:04 – 11:04 Integrated Math II
12:21 - 12:51 LUNCH	**12:06 – 12:36 LUNCH**	**12:15 – 1:00 LUNCH**	**12:15 – 1:00 LUNCH**	**11:06 – 11:36 LUNCH**
12:53 – 2:08 SS/Sci	12:38 – 1:38 SS/Sci	12:38 – 1:38 SS/Sci	12:38 – 1:38 SS/Sci	11:40 – 12:40 SS/Sci
2:10 – 2:57 SEL (Mutt-i-gree Program)	1:40 – 2:25 SEL (Mutt-i-gree)	1:40 – 2:25 Foreign Language	1:40 – 2:25 SEL (Mutt-i-gree)	12:42 – 2:00 Junior Achievement (Entrepreneur Class)
	2:27-2:57 **** Skill Build***		2:27-2:57 **** Skill Build***	2:02 – 2:57 Pick Me Up (Schoolwide)

- **Breakfast served from 7:20 - 7:43 daily**
- **Skill Build class reserved for students who need additional academic support**
- **Dance majors will not take PE/Health –earn credit through their major**

Sample 11th Grade Film/Media/Theater Major

Monday	Tuesday	Wednesday	Thursday	Friday
7:45 - 8:15 Pick Me Up (Schoolwide)	7:45 - 8:00 Morning Meeting	7:45 - 8:00 Morning Meeting	7:45 - 8:00 Morning Meeting	7:45 – 9:00 F/M/T Class (Rehearsal)
8:17 - 10:17 F/M/T Class (Digital Media Production)	8:02 – 10:02 F/M/T Class (Playwriting/ Screenwriting)	8:02 – 10:02 F/M/T Class (Digital Media Production)	8:02 – 10:02 F/M/T Class (Playwriting/ Screenwriting)	9:02 – 10:02 English 1II
10:19 - 12:19 English III	10:04 – 12:04 Integrated Math III	10:04 – 12:04 English III	10:04 – 12:04 Integrated Math III	10:04 – 11:04 Integrated Math III
12:21 - 12:51 LUNCH	**12:06 – 12:36 LUNCH**	**12:06 – 12:36 LUNCH**	**12:06 – 12:36 LUNCH**	**11:06 – 11:36 LUNCH**
12:53 – 2:08 SS/Sci	12:38 – 1:38 SS/Sci	12:38 – 1:38 SS/Sci	12:38 – 1:38 SS/Sci	11:40 – 12:40 SS/Sci
2:10 – 2:57 SEL (Mutt-i-gree Program)	1:40 – 2:25 SEL (Mutt-i- gree)	1:40 – 2:25 SEL (Mutt-i- gree)	1:40 – 2:25 Foreign Language	12:42 – 2:00 Junior Achievement (Entrepreneur Class)
	2:27-2:57 **** Skill Build***	2:27-2:57 **** Skill Build***		2:02 – 2:57 Pick Me Up (Schoolwide)

- **Breakfast served from 7:20 - 7:43 daily**
- **Skill Build class reserved for students who need additional academic support**
- **Dance majors will not take PE/Health –earn credit through their major**

Sample 12th Grade Fashion Design Major

Monday	Tuesday	Wednesday	Thursday	Friday
7:45 - 8:15 Pick Me Up (Schoolwide)	7:45 - 8:00 Morning Meeting	7:45 - 8:00 Morning Meeting	7:45 - 8:00 Morning Meeting	7:45 – 9:00 Fashion Design (Exhibition Prep)
8:17 - 10:17 Fashion Design Class (The Business of Fashion Design)	8:02 – 10:02 Fashion Design Class (Studio & Exhibition)	8:02 – 10:02 Fashion Design Class (The Business of Fashion Design)	8:02 – 10:02 Fashion Design Class (Studio & Exhibition)	9:02 – 10:02 English 1V
10:19 - 12:19 English IV	10:04 – 12:04 Bridge Math	10:04 – 12:04 English IV	10:04 – 12:04 Bridge Math	10:04 – 11:04 Bridge Math
12:21 - 12:51 LUNCH	**12:06 – 12:36 LUNCH**	**12:06 – 12:36 LUNCH**	**12:06 – 12:36 LUNCH**	**11:06 – 11:36 LUNCH**
12:53 – 2:08 Credit Recovery/ Capstone Prep	12:36 – 1:36 Credit Recovery/ Capstone Prep	12:36 – 1:36 Credit Recovery/ Capstone Prep	12:36 – 1:36 Credit Recovery/ Capstone Prep	11:40 – 12:40 Credit Recovery/ Capstone Prep
2:10 – 2:57 SEL (Mutt-i-gree Program)	1:40 – 2:25 SEL (Mutt-i-gree)	1:40 – 2:25 SEL (Mutt-i-gree)	1:40 – 2:25 SEL (Mutt-i-gree)	12:42 – 2:00 Junior Achievement (Entrepreneur Class)
	2:27-2:57 **** Skill Build***	2:27-2:57 **** Skill Build***	2:27-2:57 **** Skill Build***	2:02 – 2:57 Pick Me Up (Schoolwide)

- **Breakfast served from 7:20 - 7:43 daily**
- **Skill Build class reserved for students who need additional academic support**
- **Dance majors will not take PE/Health –earn credit through their major**

ATTACHMENT B/C: Student Handbook & Discipline Policy

SCHOOLYEAR 2023 - 2024

MISSION STATEMENT: The mission of the Academy of the Arts Charter High School is to educate students through the performing arts while providing them with the academic and entrepreneurial skills to succeed in college and life!

VISION STATEMENT: Academy of the Arts vision is to advance human creativity and transform aspirations into artistic scholarship and entrepreneurship! We offer a rich arts environment where thinkers, doers and dreamers can work collaboratively and cooperatively through their artistic technical development. We will instill a lifelong passion for the performing arts through a personalized curriculum that prepares students for higher education as well as professions in the arts!

ATTENDANCY POLICY

Academy of the Arts students will serve breakfast between 7:30 – 7:55, Monday -Friday daily. The doors open at 7:25 am with the 1st bell ringing at 7:55 am. Every other Friday, students will be released early at 12:30 pm. We commit to a daily attendance rate at or above 95%.

EXCUSED ABSENCES

Excused absences are classified as the following:

- Personal illness
- Homebound
- Hospitalization of student
- Injury
- Pregnancy
- Serious illness or death of a student's immediate family.
- Student participation in school sponsored activity or college visit as a student representative.
- Religious holidays and special regularly observed holiday by specific faith groups. (Students are excused for absences of class or school day due to religious observance of a holiday deemed sacred by a religion of the student. The student will be allowed to make-up any missed work without penalty.)
- Absences due to court orders, subpoena, or court summons are excused.
- Circumstances beyond the student's control at the discretion of the Executive Director may be excused.
- Deployment of the students' parent or guardian enlisted in the United States Armed Forces, inclusive of the National Guard or Reserve called to active duty.
    - The student shall be given one day of excused absence for deployment and one absence for the return for deployment of the parent or legal guardian.
    - Students may be given excused absences for up to ten (10) days to visit student's parent or guardian if the parent is granted rest and recuperation leave and is also stationed outside of the country.
    - Students may be given excused absences for up to ten (10) days of accumulation throughout the school year for visitation during deployment of parent or guardian. The total excused absences for deployment related reasons may not exceed 10 cumulative days.
- A student may be given an excused absence when participating in a non-school sponsored event or activity at the discretion of the Executive Director.
    - The parent or guardian must provide documentation to the Director of Operations or Principal of proof of participation in the activity.
    - The documentation must be in writing at least 7 business days prior to the student's absence.
    - Once the documentation is received parent or guardians will fill out a request for excused absence which shall include, student full name, school ID, grade, dates of the anticipated absence, reason for the absence, signature of both student and parent.
    - The Executive Director or designee will approve the request and notify the parents in writing of their status of excused absence.
    - To ensure all students are receiving the learning and support they need to be successful in life, the Executive Director may cap the number of non-school related activities deemed as excused absences. The Executive Director shall not excuse more than 10 absences annually for students

participating in non-school related activities. Any absence not outlined above shall be considered unexcused absences.

UNEXCUSED ABSENCES

Any student absent from school not for the above reasons will be considered an unexcused absence. If a student has excessive unexcused absences he/she will be deemed as truant. Academy of the Arts will follow Tennessee State Law (TCA 49-6-3007 when reporting truancy.

INCLEMENT WEATHER

If there is inclement weather conditions such as, but not limited to, snow, Academy of the Arts will follow the direction of Fayette County Schools cancellation policies. We will make announcements of closure on social media, local television or radio stations, and on our school website.

EARLY DISMISSAL

All parent/guardians must call the school in advance and provide a written note to the school to explain the early dismissal. Academy of the Arts discourages early dismissal unless for extenuating circumstances. The parent/guardian must sign out the student in the main office with the Director of Operations or Office Administrator before removing the student from the school. The school will document early dismissals as absent if the student is present for less than 3 ½ hours of instructional time on a given day.

PARENTAL INVOLVEMENT

Academy of the Arts is a performing art high school and will have a number of events, student exhibitions and talent shows to demonstrate artists skills. It is the expectation as a school community that parents, guardians attend and help support throughout the school year. Parents and guardians will be asked to attend, volunteer and help coordinate activities.

HEALTH

In the event a student becomes ill during school hours or is ill during the school day and not able to stay in class, the parent/guardian will be called to pick up the child for early dismissal. Therefore, accurate emergency contact information is needed on file for adequate communication. If a child needs to take any prescription medicine the parent/guardian must obtain the appropriate documentation from the doctor giving school staff permission to administer it to your child. If at any time during the school year your child contracts one of the following infectious diseases, please seek medical attention and avoid bringing the child to school. The following diseases, but not limited to, apply: flu, chickenpox, conjunctivitis, strep throat, lice, stomach flu/virus, ringworm.

ASSESSMENTS

In addition to traditional classroom assessment measures, we use a standard assessment system to determine students' academic levels. The MAP Assessment will be administered at the start of each school year and AACHS will use the STAR Math and Reading Assessments four times a year.

In addition to traditional classroom assessment measures, students will take several authentic assessments in their major courses to measure progress and growth. Examples of authentic assessments are student portfolios, student processfilios, exhibitions and galleries. Facilitators will send home information regarding each assessment at the start of the year.

PROGRESS REPORTS, REPORT CARDS, AND SCHOOL-PARENT MEETINGS

Facilitators will send home quarterly interim reports every 4-5 weeks to share the progress of each student. Report cards will be distributed at the end of each quarter to communicate students' academic and behavioral performance. Report Cards must be signed and returned to school.

PROMOTION POLICY

Academy of the Arts promotion policy is rooted in a balance of understanding that while students learn at different rates and may experience plateaus at different times as they grow, mastery of grade level academic standards is the best measure for promotion to the next grade level. It ensures that a student can be successful in the academic challenges of the next grade level. Grade-level promotion is determined based on attendance, student mastery of

content as depicted in final grades, and final exam requirements. Additionally, we consider the whole-child and may retain students who demonstrate significantly below grade level social development.

SPECIAL EDUCATION

Academy of the Arts believes in providing a free and appropriate public education (FAPE) to all students. FAPE mandates that the school provides access to general education and specialized educational services. A student may receive special education services only through the proper evaluation and placement procedure. Parent/Guardian involvement in this procedure is required. A parent or guardian who believes his/her student may have a disability that interferes substantially with the student's ability to function properly in school should contact the Executive Director.

DRESS AND GROOMING CODE: UNIFIORM POLICY

- ✓ All students are required to wear comfortable clothing that will allow them to freely participate in their performing art class.
- ✓ Students may not wear offensive or vulgar language on any of their clothing.
- ✓ Students may not wear any offensive or vulgar symbols on their clothing.
- ✓ Students may not wear clothing that is revealing.

The Executive Director or their designee reserves the right to determine if any student clothing is inappropriate and may not be worn to school.

GRIEVANCE PROCEDURES

A grievance is another name for a complaint. A student grievance exists when it is alleged that the student has been treated unfairly or has not been afforded due process.

The following persons or groups of persons may use the grievance procedures:

1. Students or groups of students
2. Parent(s)/guardian(s) of a student
3. Groups of parents/guardians of students

When the grievance procedure is used, these steps shall be followed:

1. The grievant shall request, in writing, a conference with the person(s) who allegedly treated the student unfairly within three (3) school days of the alleged incident.
2. A conference shall be held within four (4) school days after the request.
3. If the conference does not resolve the complaint, the grievant may file a written appeal with the school leader within three (3) days of the conference.
4. The school leader shall resolve the appeal by investigating the situation, reviewing the appeal/records, and/or scheduling a conference to hear the grievance within five (5) school days following the receipt of the notice of appeal and shall issue a decision in writing no later than five (5) days following the investigation/conference. If the discipline will result in a consequence that is less than an out-of-school suspension, the school leader's decision is final.
5. If the decision at the school leader's level is not acceptable and the consequence will result in out-of-school suspension or expulsion, the school leader's decision may be appealed to the Board. A grievant wishing to appeal the school leader's written decision must file a written appeal with the Board no later than five (5) school days from the date of the school leader's written decision.
6. The Board shall resolve the appeal by investigating the situation, reviewing the written appeal/records, and/or will schedule a conference to hear the grievance within five (5) school days following the receipt of the notice of appeal and shall issue a decision in writing within five (5) school days following the investigation/conference.

The decision of the Board shall be the final decision of the school. A copy of the decision shall be sent to the parties involved within ten (10) school days following the Board hearing.

Use of Surveillance Equipment for Safety and Security

To help assure the safety and security of the students and staff of the school, cameras and audio devices may be used to monitor public areas or accesses to restricted areas in schools or on school property. Recordings from devices installed for safety and security may be used as the basis of disciplinary actions, or, if appropriate, criminal prosecutions against persons committing violations on school property. This section does not preclude the installation of recording or monitoring devices as part of a criminal or administrative investigation in compliance with pertinent authorities, laws, and procedures for the conduct of such investigations. Notice of presence of surveillance equipment will be posted to the extent required by law.

Disclosure of Certain Student Information

The school may disclose certain information, known as directory information, in its discretion without consent. Parents/guardians may refuse to permit the release of any or all directory information. If a parent/guardian does not want directory information released, he or she must send written notice annually to the school leader. Such notice must be received within 30 days of student receipt of this Student Code of Conduct. The following student information is directory information: name, address, telephone number, date and place of birth, grade level, dates of attendance, the most recent previous school attended by the student, and photographs of students in school or at school activities provided the photographs do not reveal information concerning academic placement.

FERPA Rights

The Family Education Rights and Privacy Act (FERPA) affords parents/guardians, and students over 18 years of age, the following rights:

Inspection and Review

Parents/guardians may submit to the school leader a written request identifying records they wish to inspect. The school leader will notify them of the time and place at which records may be inspected. Access shall be provided within 45 days of the receipt of the request.

Amendment of Records

Parents/guardians may ask the school to amend a record they believe is inaccurate by submitting to the school leader a written request identifying the part of the record they want changed and specifying why it is inaccurate. If the school denies the request, the school will notify them of the decision, advise of the right to a hearing, and provide the hearing procedures.

Disclosure without Consent

Disclosure of personally identifiable information contained in students' education records requires parent/guardian consent with the following exceptions:

1. Such records may be disclosed to school officials with legitimate education interests. School officials include employees; Board of Education members; a person or company retained by the school to perform a special task (for example, an attorney, auditor, medical consultant, or therapist). A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill a professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or district in which a student seeks or intends to enroll.

SCHOOL CULTURE (Discipline Policy)

Academy of the Arts Charter High School believes in the importance of setting forth high expectations for all community members. All students are expected to behave in a manner that will reflect favorably on the school, not only during school hours, but also at any out-of-school activity connected with the school, including but not limited to school functions, internships, field trips, and athletic games. Behavior at any such activities will be part of the student's record and misbehavior will be dealt with accordingly by school officials.

The code of conduct is designed to support the mission and vision of AACHS. We will use a Restorative Model to build our school culture and address student behavior. Please note that this code of conduct is a living document and will be amended and adapted as we learn and grow as a school community. The practices Academy of the Arts employs for student behavior will provide Tier I, II and III behavioral support for all students. This proactive approach will ensure that students receive the necessary information and support to be able to meet our behavioral expectations. In addition, AACHS will adhere to student behavior plans as received and/or developed by our team.

RESTORATIVE PRACTICES

In the event that students misbehave, Academy of the Arts will use the "restorative practices" approach to discipline. Restorative practices are grounded in "restorative justice," a new way of looking at wrongdoing that focuses on repairing the harm done to people and the relationships rather than on punishing offenders. Restorative practices are based on the belief that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them or for them. The most critical function of restorative practices is restoring and building relationships. Students, Staff, Faculty and Board Members must meet with those they have wronged, explore what happened, and make necessary amends. The restorative practices process can happen in groups as small as three and as large as a whole class.

The goals of these restorative practices are that...

- Academy of the Arts will be a safe, friendly and enjoyable learning environment.
- Academy of the Arts will foster an environment where everyone feels valued, respected, and included.
- Academy of the Arts will be a school where students are motivated to learn and faculty and staff enjoy meaningful and fulfilling work.

THE RESTORATIVE PRACTICE PROCESS

The Restorative Practice Process (RPP) is designed to incorporate the principles, concepts and goals of restorative practices in practicing discipline at the Delaware Met. While the process outlined below is designed to provide a "map" for how Facilitators, students and staff should correct misbehavior, address harm done, and provide an opportunity for offenders to be reincorporated into the school community, all are advised to use their discretion in each individual instance as to what is restorative, respectful and appropriate in each individual instance. Thus, the RPP outlined below is a guide for decision-making, not a hard and fast set of rules.

The Respect Agreement: At the beginning of the school year, each Facilitator will lead his/her class in the development of a "Respect Agreement" for the class. The Respect Agreement's purpose is to have students and facilitators agree as to the guidelines for behavior that will create a safe, cooperative and constructive classroom setting. The Respect Agreement will address the following four areas of behavior: Students respecting themselves and other students; Students respecting Facilitators and Adults in the school; Facilitators respecting Students; and Students and Facilitators respecting school facilities and equipment. Respect Agreements must also include school rules outlined in this code of conduct. Once it is developed, Respect agreements are posted in a place in the classroom that is visible to all in the room.

In Class Issues: As issues of misconduct arise in the class, Facilitators will seek to handle the misconduct by reminding students of their need to follow school guidelines by offering students constructive reminders. If students admit their infraction and immediately seek to correct their behavior, student and Facilitator will celebrate the resolution of a problem behavior, and the incident will be considered resolved. If the incident involves a single student, the Facilitator will seek to handle the issue in a one-to-one session with the student. If the infraction involves a group of students or the entire class, the Facilitator will handle the issue in class using an appropriate method, such as a class circle.

Respect Agreement Issues (Tier 1 Offenses - Classroom Managed)

If the Facilitator's attempt to use a constructive reminder does not resolve the issue, Facilitator's and students will refer to the class Respect Agreement for guidance. Advisors will remind students of their prior agreement, the reasons behind the Respect Agreement, and how the behavior in question violates that agreement. Students are then invited to discuss the issue until a mutually agreed upon resolution is reached.
While the decision to handle student misconduct issues in class shall ultimately be up to the Facilitator, common in class issues might include things such as:

- Disruptive or inappropriate behavior in class
- Failure to complete responsibilities
- Disrespect of Facilitators and/or other students
- Sleeping or chewing gum in class (according to advisor discretion)

- Excessive playfulness in class
- Overt signs of sexual affection.
- Academic honesty
- Gambling
- Minor dress code violations (e.g. wearing a hat, etc).
- Bathroom misconduct or failure to follow procedure
- Raising one's voice in a verbal conflict

Possible consequences: Loss of privileges, phone call home, lunch detention, time out, etc.

Conferencing and Circles- (Tier 2 Offenses)

If an incident occurs between students of different classes, or attempts to resolve an issue in class has proven unsuccessful, students will be given one of three options:

1. The student may elect to have the Facilitator decide an appropriate resolution to the incident;
2. Students may request that an administrator serve as a mediator to work with students or to come to a resolution; or
3. Students may choose to work at resolving the issue without a mediator.

If the incident involves a student and a Facilitator, and an appropriate resolution has not been reached, the Facilitator can then refer the student to the Director of Operations, Principal, Guidance Counselor or Social Worker for a restorative conference and additional strategies. If the incident involves a number of students, the Guidance Counselor may hold a restorative circle with students and adults involved in the incident. Who to include in the conference or circle will be up to the discretion of the facilitator. Common conferencing and circle issues might include the following:

- Repeated Failure to follow dress code
- In class possession of electronic devices (cell phones, IPods, computers, etc) not being used in the learning process
- Lying to Facilitators or other staff
- Bullying behavior toward Facilitators or other students
- Throwing objects at anyone at anytime
- Loitering in the hallways, not having a hall pass or leaving class without permission
- Littering anywhere on school grounds – inside or outside.
- Eating in class without adult permission or supervision
- Unexcused absences, lateness or cutting class
- Disrespectful or abusive language or gestures
- Repeated offenses of in-class issues mentioned above
- Repeated academic issues not resolvable in class

In the conference or circles, the four restorative questions will be discussed:

What happened?
What were you thinking at the time?
Who has been affected by what you have done? In what way?
What do you think you need to do to make things right?

When the incident in question inflicted harm on another person, four additional questions will be on behalf of the person(s) harmed:

What did you think when you realized what had happened?
What impact has this incident had on you and others?
What been the hardest thing for you?
What do you think needs to happen to make things right?

In the course of discussion, a resolution will be reached, with appropriate consequences for the person committing the offense or inflicting the harm decided by the advisor, school counselors, school leader, and other persons involved. A notice will be placed in the student's file of the infraction and restorative action that was agreed upon. Restorative actions that might be suggested could include the following:

- ✓ Verbal or written apology to person harmed or community as whole
- ✓ Community service
- ✓ Action plan for correction of student behavior
- ✓ Notice being sent home to student's parents & parent conference

In the event that it is determined that the restorative action chosen includes some kind of community service component, the following guidelines will be followed:

- The community service will be conducted in conjunction with a restorative conference involving all persons affected by the student misconduct. Affected persons may include staff, faculty, school leader, other students, community members, law enforcement officials, and the offender's family members. The participants in the conference will be determined by the RPC in consultation with the offender and primary victims of the misconduct.
- The restorative conference shall be facilitated by the School Leader.
- The nature of the community service performed shall be related to the nature of the offense (e.g. vandalism would include repairing and/or paying for damage done) and shall be determined in the context of the restorative conference.
- The School Leader and/or other designated personnel shall oversee the fulfillment of the community service performed and shall document the nature of the service, and the beginning and completion dates. Both the RPC and the offender will sign the document, and it shall be placed in the student's file.
- The student will then be released from any further obligations to community service, and a message shall be sent by the School Leader to the victim(s) and other affected parties indicating that the offender had fulfilled the obligations of his/her community service.

Possible consequences: Mandatory parent conference, exclusion from school trips/activities, before or after school detention, suspension, meeting with guidance counselor, etc.

Taking a Break from the Community- (Tier 3 Offenses)

In those instances where the person(s) committing the misconduct or inflicting the harm does not agree to be restored, he or she will be asked to take a temporary break from the community, and not come to school for a period of one to three days. Prior to being asked to take a break, the student will be asked to think about the reasons for his temporary suspension from the community, and to write a 1-3 page paper addressing the four restorative questions (above). When the break time is over, the School Leader will meet with the student and his/her parent(s) to review what the student has written, and to discuss appropriate measures for restoring the offending student to the community. Depending on the nature of the misconduct or harm done, the student may be asked to take additional actions in order to be fully restored. Once those actions are completed, the student will be formally welcomed back into his/her classroom as a full participant. During the time away from school, the student is also responsible to complete any assignments that would be due during his/her time away. If a student continues to be uncooperative, or engages in repeat behaviors of a similar nature to the first misconduct, he/she may be asked to take a second break from the community for 4 to 10 days. In addition to writing the paper addressing the four restorative questions, the student will need to write a formal letter of apology to the School Leader explaining the nature of the wrongs done, and the concrete steps that will be taken to address the unacceptable behaviors in question. Prior to returning to the classroom, the RPC will meet with the student and his/her parent(s)/guardian(s) to discuss the items discussed in the letter and the steps necessary for restoring the student to full inclusion in the community. During the time away from school, the student is also responsible to complete any assignments that would be due during his/her time away.

While the decision to require a student to take a break from the community will be up to the discretion of the Executive Director and/or designated personnel, some common behaviors requiring students to take a temporary break from the community might include the following:

- Coming to school under the influence (but not in possession of) of alcohol or illegal substances
- Academic dishonesty
- Abuse of computer privileges
- Destruction or defacing of school property
- Sexual harassment
- Voluntary sexual acts while in school
- Theft of school or personal property
- Truancy or leaving school property without permission
- Smoking on school grounds or school-sponsored events
- Possession and/or use or transfer of matches, lighters, or any incendiary devices
- Tampering with fire alarm/extinguishers
- Arson
- Terroristic threats
- Encouraging fighting
- Counterfeiting, forging another's signature on school-related documents, or presenting another student's work as one's own
- Failure to abide by previously decided resolutions

Possible consequences: Suspension, expulsion.

"Anti-Bullying Policy"

Bullying is prohibited:

1. During any school-sponsored or school-sanctioned program or activity;
2. In school, on school property, on school buses or other AACHS provided transportation, and at designated locations for students to wait for buses;
3. Through the transmission of information via electronic communication from an AACHS computer or computer network, or other electronic school equipment;
4. When the behavior or communication occurs off campus or through the transmission of information from a computer that is accessed at a non-school related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased or used by the school if the bullying causes a substantial disruption to the educational process or orderly operation of a school and has one of the effects enumerated in the bullying definition. This paragraph applies only in cases in which a school administrator or teacher receives a report that bullying through this means has occurred and does not require AACHS to staff or monitor any non-school-related activity, function, or program;

Definitions:

"Bullying," including "cyberbullying," means any severe or pervasive (repeated over time) physical or verbal act or conduct, including communications made in writing or electronically (i.e., cyberbullying), directed toward a student or students, that has or can be reasonably predicted to have one or more of the following effects:

1. Placing the student in reasonable fear of harm to the student's person or property;
2. Causing a substantially detrimental effect on the student's physical or mental health;
3. Substantially interfering with the student's academic performance; or
4. Substantially interfering with the student's ability to participate in or benefit from the services activities, or privileges provided by a school.

Bullying may take various forms, including without limitation, one or more of the following: cyberbullying, harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, ostracism, destruction of property, or retaliation for asserting, opposing or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

"Cyberbullying" means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system,

including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying in this Section. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying in this Section.

Reporting:
If a student believes they or a peer has been the victim of bullying, they should report the situation to an advisor, teacher, or school administrator. Parents should report the situation directly to the Principal or the Guidance Counselor. Anonymous reports are also accepted. No disciplinary action will be taken solely on the basis of an anonymous report that has not been substantiated in the course of an investigation. Students and parents/guardians should also report violations of the bullying policy to school personnel.

Investigation:
When a report is received, school personnel will collaborate with parents and students to agree upon a course of action and will work as quickly as is possible to ensure the safety of students, gather information, and clarify facts. School personnel will make all reasonable efforts to complete the investigation within 10 school days after the date of the report and taking into consideration additional relevant information received during the course of the investigation about the reported incident of bullying. Appropriate school personnel will be involved, as needed. Consistent with AACHS policy on student privacy, school personnel will provide parents and students involved in the bullying incident with information about the investigation and an opportunity to meet with the Principal or other administrator to discuss the investigation, the findings, and the actions taken to address any bullying that is found to have occurred.

Interventions may be provided, as needed, to the parties involved in the bullying, including but not limited to school social worker services, restorative measures, counseling, and others.

No Retaliation:
Reprisal or retaliation against any person who reports an act of bullying is a violation of AACHS's policy and will be treated as bullying for purposes of determining interventions and consequences according to this Policy. A student will not be punished for reporting bullying or supplying information, even if AACHS's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for purposes of determining and consequences or other appropriate remedial actions.

Consequences:
If a student is determined to have engaged in bullying behavior, they will be subject to disciplinary actions appropriate to the offense, the student's age and past behavior, and the circumstances surrounding the events. Disciplinary actions may include a series of graduated consequences and, in severe cases, suspension. Disciplinary actions will be thoughtfully taken in an attempt to promote student safety and well-being, change and improve behavior, and uphold the school's Mission, Philosophy, and Core Values.

Regarding rude, mean, or bullying behaviors exhibited outside of school and among AACHS students, teachers and administrators may get involved if students' actions impact the school experience, be it academic or social, for individuals or the community. In such instances, school personnel will work thoughtfully with students and parents to determine the best course of action.

Policy Evaluation:
The Principal shall assist the Board of Trustees with its evaluation and assessment of the policy's outcomes and effectiveness. This process shall include, but is not limited to, factors such as:

1. The frequency of victimization.
2. Student, staff, and family observations of safety at a school.
3. Identification of areas of a school where bullying occurs.

4. The types of bullying being utilized.
5. Bystander intervention or participation.

SUSPENSIONS AND EXPULSIONS

To create and maintain a safe, supportive, fair, and consistent school community and culture, Academy of the Arts will suspend students from school when there are serious breaches to the discipline code. A student may be suspended by decision of the Executive Director as applicable. In all cases, parents or guardians will be informed of a suspension and will be required to attend a conference to address the concern and work collaboratively with the leadership team. If the student's misconduct continues, and he/she does not appear in the Executive Director and/or designated personnel's judgment to be acting in good faith to change his offending behavior, the Executive Director may recommend to Academy of the Arts Board to permanently exclude (i.e. expelled) the student from the AACHS community. The decision to permanently exclude a student will be decided by a majority vote of the Board.

Discipline of Students with Disabilities (Suspensions & Short-Term Removal)

AACHS will only remove or "suspend" students with disabilities from school for up to 10 cumulative days in a school year. During the 10 "FAPE (Free Appropriate Public Education) Free" days there is no duty to provide alternative services, IEP meeting, manifestation review, behavior intervention plans, or functional behavior assessment. An in-school suspension will not count toward the 10 days and AACHS will ensure that the student is afforded the opportunity to continue to appropriately participate in the general curriculum, continue to receive the services specified on the student's IEP, and continue to participate with non-disabled students to the extent they would have in their current placement.

If transportation is part of the IEP, it counts toward the 10 days, unless the LEA provides alternative transportation. If transportation is not part of the IEP, it does not count toward the 10 days and the student must provide his or her own transportation. AACHS will provide the student with educational services on any days beyond the 10 cumulative "FAPE Free" days of removal during which no services are required.

Discipline of Students with Disabilities (Long-Term Removal & Changes in Placement)

AACHS will provide the student with educational services on any days beyond the 10 cumulative "FAPE Free" days of removal during which no services are required.

11th DAY SERVICE PLAN

Purpose: The 11th Day Service Plan is developed to ensure a student will continue to receive his/her special education services if s/he exceeds the permissible 10 FAPE-free days. The 11th Day Service Plan must include the school team's general plan for the student's return into the community. The detailed Re-entry Plan document should be completed prior to the students return and must include an FBA/BIP.

Student_____ Disability_____ Grade_____
School_____ Case Manager_____ Date_____

Dates	Start: _____ End: _____
What services will be provided according to the IEP/504? (list all academic and related services)	
Who will provide the services? (list all providers and their roles)	

Location of services/Frequency	
How does the school plan to reenter the student back into the school community?	***Please see back of document for Student Reentry Plan (Be sure to include an updated FBA/BIP prior to the student returning to school)***

Parent_____Student_____
Case Manager_____Gen Ed Teacher_____
LEA/designee_____Other_____

- ☐ MDR was completed on: _____
- ☐ IEP Team consensus regarding plan for above named student
- ☐ FBA/BIP included
- ☐ Re-entry plan included
- ☐ Copy provided to parent on: _____

Note: Homebound service should be a last resort for students; not the first option. If homebound is chosen as the 11th Day Pan, additional documentation to support this choice will be requested and examined prior to approval.

STUDENT SCHOOL REENTRY PLAN

_____The IEP Team will convene at least 10 days prior to the student returning to school from Alternative Placement to update the IEP. This includes a revised FBA/BIP (where necessary). The parent and student must attend the meeting.

_____The Alternative Educator, Special Education Case Manager, Student, and Parent will collaboratively develop a Safety Plan for possible "rough" situations. The plan will include interventions needed to promote student adjustment and stress management.

_____The LEA and/or designee will provide the parent and student with the school's handbook and discuss pertinent policies.

_____The case manager will inform all teachers and appropriate school staff of behavioral strategies and accommodations/modifications to promote a successful transition for the student.

_____The school will implement academic, social/emotional, and physical interventions as needed.

_____The school will progress monitor the student weekly and provide daily check-ins with a trusted staff member for a least 90 days.

_____The school will maintain weekly contact with the parent.

_____The school will schedule team meetings and parent conferences as needed.

Other Recommendations:

_____
_____
_____
_____
_____

_____
Parent Signature *Date*

_____
Student Signature *Date*

If a change of placement or a long-term removal occurs, the IEP team will determine the interim setting for services, and the IEP team will provide, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavioral violation so that it does not recur.

THE FUNCTIONAL BEHAVIOR ASSESSMENT

Before Process Begins:

- Provide completed and signed Parent/Student Consent Form
- Evidence of interventions used in the classroom/school
- Provide all referral data (i.e. MDR form, RTI^{2}B information, and etc.)

Begin Process When:

- MDR determines that behavior subject to discipline is a manifestation of the student's disability
- Evidence that the BIP/BIP revision(s) have been unsuccessful as determined by the IEP team (i.e. student continues to engage in inappropriate behaviors when interventions have been FULLY implemented)
- Student is referred from IEP team, parent, school administration/teacher(s)
- Student returns to (LEA) home school from alternative placement without a current FBA/BIP

Step 1—Records Review *(RTI Lead)*

Gather Data

- Academic Data (including RTI data)
- Social History
- Discipline Records
- Attendance Reports
- Previous Intervention Information (including RTI^{2}B data)
- Previous FBA/BIP information
- IEP (including psychological reports)

Step 2—Interviews *(Guidance Counselor)*

Persons to Interview

- Teachers
- Students
- Parents
- Any others with direct contact with the student/family ***(i.e. related service personnel, outside agencies, and etc.)***

What to look for

- Identify target behaviors and develop operational definitions (no more than 3 big issues/describe what the behavior looks like/ex. student yells profanity at the teacher after being asked to complete independent practice)
- Identify antecedent events
- Identify consequences and positive reinforcements
- Obtain information about function (why student engages in this behavior)
- Identify replacement behaviors
- Identify student preferred reinforces
- Identify student relationships (support systems) at home/school/community
- Identify when and where the behavior is most often seen

Step 3—Observations *(Social Worker)*

Direct Observations

- Systematic recording of individual and behaviors of interest
- Develop better operational definitions of behavior
- Gather functional information about the behavior and the environment
- Examine environmental relationships related to the behavior

What to look for

- ABC (Antecedents, target Behaviors, & Consequences following behavior)
- Frequency/event (Number of times behavior occurs during observation)
- Duration (How long behavior lasts)
- Latency (How long from the end of the behavior to the beginning of another)
- Compliance (Degree to which there is compliance with direct instructions/commands)
- Permanent Product (Review of products/student work)
- Anecdotal (Narrative description of observation)

Step 4—School TEAM Meeting *(ALL)*
Review documents ***(participants discuss their sections/findings)***
Complete the FBA form using all information received ***(Social Worker)***
Draft the BIP using information from FBA ***(SpEd Case Manager)***
Schedule IEP meeting with parent and all other team members within a 10 day window ***(SpEd Case Manager)***

Step 5—IEP Meeting *(SpEd Case Manager or Dean)*
Discuss findings
Review Draft BIP
Make all necessary revisions
Get signatures
Complete Prior Written Notice
Provide copies to parent, student, teachers, and LEA within 24 hours

Step 6—Implementation (ALL)
Implement plan
Progress Monitor
Meet and adjust as specified in BIP

AACHS will conduct a reevaluation and manifestation determination for a student under Section 504. Behavior management/discipline plans will be developed by AACHS's team in response to misconduct by students under Section 504. Manifestations determinations will be conducted be conducted by AACHS within 10 school days and may be conducted on as little as 24 hours' notice to the parent. There are three exceptions to the general disciplinary rules: ***weapons, drugs and serious bodily injury.*** The exceptions allow school officials with AACHS to remove students to interim alternative settings for ***up to 45 school days, regardless of whether the behavior is a manifestation of the disability.*** AACHS will provide services in the alternate setting during any period of removal.

ATTACHMENT B: Student and Parent Grievance Procedure

A. OPTIONS FOR RESOLVING COMPLAINTS:

The board strives to resolve concerns and complaints of students and parents whenever possible. To this end, the board has provided opportunities for students and parents to express their concerns through processes established in board policies. Policy 1742/5060, Responding to Complaints, identifies these different processes, including a mechanism for resolving complaints in an informal manner. While the board encourages resolutions of complaints through informal means, it recognizes that, at times, a formal process may be necessary for certain types of complaints or if the informal process did not produce satisfactory results. This policy provides a complaint procedure that may be used as described below. Any parent or student who has questions about the options for proceeding with a complaint or concern may contact the Executive Director or Principal for further information and copies of all applicable board policies.

B. DEFINITIONS:

1. Days - Days are working days, exclusive of Saturdays, Sundays, vacation days, or holidays, as set forth in the school calendar. In counting days, the first day will be the first full working day following the receipt of the grievance. After May 1, time limits will consist of all weekdays (Monday – Friday) so that the matter may be resolved before the close of the school term or as soon thereafter as possible.

2. Final Administrative Decision - A final administrative decision is a decision of a school employee from which no further appeal to a school administrator is available.

3. Grievance - A grievance is a formal complaint regarding specific decisions made by school personnel that alleges that such decisions have adversely affected the person making the complaint. A grievance includes, but is not limited to, circumstances such as when a student or parent believes that board policy or law has been misapplied, misinterpreted or violated. The term "grievance" does not include any matter for which the method of review is prescribed by law, for which there is a more specific board policy providing a process for addressing the concern, or upon which the board is without authority to act. Claims of discrimination, harassment or bullying must be processed "Discrimination, Harassment and Bullying Complaint Procedure."

4. Grievant - The grievant is the parent, student or group of parents or students submitting the grievance.

5. Official - The official is the school system employee hearing and responding to the grievant.

C. TIMELINESS OF PROCESS:

The number of days indicated at each step of the grievance process should be considered a maximum, and every effort should be made to expedite the process. Failure by the official at any step to communicate a decision within the specified time limit will permit the grievant to appeal the grievance to the next step unless the official has notified the grievant of the delay and the reason for the delay, such as the complexity of the investigation or report.

The official shall make reasonable efforts to keep the grievant apprised of progress being made during any period of delay. Delays that interfere with the exercise of the grievant's legal rights are not permitted. Failure by the grievant at any step of the process to appeal a grievance to the next step within the specified time limit will be considered acceptance of the decision at the current step, unless the grievant has notified the official of a delay and the reason for the delay and the official has consented in writing to the delay.

D. GENERAL REQUIREMENTS:

1. No reprisals of any kind will be taken by the board or by an employee of the school system against any grievant or other student or employee because of his or her participation in a grievance filed and decided pursuant to this policy.

2. All meetings and hearings conducted pursuant to this policy will be private.

3. The board and school system officials will consider requests to hear grievances from a group of grievants, but the board and officials have the discretion to hear and respond to grievants individually.

4. The grievant may have a representative, including an attorney, at any stage of the grievance. However, if the grievant intends to be represented by legal counsel, he or she must notify the appropriate school official in advance so that school personnel also will have the opportunity to be represented by legal counsel.

PROCESS FOR GRIEVANCE:

1. Filing a Grievance -

a. Whenever a student or parent or guardian believes that he or she has been adversely affected by a decision of a school employee, the student or parent or guardian may file a grievance.

b. A grievance must be filed as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the grievance. For a grievance submitted after the 30 day period that claims a violation, misapplication or misinterpretation of state or federal law, the Executive Director or designee shall determine whether the grievance will be investigated after considering factors such as the reason for the delay; the extent of the delay; the effect of the delay on the ability of the school system to investigate and respond to the complaint; and whether the investigation of the complaint is necessary to meet any legal obligations. However, students, parents and guardians should recognize that delays in filing a grievance may significantly impair the ability of the school system to investigate and respond effectively to such complaints.

c. A student or parent or guardian who has a grievance must provide the following information in writing to the Executive Director or Principal: (1) the name of the school system employee or other individual whose decision or action is at issue; (2) the specific decision(s) or action(s) at issue; (3) any board policy, state or federal law, state or federal regulation, or State Board of Education policy or procedure that the parent or guardian or student believes has been misapplied, misinterpreted or violated; and (4) the specific resolution desired.

d. Even if the Executive Director or Principal is the employee whose decision or action is at issue, the student must submit the grievance first to the Executive Director or Principal in order for the Executive Director or Principal to address the issue within the formal process. If, however, the grievance claims that a state or federal law has been misapplied, misinterpreted or violated, the student may submit the grievance directly to the Board Chair or designee.

e. If a student wants to initiate a formal grievance regarding a decision by the Executive Director that directly and specifically affects the student, the general process described in this policy will be used, except that the grievance will be submitted to the Executive Director or the Director of Human Policy Code: 1740/4010 BOARD OF EDUCATION POLICY MANUAL Page 4 of 6 Resources, who shall forward the grievance to the board chairperson.

2. Investigation-

a. The Executive Director or Principal shall schedule and hold a meeting with the student and/or parent or guardian within five school days after the grievance has been filed with the Executive Director or Principal. The student may be accompanied by a parent, legal guardian or other person who is in a position of loco parentis to the student.

b. The Executive Director or Principal shall conduct any investigation of the facts necessary before rendering a decision.

3. Response by Executive Director or Principal-

a. The Executive Director or Principal shall provide a written response to the written grievance within 10 days of the meeting. The response will include the Executive Director or Principal's decision regarding resolution of the grievance and the basis for the decision. In responding, the principal may not disclose information about other students or employees that is considered confidential by law.

b. A copy of the grievance and the principal's response will be filed with the Executive Director.

4. Response by Governing Board-

a. If the grievant is dissatisfied with the Executive Director or Principal's decision, the grievant may appeal the decision to the Governing Board. The appeal must be made in writing within five days of receiving the Executive Director or Principal's decision.

b. The Governing Board may review the written documents and respond or the Governing Board may schedule and hold a conference with the grievant, Executive Director or Principal and any other individuals the Governing Board determines to be appropriate within five school days after receiving the appeal. The student may be accompanied by a parent, legal guardian or other person who is in a position of loco parentis to the student.

c. The Governing Board shall provide a written response within 10 days after receiving the appeal. In responding, the Governing Board may not disclose information about other students or employees that is considered confidential by law.

5. Appeal to the Board – If the grievant has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, the grievant will have the right to appeal a final administrative decision to the board of education. If a grievant has not alleged such specific violations, he or she may request a board hearing, which the board may grant at its discretion

a. Mandatory Appeals:
   i. If the grievant is dissatisfied with the Governing Boards response to his or her grievance and has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, the grievant may appeal the decision to the board within five days of receiving the Governing Boards response.
   ii. A hearing will be conducted pursuant by the Board.
   iii. The Board will provide a final written decision within 30 days of receiving the appeal unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

"Anti-Bullying Policy"

Bullying is prohibited:

5. During any school-sponsored or school-sanctioned program or activity;
6. In school, on school property, on school buses or other AACHS provided transportation, and at designated locations for students to wait for buses;
7. Through the transmission of information via electronic communication from an AACHS computer or computer network, or other electronic school equipment;
8. When the behavior or communication occurs off campus or through the transmission of information from a computer that is accessed at a non-school related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased or used by the school if the bullying causes a substantial disruption to the educational process or orderly operation of a school and has one of the effects enumerated in the bullying definition. This paragraph applies only in cases in which a school administrator or teacher receives a report that bullying through this means has occurred and does not require AACHS to staff or monitor any non-school-related activity, function, or program;

Definitions:

"Bullying," including "cyberbullying," means any severe or pervasive (repeated over time) physical or verbal act or

conduct, including communications made in writing or electronically (i.e., cyberbullying), directed toward a student or students, that has or can be reasonably predicted to have one or more of the following effects:

5. Placing the student in reasonable fear of harm to the student's person or property;
6. Causing a substantially detrimental effect on the student's physical or mental health;
7. Substantially interfering with the student's academic performance; or
8. Substantially interfering with the student's ability to participate in or benefit from the services activities, or privileges provided by a school.

Bullying may take various forms, including without limitation, one or more of the following: cyberbullying, harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, ostracism, destruction of property, or retaliation for asserting, opposing or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

"Cyberbullying" means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying in this Section. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying in this Section.

Reporting:
If a student believes they or a peer has been the victim of bullying, they should report the situation to an advisor, teacher, or school administrator. Parents should report the situation directly to the Principal or the Guidance Counselor. Anonymous reports are also accepted. No disciplinary action will be taken solely on the basis of an anonymous report that has not been substantiated in the course of an investigation. Students and parents/guardians should also report violations of the bullying policy to school personnel.

Investigation:
When a report is received, school personnel will collaborate with parents and students to agree upon a course of action and will work as quickly as is possible to ensure the safety of students, gather information, and clarify facts. School personnel will make all reasonable efforts to complete the investigation within 10 school days after the date of the report and taking into consideration additional relevant information received during the course of the investigation about the reported incident of bullying. Appropriate school personnel will be involved, as needed. Consistent with AACHS policy on student privacy, school personnel will provide parents and students involved in the bullying incident with information about the investigation and an opportunity to meet with the Principal or other administrator to discuss the investigation, the findings, and the actions taken to address any bullying that is found to have occurred.

Interventions may be provided, as needed, to the parties involved in the bullying, including but not limited to school social worker services, restorative measures, counseling, and others.

No Retaliation:
Reprisal or retaliation against any person who reports an act of bullying is a violation of AACHS's policy and will be treated as bullying for purposes of determining interventions and consequences according to this Policy. A student will not be punished for reporting bullying or supplying information, even if AACHS's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for purposes of determining and consequences or other appropriate remedial actions.

Consequences:
If a student is determined to have engaged in bullying behavior, they will be subject to disciplinary actions appropriate to the offense, the student's age and past behavior, and the circumstances surrounding the events.

Disciplinary actions may include a series of graduated consequences and, in severe cases, suspension. Disciplinary actions will be thoughtfully taken in an attempt to promote student safety and well-being, change and improve behavior, and uphold the school's Mission, Philosophy, and Core Values.

Regarding rude, mean, or bullying behaviors exhibited outside of school and among AACHS students, teachers and administrators may get involved if students' actions impact the school experience, be it academic or social, for individuals or the community. In such instances, school personnel will work thoughtfully with students and parents to determine the best course of action.

Policy Evaluation:
The Principal shall assist the Board of Trustees with its evaluation and assessment of the policy's outcomes and effectiveness. This process shall include, but is not limited to, factors such as:

1. The frequency of victimization.
2. Student, staff, and family observations of safety at a school.
3. Identification of areas of a school where bullying occurs.
4. The types of bullying being utilized.
5. Bystander intervention or participation.

Academy of the Arts Proposed Enrollment Policy (Attachment D)

NON-DISCRIMINATION POLICY

In accordance with T.C.A. § 49-13-107(b)(9), Academy of the Arts Charter High School for the Arts will not discriminate for enrollment into our school on the basis of intellectual or athletic ability, measures of achievement or aptitude, disability, proficiency in English or any other basis prohibited by law.

APPLICATION PROCESS

In compliance with T.C.A. § 49-13-113(b)(1) Academy of the Arts Charter High School will enroll any eligible student who applies in a timely manner to our school if there are seats available based on capacity of our program, class, grade level or building. Students residing in Fayette County are eligible for enrollment to AACHS. We will maintain original applications for 4 years in a secure filing storage.

- Application Submission: The first step in the application process is for students and families to complete & submit a physical application to Academy of the Arts Charter High School. We accept applications for enrollment online, mail or in person for submission. We will gather basic information from the application forms into a secure applicant database, student information system, so that we may communicate with families about their status. We will maintain original applications for 4 years in a secure filing storage. Academy of the Arts Charter School timeline to complete applications is as follows:

    - Priority (early apply) = November 2022 – December 2022
    - Application Window = January 2023 – February 1, 2023 (by 5 PM)

  All students who apply after the end of the open enrollment period will be added to the waiting list in the order applications are received.

- Student Auditions & Interviews: To further the mission of the school and to ensure that families understand and share the school's expectations, interviews will be conducted with all applicant families to make sure that the school is a good match for their interests and needs. Students will participate in an audition within the performing art area of greatest interest to them. No child will be excluded from attending Academy of the Arts Charter High School based on their performance during auditions. The purpose of an audition is to access a student's skill level in the performing art major they wish to declare. Results of student auditions will be used to determine course level a child will be placed into upon admission. Academy of the Arts audition and interview process is not a determination of admission into the school.

    - Student Auditions & Interviews = March 2023 - April 1, 2023

  A student application will be considered "complete" once the physical application, audition and interview have all been completed.

- Enrollment Process: Once admitted to the school, all parents/guardians must complete and submit an enrollment packet that includes the following:

    - ✓ Home language survey
    - ✓ Immunization records
    - ✓ Transportation needs and preferences
    - ✓ Medical history documents
    - ✓ Registration requirements: 2 proofs of residency; TN Health Certificate; parent/guardian photo ID

Students who withdraw from the school voluntarily may be readmitted if there is space in the grade they are eligible to enter. If there is no space, they will be placed at the end of the waiting list for that grade level. Students who have been expelled may reapply and may be readmitted if there is space and if they can show evidence of positive change (such as medical or psychological treatment, completion of a special program, letters of recommendation, community service, etc.). Disputes concerning enrollment will be resolved by the Board of Trustees.

ADMISSION PREFERENCES

In alignment with T.C.A. § 49-13-113(c), Academy of the Arts Charter High School reserves the right to reserve up to ten percent (10%) or twenty-five seats, whichever is less, for preference of enrollment. The following groups will be given priority in admissions:

a) Children of faculty and staff
b) Children of the School's Board of Trustees
c) Children of sponsors
d) Returning students from the previous year

In alignment with T.C.A. § 49-13-113(d) Academy of the Arts Charter High School will give preference to siblings of a student already enrolled in AACHS. All students who apply after the end of the open enrollment period will be added to the waiting list in the order applications are received.

In alignment with T.C.A. § 49-13-113(b)(2)(A), if applications exceed the planned capacity of Academy of the Arts Charter High School, the following preferences shall apply: (1) Pupils attending public schools within the LEA in which Academy of the Arts is located, if those students would otherwise be included in the area in which the public charter school will focus; (2) Children residing within the LEA service area in which Academy of the Arts Charter High School is located, but are not enrolled in public schools, if those children would otherwise be included in the area in which the public charter school will focus and; (3) Children residing outside of the LEA in which Academy of the Arts Charter High School is located and whose needs would be included in the area in which the public charter school will focus.

LOTTERY

In accordance with the provisions T.C.A. § 49-13-113(b)(2)(B), if applications received for enrollment by the end of our application period whose qualifications meet the preferences stated above exceeds our planned capacity, we will conduct a lottery. The lottery will occur within 20 days of the close of the application, during which names will be randomly selected for each available seat. Within 15 days, notification will be sent out about the lottery through U.S. mail. Parents do not have to be in attendance at the lottery to be offered a seat at Academy of the Arts Charter High School; all parents/guardians will be notified after the close of the lottery. Any student that does not secure a seat based on the lottery will be placed on the waitlist. Parents/guardians will be notified by email and mail of their child's waitlist status at the same time as students accepted into AACHS. Any student accepted from the waitlist will have 1 week from the date of acceptance to confirm enrollment in our school by submitting a completed enrollment packet to the main office. Academy of the Arts will comply with the Family Educations Right and Privacy Act (20 U.S.C. § 1232g) with respect to the publication of any list of student names before, during or after the enrollment and lottery process.

Attachment E: Letters of Support/MOU's/Contracts from Community

THE UNIVERSITY OF TENNESSEE MARTIN

REGIONAL CENTERS AND ONLINE PROGRAMS

Dear Fayette County School Board,

The purpose of this letter is to express our support of ***Academy of the Arts Charter High School (AACHS)***, if approved by Fayette County Public Schools. AACHS's mission is to "educate high school students through the performing arts and provide them with the educational and entrepreneurial skills to succeed in college and life!" The University of Tennessee at Martin values this mission and we are willing to partner with AACHS to provide several opportunities that would assist their students with a college experience.

If approved by the Fayette County Public School Board, AACHS will provide an engaging educational alternative to students while offering the opportunity to earn a Career and Technical Education (CTE) certification in an artistic area upon graduation. By focusing on student's individual talents and interests, this innovative learning design increases student's potential for academic success and enables them to become productive citizens and creative thinkers needed for the 21st century.

The University of Tennessee at Martin will support the school's mission by offering interest exploration activities through dual enrollment, college mentoring, educational tours and class visits, and guest presentations and speakers. This partnership will enable AACHS's students to pursue rigorous academic opportunities that will add value to our organization's capacity and give each student a real-college experience that connects with their personal interests and talents.

Thank you,

Erica Bell
The University of Tennessee at Martin
Director, Regional Centers and Online Programs
110 Gooch Hall
Martin, TN 38238

110 Gooch Hall
538 University Street
Martin, TN 38238

office: (731) 881-7030
fax: (731) 881-7014
outreach@utm.edu

University Schools

University Center 243
Memphis, Tennessee 38152-3370
Office: 901.678.2644
www.memphis.edu

Letter of Commitment

Academy of the Arts Charter High School

Dear Sir or Madam,

The purpose of this letter is to express our support of ***Academy of the Arts Charter High School***, a proposed charter high school within the Fayette County School District. A.A.C.H.S.'s mission is to "educate high school students through the performing arts and provide them with the educational and entrepreneurial skills to succeed in college and life!" Because The University of Memphis values this mission, we are committed to partnering with A.A.C.H.S to ensure their innovative performing arts model is successful.

When the school opens its doors in August 2022, it will provide an engaging educational alternative to students while offering the opportunity to earn a Career and Technical Education (CTE) certification in an artistic area upon graduation. By focusing on student's individual talents and interests, this innovative learning design increases student's potential for academic success and enables them to become productive citizens and creative thinkers needed for the 21st century. The addition of A.A.C.H.S. also affords students and families in Fayette County an additional option when considering high school selection.

The University of Memphis looks forward to supporting the school's mission by offering interest exploration activities such as, but not limited to, academic and co-curricular partnerships, educational tours and class visits, and guest presentations and speakers. This partnership will enable A.A.C.H.S.'s students to pursue rigorous academic projects that not only add value to our organization's capacity, but also gives each student a real-world experience that connects with their personal interests and talents.

Academy of the Arts Charter High School will help meet a critical need in the Fayette County community and we want to be a part of their success!

Sincerely,

Sally G. Parish
Associate Vice President, Educational Initiatives
University of Memphis
Sally.Parish@memphis.edu

An Equal Opportunity · Affirmative Action University

Letter of Commitment

Academy of the Arts Charter High School

Dear Sir or Madam,

The purpose of this letter is to express our support of ***Academy of the Arts Charter High School***, a proposed charter high school within the Fayette County School District. A.A.C.H.S.'s mission is to "educate high school students through the performing arts and provide them with the educational and entrepreneurial skills to succeed in college and life!" Because Stax Museum of American Soul Music values this mission, we are committed to partnering with A.A.C.H.S to ensure their innovative performing arts model is successful.

When the school opens its doors in August 2022, it will provide an engaging educational alternative to students while offering the opportunity to earn a Career and Technical Education (CTE) certification in an artistic area upon graduation. By focusing on students' individual talents and interests, this innovative learning design increases students' potential for academic success and enables them to become productive citizens and creative thinkers needed for the 21st century. The addition of A.A.C.H.S. also affords students and families in Fayette County an additional high school option to consider.

Stax Museum of American Soul Music will support the school's mission by offering interest exploration activities such as, but not limited to, internships, educational tours and class visits, and making connections with the Stax Music Academy for collaborative opportunities and programs for youth. This partnership will enable A.A.C.H.S.'s students to pursue rigorous academic projects that not only add value to our organization's capacity, but also gives each student a real-world experience that connects with their personal interests and talents.

Academy of the Arts Charter High School will help fill a void in the Fayette County community and we want to be a part of their success!

Thank you,

Kimberly Hooper-Taylor
Director of Education
Stax Museum of American Soul Music
926 E. McLemore Ave., Memphis, TN 38106
901-261-6334
Kimberly@soulsvillefoundation.org

Letter of Commitment

Academy of the Arts Charter High School

Dear Sir or Madam,

The purpose of this letter is to express our support of ***Academy of the Arts Charter High School***, a proposed charter high school within the Fayette County School District. A.A.C.H.S.'s mission is to "educate high school students through the performing arts and provide them with the educational and entrepreneurial skills to succeed in college and life!". Because The Philadelphia HS for Creative and Performing Arts ***(CAPA HS)*** values this mission, we are committed to partnering with A.A.C.H.S to ensure their innovative performing arts model is successful.

When the school opens its doors in August 2022, it will provide an engaging educational alternative to students while offering the opportunity to earn a Career and Technical Education (CTE) certification in an artistic area upon graduation. By focusing on student's individual talents and interests, this innovative learning design increases student's potential for academic success and enables them to become productive citizens and creative thinkers needed for the 21st century. The addition of A.A.C.H.S. also affords students and families in Fayette County an additional option when considering high school selection.

CAPA HS will support the school's mission by offering interest exploration activities such as, but not limited to, internships, mentoring, educational tours and class visits, and guest presentations and speakers. This partnership will enable A.A.C.H.S.'s students to pursue rigorous academic projects that not only add value to our organization's capacity, but also gives each student a real-world experience that connects with their personal interests and talents.

Academy of the Arts Charter High School will help fill a void in the Fayette County community and we want to be a part of their success!

Thank you,

Joanne Beaver

Principal
The Philadelphia HS for Creative and Performing Arts
Jbeaver@philasd.org
901 S. Broad Street
Philadelphia, PA 19147
215-400-8140
Capa.philasd.org

Memphis Brooks Museum of Art

December 15, 2020

Dear Sir or Madam,

It is my pleasure to write this letter of support for the Academy of the Arts Charter High School, a proposed charter high school within the Fayette County School District. The mission of the Academy of the Arts Charter High School is to "educate high school students through the performing arts and provide them with the educational and entrepreneurial skills to succeed in college and life." Because the Memphis Brooks Museum of Art believes in this mission, we are committed to partnering with A.A.C.H.S to ensure their innovative performing arts model is a success.

When the school opens its doors in August 2022, it will provide an engaging educational alternative to students while offering the opportunity to earn a Career and Technical Education (CTE) certification in an artistic area upon graduation. By focusing on student's individual talents and interests, this innovative learning design increases student's potential for academic success and enables them to become productive citizens and creative thinkers needed for the 21st century. The addition of A.A.C.H.S. also affords students and families in Fayette County an additional option when considering high school selection.

The Memphis Brooks Museum of Art already has several programs that will support the school's mission and enhance the students' learning. Through those existing programs and the potential to create new ones for A.A.C.H.S., the museum will support the school's mission by offering interest exploration activities such as, but not limited to, educational tours and class visits, internships, mentoring, and guest presentations and speakers. This partnership will enable A.A.C.H.S.'s students to pursue rigorous academic projects that not only add value to our organization's capacity, but will also give each student a real-world experience that connects with their personal interests and talents.

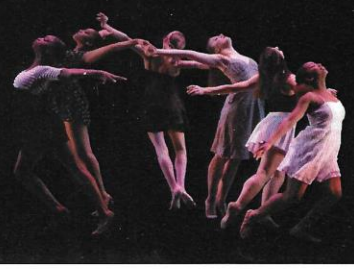
Academy of the Arts Charter High School will help fill a void in the Fayette County community and we want to be a part of their success!

Thank you,

Kathy Dumlao

Kathy Dumlao, Director of Education
Memphis Brooks Museum of Art
1934 Poplar Ave; Memphis, TN 38104
901-544-6246
Kathy.dumlao@brooksmuseum.org

NEW
BALLET
ENSEMBLE
&SCHOOL



Letter of Commitment 12/13/2020
Academy of the Arts Charter High School

Dear Sir or Madam,

The purpose of this letter is to express our support of ***Academy of the Arts Charter High School***, a proposed charter high school within the Fayette County School District. A.A.C.H.S.'s mission is to "educate high school students through the performing arts to provide the educational and entrepreneurial skills to succeed in college and life". Because New Ballet Ensemble and School values this mission, we are committed to partnering with A.A.C.H.S to ensure their innovative performing arts model is successful.

When the school opens its doors in August 2022, it will provide an engaging educational alternative to students while offering the opportunity to earn a Career and Technical Education (CTE) certification in an artistic area upon graduation. Personally, I am a strong believer in this model. Together with our team, I have researched numerous Arts schools across the country, found their success rates to be very high and have planned something akin to A.A.C.H.S in partnership with Shelby County Schools in the heart of Midtown Memphis. Nationwide, through Arts Schools Network and other associations such as the Arts Education Partnership in Washington D.C., we have found that a focus on students' individual talents and interests increases their potential for academic success while providing the tools to become productive citizens and creative thinkers needed for the 21st century.

New Ballet Ensemble and School will support the school's mission by offering interest exploration activities such as, but not limited to, internships, mentoring, educational tours and class visits, as well as guest presentations and speakers. This partnership will enable A.A.C.H.S.'s students to pursue rigorous academic projects that not only add value to our organization's capacity, but also gives each student a real-world experience that connects with their personal interests and talents.

We are encouraged by the increasing interest in these schools across our region, believe strongly in collaboration, and will partner with Academy of the Arts Charter High School to assure that they have access to the best we can offer in support of their success.

Sincerely,

Katie Smythe
katie@newballet.org

Our Mission

New Ballet Ensemble & School brings children together from all backgrounds by providing a professional standard of training, regardless of the ability to pay.

Board of Directors

Deborah Northcross
Chair

Marvin Davis
Vice-Chair

Jeni Linkous
Secretary

Stanton Brown
Treasurer

Berkeley Burbank

Lara Clauson

Amber Floyd

Katie Futrell

William "Bubba" Halliday

Merracle "Merra" Jordan

Palmer Jones

Joann Massey

Celia S. Moore

Bonnie Voldeng

Katie Smythe Founder, CEO & Artistic Director / 2157 York Avenue Memphis, TN 38104 / 901.726.9225 Newballet.org

SOUTHWEST
TENNESSEE COMMUNITY COLLEGE
P.O. Box 780 • Memphis, TN 38101-0780 • (901) 333-5000 • www.southwest.tn.edu

January 30, 2021

Dear Sir or Madam,

The purpose of this letter is to express our support of ***Academy of the Arts Charter High School***, a proposed charter high school within the Fayette County School District. A.A.C.H.S.'s mission is to "educate high school students through the performing arts and provide them with the educational and entrepreneurial skills to succeed in college and life!" Because Southwest Tennessee Community College values this mission, we are committed to partnering with A.A.C.H.S to ensure their innovative performing arts model is successful.

At Southwest Tennessee Community College, our vision is that Southwest Tennessee Community College will become a national model for technical, career, and transfer education by fostering student success, transforming lives, and increasing the educational level of a diverse community

When the school opens its doors in August 2022, it will provide an engaging educational alternative to students while offering the opportunity to earn a Career and Technical Education (CTE) certification in an artistic area upon graduation. By focusing on student's individual talents and interests, this innovative learning design increases student's potential for academic success and enables them to become productive citizens and creative thinkers needed for the 21st century. The addition of A.A.C.H.S. also affords students and families in Fayette County an additional option when considering high school selection.

Southwest Tennessee Community College will support the school's mission by offering interest exploration activities such as, but not limited to, internships, mentoring, educational tours and class visits, and guest presentations and speakers. This partnership will enable A.A.C.H.S.'s students to pursue rigorous academic projects that not only add value to our organization's capacity, but also gives each student a real-world experience that connects with their personal interests and talents.

Academy of the Arts Charter High School will help fill a void in the Fayette County community and we want to be a part of their success!

Sincerely,

Dr. Shawn A. Boyd
Director of K-12 &Community Partnerships
Southwest Tennessee Community College.

Arts Impact

January 22, 2021

To Whom It May Concern;

I am pleased to write this letter in support of the ***Academy of the Arts Charter High School***, a proposed charter high school within the Fayette County School District. AACHS' mission – to educate high school students through the performing arts and provide them with the educational and entrepreneurial skills to succeed in college and life! – aligns deeply with Arts Impact's work. We empower teachers to infuse the arts into all learning so that each young person thrives, and together we close the opportunity gap for children of color and those experiencing poverty. As a nationally recognized arts education and professional learning organization, Arts Impact is committed to partnering with AACHS to ensure their innovative arts model is successful.

When the school opens in August 2022, it will provide an engaging educational alternative to students while offering the opportunity to earn a Career and Technical Education (CTE) certification in an artistic area upon graduation. By focusing on students' individual talents and interests, this innovative learning design increases students' potential for academic success and enables them to become productive citizens and creative thinkers needed for the 21st century. Arts and entertainment is the fastest growing sector in the US economy. The addition of AACHS affords students and families in Fayette County an important option when considering high school selection that provides a pathway to high paying, rewarding careers.

Arts Impact will support the school's mission by providing standards-driven, concept-based arts infused curricular support and sustained and intense professional learning for the faculty and staff. Arts Impact's professional learning model is culturally responsive and data driven, providing one-on-one coaching in arts infused pedagogy, trauma-informed teaching practices, lesson writing and authentic assessment. AACHS teachers will collaborate with Arts Impact and Memphis/Fayette County artist mentors to develop real world learning experiences linking the arts with English Language Arts, Mathematics and STEM so that each student masters both academic and artistic skills. In addition, Arts Impact teaches research grounded strategies to develop key 21st century skills – creative and critical thinking, effective communication and collaboration, perseverance and growth mindset, which will empower AACHS graduates to thrive in both school and life.

We are eager to be a part of the ***Academy of the Arts Charter High School's*** success!

Sincerely,

Beverly Harding Buehler
Executive Director

4052 SW College St, Seattle, WA 98116 ~ BeverlyHB@arts-impact.org ~ (206) 355-5846 ~ www.arts-impact.org

January 14, 2021

Fayette County Public Schools
10425 Hwy 76
Somerville, TN 38068

To Whom It May Concern,

As a Senior Client Manager at EdTec, I am pleased to provide this letter of support of the launch of Academy of the Arts Charter High School in the Fayette County School District. EdTec provided charter application budget development services to the Academy of the Arts Charter High School team. EdTec is a social venture founded in 2001 to develop, support, and advance quality charter schools. Through our back-office service practice and consulting services in finance, operations, facilities, and student information, we have helped support over 400 charter schools, CMOs, and charter support organizations across 11 states.

In collaboration with Mecca Jackson, the lead petitioner, our team built the budget and cash flow projections based on conservative estimates of the actual costs to implement Academy of the Arts Charter High School's program as described in the charter application. Assumptions driving our analysis are based on:

- Historical financial and demographic data from similar charter schools
- Projections from reliable sources
- Rates from the Tennessee Department of Education

School leadership estimated expenses based on research and statewide proprietary data on charter school expenditures. Expense assumptions increase in the multi-year projections to account for inflation, in addition to being increased for additional enrollment and staffing growth until full capacity.

As a back-office provider serving Tennessee charter schools since 2012, we feel confident in the numbers and underlying assumptions presented with Academy of the Arts Charter High School. In our experience serving 17+ Tennessee charter schools, we have seen many schools successfully operate with similar plans. We are proud to support Academy of the Arts Charter High School and eagerly await the approval of their charter application upon review.

Should you have any questions or need for clarification, please contact me at jenny.tabor@edtec.com.

Thanks,

Jenny Tabor
Senior Client Manager

HAMILTON
ENTERTAINMENT & EMPLOYMENT LAW, LLC

A BOUTIQUE LAW GROUP WITH A GLOBAL PRESENCE

RETURNED MAILING ADDRESS
1138 N Germantown Parkway
Suite 101-108
Cordova, TN 38106
MEETING CLIENTS BY APPOINTMENTS ONLY AT:
Executive Office Center at Peabody Place
119 South Main Street
Suite 500
Memphis, TN 38103
Phone: 901-471-3242 ;888 681-6651
Fax: 901-471-3242
Employment Email:
unlawfulemploymentpractices@gmail.com
Entertainment Email:
hamiltonentertainmentsports@gmail.com
Website:
http://www.hamiltonentertainmentemploymentlawgroup.com/

Attorney Myra Hamilton
General Counsel

- **Licensed:** Tennessee & Pennsylvania
- **Admitted**: Arkansas Eastern District U.S. Federal Court
- **Admitted:** Arkansas Western District U.S. Federal Court
- **2020 Best of Bar Finalist**
- **Power Player Employment and Labor Attorney: Inside Memphis Business "Ten *Consecutive Years*": 2020, 2019,2018,2017,2016, 2015, 2014, 2013, 2012, 2011**
- **2020 Best Attorney , Best in Black Awards**

COMMUNICATION MEMORANDUM

TO: Sir or Madam

From: Myra Hamilton, Attorney

Date: January 27, 2021

RE**: Letter of Commitment for Academy of the Arts Charter High School**

The purpose of this letter is to express our support of ***Academy of the Arts Charter High School***, a proposed charter high school within the Fayette County School District. A.A.C.H.S.'s mission is to "educate high school students through the performing arts and provide them with the educational and entrepreneurial skills to succeed in college and life!". Because **Hamilton Entertainment Employment Law LLC** values this mission, we are committed to partnering with A.A.C.H.S to ensure their innovative performing arts model is successful.
When the school opens its doors in August 2022, it will provide an engaging educational alternative to students while offering the opportunity to earn a Career and Technical Education (CTE) certification in an artistic area upon graduation. By focusing on student's individual talents and interests, this innovative learning design increases student's potential for academic success and enables them to become productive citizens and creative thinkers needed for the 21st century. The addition of A.A.C.H.S. also affords students and families in Fayette County an additional option when considering high school selection.
Hamilton Entertainment Employment Law LLC will support the school's mission by offering interest exploration activities such as, ***but not limited to***, internships, mentoring, educational tours and class visits, and guest presentations and speakers. This partnership will enable A.A.C.H.S.'s students to pursue rigorous academic projects that not only add value to our

organization's capacity, but also gives each student a real-world experience that connects with their personal interests and talents.
Academy of the Arts Charter High School will help fill a void in the Fayette County community and we want to be a part of their success!
Thank you,
I can be best reached by email regarding any aspect of the content in this communication.

Myra Hamilton

Myra Hamilton, Attorney -at-Law

Letter of Commitment

Academy of the Arts Charter High School

Dear Sir or Madam,

The purpose of this letter is to express our support of ***Academy of the Arts Charter High School***, a proposed charter high school within the Fayette County School District. A.A.C.H.S.'s mission is to "educate high school students through the performing arts and provide them with the educational and entrepreneurial skills to succeed in college and life!". Because the Museum of Science and History – Pink Palace values this mission, we are committed to partnering with A.A.C.H.S to ensure their innovative performing arts model is successful.

When the school opens its doors in August 2022, it will provide an engaging educational alternative to students while offering the opportunity to earn a Career and Technical Education (CTE) certification in an artistic area upon graduation. By focusing on student's individual talents and interests, this innovative learning design increases student's potential for academic success and enables them to become productive citizens and creative thinkers needed for the 21st century. The addition of A.A.C.H.S. also affords students and families in Fayette County an additional option when considering high school selection.

Museum of Science and History – Pink Palace will support the school's mission by offering interest exploration activities such as, but not limited to, internships or volunteering opportunities, educational tours and class visits, and guest presentations and speakers. This partnership will enable A.A.C.H.S.'s students to pursue rigorous academic projects that not only add value to our organization's capacity, but also gives each student a real-world experience that connects with their personal interests and talents.

Academy of the Arts Charter High School will help fill a void in the Fayette County community and we want to be a part of their success!

Thank you,

Alice A. (Alex) Eilers-Guttensohn
Administrator of Programs
3050 Central Ave
Memphis, TN 38111
901.636.2387
Alex.eilers@memphistn.gov

Letter of Commitment

Academy of the Arts Charter High School

Dear Sir or Madam,

The purpose of this letter is to express our support of ***Academy of the Arts Charter High School***, a proposed charter high school within the Fayette County School District. A.A.C.H.S.'s mission is to "educate high school students through the performing arts and provide them with the educational and entrepreneurial skills to succeed in college and life!". Because The Brotherhood B2M values this mission, we are committed to partnering with A.A.C.H.S to ensure their innovative performing arts model is successful.

When the school opens its doors in August 2022, it will provide an engaging educational alternative to students while offering the opportunity to earn a Career and Technical Education (CTE) certification in an artistic area upon graduation. By focusing on student's individual talents and interests, this innovative learning design increases student's potential for academic success and enables them to become productive citizens and creative thinkers needed for the 21st century. The addition of A.A.C.H.S. also affords students and families in Fayette County an additional option when considering high school selection.

The Brotherhood B2M will support the school's mission by offering interest exploration activities such as, but not limited to, internships, mentoring, educational tours and class visits, and guest presentations and speakers. This partnership will enable A.A.C.H.S.'s students to pursue rigorous academic projects that not only add value to our organization's capacity, but also gives each student a real-world experience that connects with their personal interests and talents.

Academy of the Arts Charter High School will help fill a void in the Fayette County community and we want to be a part of their success!

Thank you,

Curtis Weathers
Founder/Director
7255 Germantown Trail
Memphis, Tennessee 38125
901.229.3045
Email: Thebrotherhoodb2m@gmail.com

Letter of Commitment
Academy of the Arts Charter High School

Dear Sir or Madam,

It is our pleasure to write a letter of support for the visionary work of Mecca Jackson as she seeks to open ***Academy of the Arts Charter High School***, a proposed charter high school within the Fayette County School District.

I serve as the Director of the New School Creation Fellowship, which is part of the High Tech High Graduate School of Education as well as a network of nationally recognized K-12 schools. Given the breadth of experience with school design that both of these partnerships offer, we believe that are both well-poised to advocate on behalf of AACHS as well as offer our support to them once they open their doors. AACHS's mission is to educate high school students through the performing arts and provide them with the educational and entrepreneurial skills to succeed in college and life. We believe that the success of our model, with a similar approach provides a strong set of data to the efficacy of this approach.

When the school opens its doors in August 2022, the Academy of the Arts will provide an engaging educational alternative to students while offering the opportunity to earn a Career and Technical Education (CTE) certification in an artistic area upon graduation. By focusing on student's individual talents and interests, this innovative learning design increases student's potential for academic success and enables them to become productive citizens and creative thinkers needed for the 21st century. The addition of A.A.C.H.S. also affords students and families in Fayette County an additional option when considering high school selection.

Because the High Tech High Graduate School of Education and the New School Creation Fellowship value this mission, we are committed to partnering with AACHS to ensure their innovative performing arts model is successful. We will offer continued partnership with nationally recognized faculty and mentorship, will provide leadership support, and will provide a successful K-12 context in which AACHS can partner in their work.

We believe wholeheartedly that ***Academy of the Arts Charter High School*** will help fill a void in the Fayette County community and we want to be a part of their success!

Very Sincerely,

Stacey Lopaz

Stacey Lopaz
High Tech High Graduate School of Education
Director, New School Creation Fellowship
slopaz@hightechhigh.org

Letter of Commitment

Academy of the Arts Charter High School

Dear Sir or Madam,

The purpose of this letter is to express our support of ***Academy of the Arts Charter High School***, a proposed charter high school within the Fayette County School District. A.A.C.H.S.'s mission is to "educate high school students through the performing arts and provide them with the educational and entrepreneurial skills to succeed in college and life!". Because Camden Big Picture Learning Academy values this mission, we are committed to partnering with A.A.C.H.S to ensure their innovative performing arts model is successful.

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Camden Big Picture Learning Academy will support the school's mission by offering direct support with the implementation of interest exploration activities, personalized projects, and a robust internship structure. This partnership will enable A.A.C.H.S.'s students to pursue rigorous academic projects that not only add value to our organization's capacity, but also gives each student a real-world experience that connects with their personal interests and talents.

Academy of the Arts Charter High School will help fill a void in the Fayette County community and we want to be a part of their success!

Thank you,

Timothy L. Jenkins

Timothy L. Jenkins
Principal - Camden Big Picture Learning Academy
Founder S.P.A.R.K. Educational Solutions LLC
1725 Park Blvd. Camden N.J. 08103
856-655-4924
principaljenkins@gmail.com

Letter of Commitment

Academy of the Arts Charter High School

Dear Sir or Madam,

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Salem Baptist Church of Mason TN will support the school's mission by offering interest exploration activities such as, but not limited to, internships, mentoring, educational tours and class visits, and guest presentations and speakers. This partnership will enable A.A.C.H.S.'s students to pursue rigorous academic projects that not only add value to our organization's capacity, but also gives each student a real-world experience that connects with their personal interests and talents.

Academy of the Arts Charter High School will help fill a void in the Fayette County community and we want to be a part of their success!

Thank you,

T. Ray Greer, Jr.

T. Ray Greer, Jr.
Senior Pastor
124 Salem Road
Mason, TN 38049
901239187
traygreer@gmail.com

Letter of Commitment

Academy of the Arts Charter High School

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As a parent within this community, I support the school's model of offering students interest exploration performing art majors such as visual art, music, fashion design, dance and film/video and drama. Children who attend A.A.C.H.S. will be able to pursue rigorous academic projects and engage in real-world experiences that connects with their personal interests and talents.

Academy of the Arts Charter High School will help fill a void in the Fayette County community and we want to be a part of their success!

Thank you,

Haley Vanelli

Haley Vanelli
240 Magnolia Garden Lane
Oakland TN 38060
901-487-9526
Haleymiles12@yahoo.com

Letter of Commitment

Academy of the Arts Charter High School

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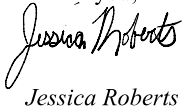
Thank you,



Jessica Roberts
122 Pearl st.
Halls Tn, 38040
731-413-4755
Jessicaroberts1549@gmail.com

Letter of Commitment

Academy of the Arts Charter High School

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Academy of the Arts Charter High School will help fill a void in the Fayette County community and we want to be a part of their success!

Thank you, Stephanie Hoskins

(Sign here)

Type Name Stephanie Hoskins
Address 2091a US Hwy 64
Address Somerville, TN 38068
Phone 731-780-8121
Email stephanie.hoskins@att.net

Letter of Commitment

Academy of the Arts Charter High School

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Academy of the Arts Charter High School will help fill a void in the Fayette County community and we want to be a part of their success!

Thank you,

Corri Argenti

Corri Argenti
6830 Rockbrook Drive
Memphis, TN 38141
810-874-1739
corriargenti@gmail.com

Letter of Commitment

Academy of the Arts Charter High School

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Thank you,

Amanda Waggoner

I have worked in Fayette county since 2009. I attended Fayette County schools.

Address 5708 Montpelier Drive, Bartlett,TN 38134
Phone 9017343627
Email amanda.waggoner@fcsk12.net

Julie Whyte
16175 Hwy 64
Somerville TN 38068
9012686855
Jules@whyte.com

Letter of Commitment

Academy of the Arts Charter High School

Dear Sir or Madam,

The purpose of this letter is to express my support of ***Academy of the Arts Charter High School***, a proposed charter high school within the Fayette County School District. A.A.C.H.S.'s mission is to "educate high school students through the performing arts and provide them with the educational and entrepreneurial skills to succeed in college and life!". I value this mission and believe that A.A.C.H.S will be able to successfully implement their innovative performing arts model with community support and partnership.

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Academy of the Arts Charter High School will help fill a void in the Fayette County community and we want to be a part of their success!

Thank you,

Amanda Vaughan

Print Name Amanda Vaughan
Address 10170 Highway 193 Williston TN 38076
Address
Phone 901-304-1546
Email Vaughanm1105@yahoo.com

Letter of Commitment

Academy of the Arts Charter High School

Dear Sir or Madam,

The purpose of this letter is to express my support of ***Academy of the Arts Charter High School***, a proposed charter high school within the Fayette County School District. A.A.C.H.S.'s mission is to "educate high school students through the performing arts and provide them with the educational and entrepreneurial skills to succeed in college and life!". I value this mission and believe that A.A.C.H.S will be able to successfully implement their innovative performing arts model with community support and partnership.

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Academy of the Arts Charter High School will help fill a void in the Fayette County community and we want to be a part of their success!

Son 2nd grade

Thank you,

Print Name Kenyl Bryant
Address 109 N. Court St.
Address Somerville, TN 38068
Phone 901-506-2260
Email

Letter of Commitment

Academy of the Arts Charter High School

Dear Sir or Madam,

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Academy of the Arts Charter High School will help fill a void in the Fayette County community and we want to be a part of their success!

Thank you, Jon 2nd grade

Jerry Tatum

Print Name Jerry Tatum
Address 904 Westview Cove
Address
Phone 901-465-0053
Email Godchild2222@gmail.com

Letter of Commitment

Academy of the Arts Charter High School

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Academy of the Arts Charter High School will help fill a void in the Fayette County community and we want to be a part of their success!

Thank you,

David McHugh

Print Name David McHugh (teacher)
Address 65 Marietta Drive
Address Oakland, TN
Phone 901-487-3755
Email gmac47@yahoo.com

Letter of Commitment

Academy of the Arts Charter High School

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Abby 10th
Rachel 5th

Thank you,

Kelli Chute

Print Name Kelli Chute
Address 315 Lester Rd Somerville TN 38068
Address
Phone 901-619-7270
Email Kelchu03@aol.com

Letter of Commitment

Academy of the Arts Charter High School

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Academy of the Arts Charter High School will help fill a void in the Fayette County community and we want to be a part of their success!

Thank you,

I have a 7th Grade student now. Interested in all.

Print Name Abigail Owen

Address 5896 Fayette Corner Whiteville, TN 38075

Address _____

Phone _____

Email abowen owen@gmail.com

Letter of Commitment

Academy of the Arts Charter High School

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Thank you,

Print Name JASON TURNER
Address 15 SUGAR MAPLE CV OAKLAND TN
Address
Phone (901) 651-4171
Email JT.TURNER22@GMAIL.COM

Letter of Commitment

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Dear Sir or Madam,

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When the school opens its doors in August 2023, it will provide an engaging educational alternative to students while offering the opportunity to earn a Career and Technical Education (CTE) certification in an artistic area upon graduation. By focusing on student's individual talents and interests, this innovative learning design increases student's potential for academic success and enables them to become productive citizens and creative thinkers needed for the 21st century. The addition of A.A.C.H.S. also affords parents such as myself who live in Fayette County an additional option for our children when considering high school selection.

As a parent within this community, I support the school's model of offering students interest exploration performing art majors such as visual art, music, fashion design, dance and film/video and drama. Children who attend A.A.C.H.S. will be able to pursue rigorous academic projects and engage in real-world experiences that connects with their personal interests and talents.

Academy of the Arts Charter High School will help fill a void in the Fayette County community and we want to be a part of their success!

Thank you,

_____

Print Name Ruth Huey
Address 329 Jones Street Somerville, TN 38068
Address
Phone 901-833-5102
Email rahuey87@gmail.com

currently in 6th grade - music interest

Letter of Commitment

Academy of the Arts Charter High School

Dear Sir or Madam,

The purpose of this letter is to express my support of ***Academy of the Arts Charter High School***, a proposed charter high school within the Fayette County School District. A.A.C.H.S.'s mission is to "educate high school students through the performing arts and provide them with the educational and entrepreneurial skills to succeed in college and life!". I value this mission and believe that A.A.C.H.S will be able to successfully implement their innovative performing arts model with community support and partnership.

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Thank you,

Sara King

Print Name Sara King
Address 505 Oak St.
Address Somerville, TN. 38068
Phone 760-696-6046
Email saraking@me.com

Letter of Commitment

Academy of the Arts Charter High School

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Thank you,

Ashlea Wilson

Print Name Ashlea Wilson
Address 25 Tate Dr
Address Oakland, TN 38060
Phone 520-450-2713
Email ashlea.sherwood@gmail.com

Letter of Commitment

Academy of the Arts Charter High School

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Thank you,

David R Wilson

Print Name David R Wilson
Address 25 Tate Dr
Address Oakland, TN 38060
Phone 520-305-6831
Email deewil1983@yahoo.com

Letter of Commitment

Academy of the Arts Charter High School

Dear Sir or Madam,

The purpose of this letter is to express our support of ***Academy of the Arts Charter High School***, a proposed charter high school within the Fayette County School District. A.A.C.H.S.'s mission is to "educate high school students through the performing arts and provide them with the educational and entrepreneurial skills to succeed in college and life!". Because Divine Purpose Church values this mission, we are committed to partnering with A.A.C.H.S to ensure their innovative performing arts model is successful.

When the school opens its doors in August 2022, it will provide an engaging educational alternative to students while offering the opportunity to earn a Career and Technical Education (CTE) certification in an artistic area upon graduation. By focusing on student's individual talents and interests, this innovative learning design increases student's potential for academic success and enables them to become productive citizens and creative thinkers needed for the 21st century. The addition of A.A.C.H.S. also affords students and families in Fayette County an additional option when considering high school selection.

Divine Purpose Church will support the school's mission by offering interest exploration activities such as, but not limited to, internships, mentoring, educational tours and class visits, and guest presentations and speakers. This partnership will enable A.A.C.H.S.'s students to pursue rigorous academic projects that not only add value to our organization's capacity, but also gives each student a real-world experience that connects with their personal interests and talents.

Academy of the Arts Charter High School will help fill a void in the Fayette County community and we want to be a part of their success!

Thank you,

Ronald D. Alexander

Bishop Ron Alexander
Senior Pastor / Divine Purpose Church
21100 Highway 196
Arlington, Tennessee 38002
901-409-3222
bishopronalexander@gmail.com

Letter of Commitment

Academy of the Arts Charter High School

Dear Sir or Madam,

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When the school opens its doors in August 2022, it will provide an engaging educational alternative to students while offering the opportunity to earn a Career and Technical Education (CTE) certification in an artistic area upon graduation. By focusing on student's individual talents and interests, this innovative learning design increases student's potential for academic success and enables them to become productive citizens and creative thinkers needed for the 21st century. The addition of A.A.C.H.S. also affords students and families in Fayette County an additional option when considering high school selection.

Jackson, TN Alumni Chapter of Kappa Alpha Psi will support the school's mission by offering interest exploration activities such as, but not limited to, internships, mentoring, educational tours and class visits, and guest presentations and speakers. This partnership will enable A.A.C.H.S.'s students to pursue rigorous academic projects that not only add value to our organization's capacity, but also gives each student a real-world experience that connects with their personal interests and talents.

Academy of the Arts Charter High School will help fill a void in the Fayette County community and we want to be a part of their success!

Thank you,

T. Ray Greer, Jr.

T. Ray Greer, Jr.
Polemarch
7903 Ivy Lake Lane
Bartlett, TN 38133
901239187
traygreer@gmail.com

The mission of Academy of the Arts Charter High School is to educate high school students through the performing arts while providing them with the academic and entrepreneurial skills to succeed in college and in life!

Letter of Interest

As a current resident of Fayette County, I am interested in learning more about Academy of the Arts Charter High School. When the school becomes authorized, I would consider Academy of the Arts Charter High School as an educational option for my child or myself as a high school student.

NAME:	Monie L. Garabitl
EMAIL:	flgarabito@comcast.net
PHONE:	901 253-663
ADDRESS:	5885 Airline Rd Arlington TN 38002
I AM A (*Please circle*)	**Interested Parent** **Interested Student**

NAME:	Courtney Furr
EMAIL:	Courtneyfurr300@gmail.com
PHONE:	901-653-5257
ADDRESS	25 Oakcrest Dr, Oakland TN 38060
I AM A (*Please circle*)	**Interested Parent** ✓ **Interested Student**

NAME:	Anita Flanagan
EMAIL:	nanaf1960@yahoo.com
PHONE:	901-626-4682
ADDRESS	6900 Hwy 76 - Somerville
I AM A (*Please circle*)	**Interested Parent** ✓ grandparent **Interested Student**

The mission of Academy of the Arts Charter High School is to educate high school students through the performing arts while providing them with the academic and entrepreneurial skills to succeed in college and in life!

Letter of Interest

As a current resident of Fayette County, I am interested in learning more about Academy of the Arts Charter High School. When the school becomes authorized, I would consider Academy of the Arts Charter High School as an educational option for my child or myself as a high school student.

NAME:	Mandy Collins
EMAIL:	mandycollins80@yahoo.com
PHONE:	485-8080
ADDRESS	1535 Hewlett Dr
I AM A (*Please circle*)	**Interested Parent** **Interested Student**

NAME:	Milan Harvey
EMAIL:	happylife4257@gmail.com
PHONE:	609-828-4670
ADDRESS	4525 Hickory Creek Dr.
I AM A (*Please circle*)	**Interested Parent** **Interested Student**

NAME:	Jazmine Echols
EMAIL:	theeclwls89@gmail.com
PHONE:	901-282-3116
ADDRESS	[redacted] 105 Willow Springs Ln 38060
I AM A (*Please circle*)	**Interested Parent** **Interested Student**

The mission of Academy of the Arts Charter High School is to educate high school students through the performing arts while providing them with the academic and entrepreneurial skills to succeed in college and in life!

Letter of Interest

As a current resident of Fayette County, I am interested in learning more about Academy of the Arts Charter High School. When the school becomes authorized, I would consider Academy of the Arts Charter High School as an educational option for my child or myself as a high school student.

NAME:	Sean Griffith
EMAIL:	kseangriffith@yahoo.com
PHONE:	901-238-1982
ADDRESS	3458 Marcia Louise Dr Southaven, MS 38672
I AM A (*Please circle*)	~~Interested Parent~~ **Interested Student**

NAME:	Elizabeth Bowling
EMAIL:	Libby61019@gmail.com
PHONE:	901-497-4540
ADDRESS	405 Hedge Rose Blvd Somerville TN.
I AM A (*Please circle*)	~~Interested Parent~~ **Interested Student**

NAME:	Katreva White
EMAIL:	Katrevawhite@yahoo.com
PHONE:	901-837-4644
ADDRESS	125 Arabella Circle Oakland, TN 38060
I AM A (*Please circle*)	**Interested Parent** **Interested Student**

The mission of Academy of the Arts Charter High School is to educate high school students through the performing arts while providing them with the academic and entrepreneurial skills to succeed in college and in life!

Letter of Interest

As a current resident of Fayette County, I am interested in learning more about Academy of the Arts Charter High School. When the school becomes authorized, I would consider Academy of the Arts Charter High School as an educational option for my child or myself as a high school student.

NAME:	Sharon Koester
EMAIL:	SLKoester46@hotmail.com
PHONE:	901-451-0023
ADDRESS	411 S. Somerville, Somerville
I AM A (*Please circle*)	**Interested Parent** (Grandparent) **Interested Student**

Emails

NAME:	Ashley Ellis
EMAIL:	ashley.ellis@fcsk12.net
PHONE:	901-860-8145
ADDRESS	320 Good Springs Loop Rossville, TN 38066
I AM A (*Please circle*)	**Interested Parent** **Interested Student**

NAME:	Chase Bennington
EMAIL:	benningtonchase@gmail.com
PHONE:	901-494-7909
ADDRESS	150 Acadis Circle, Oakland, TN 38060
I AM A (*Please circle*)	**Interested Parent** **Interested Student**

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Letter of Interest

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No contact

NAME:	Andrea Jackson 731-413-0434
EMAIL:	
PHONE:	
ADDRESS:	207 C Northcrest
I AM A (*Please circle*)	**Interested Parent.** **Interested Student**

NAME:	Aurelia Woods
EMAIL:	aureliadwoods@yahoo.com
PHONE:	731-409-1901
ADDRESS	85 Riverwood Cv Oakland
I AM A (*Please circle*)	**Interested Parent** / **Interested Student**

NAME:	tracy golightly
EMAIL:	stv3@comcast.net
PHONE:	
ADDRESS	85 Levy Dr. Somerville TN 38068
I AM A (*Please circle*)	**Interested Parent** **Interested Student**

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Letter of Interest

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NAME:	Dell Dickerson
EMAIL:	
PHONE:	(901) 493-0702
ADDRESS:	
I AM A (*Please circle*)	**Interested Parent.** **Interested Student**

NAME:	Bonnie Humphery
EMAIL:	
PHONE:	(901) 262 1144
ADDRESS	
I AM A (*Please circle*)	**Interested Parent** **Interested Student**

NAME:	Haley Varelli
EMAIL:	
PHONE:	901-488-9526
ADDRESS	
I AM A (*Please circle*)	**Interested Parent** **Interested Student**

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Letter of Interest

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NAME:	Rebecca Brown
EMAIL:	Brownbeccabrown@yahoo.com
PHONE:	901 210 5324
ADDRESS	805 S Somerville St
I AM A (*Please circle*)	~~Interested Parent~~ **Interested Student**

NAME:	Jackie Brown
EMAIL:	JackieBrown180@yahoo.com
PHONE:	901 907 [illegible] 4570
ADDRESS	805 S. Somerville St
I AM A (*Please circle*)	**Interested Parent** **Interested Student**

NAME:	Maia Parham
EMAIL:	maiaparham50@gmail.com
PHONE:	50 Cedar Hill Cove
ADDRESS	Somerville, TN 38068
I AM A (*Please circle*)	**Interested Parent** **Interested Student** 901 277 5654

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Letter of Interest

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NAME:	Brayden Bennett	
EMAIL:		
PHONE:	(901) 486-5252	
ADDRESS		
I AM A (*Please circle*)	**Interested Parent**	**Interested Student**

NAME:	July Raymer	
EMAIL:	julyraymer@gmail.com	
PHONE:	901-598-4223	
ADDRESS	809T Jack Bond Road Lakeland TN 38002	
I AM A (*Please circle*)	**Interested Parent**	**Interested Student**

NAME:	Maribeth Jenkins	
EMAIL:	mary.jenkins1018@yahoo.com	
PHONE:	901-212-9063	
ADDRESS	4733 Ebenezer Lp Somerville TN	
I AM A (*Please circle*)	**Interested Parent**	**Interested Student**

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Letter of Interest

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NAME:	Kristy DePriest
EMAIL:	Kdepriest0722@gmail.com
PHONE:	901 395 4078
ADDRESS	480 Gray Cove Somerville, TN 38068
I AM A (*Please circle*)	**Interested Parent** **Interested Student**

NAME:	Kristy McCormic
EMAIL:	K.McCormic@att.net
PHONE:	901 734 4545
ADDRESS	19635 Hwy 196 Arlington TN 38002
I AM A (*Please circle*)	**Interested Parent** **Interested Student**

NAME:	Natoria Turner
EMAIL:	natoria.turner@yahoo.com
PHONE:	901.626.9301
ADDRESS	1495 Armour Dr.
I AM A (*Please circle*)	**Interested Parent** **Interested Student**

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NAME:	Kaci Jennings
EMAIL:	Kacinew@ymail.com
PHONE:	731 609 4859
ADDRESS:	1042 Terrace St Bolivar TN 38008
I AM A (*Please circle*)	**Interested Parent.** **Interested Student**

NAME:	Kimberly Marlar
EMAIL:	marlarkimberly18@gmail.com
PHONE:	9016437439
ADDRESS	730 Morris Dr Somerville TN 38068
I AM A (*Please circle*)	**Interested Parent** **Interested Student**

NAME:	Josh Rosenthal
EMAIL:	jrosenthal322@gmail
PHONE:	901-270-7261
ADDRESS	265 Belmont Mason TN 38049
I AM A (*Please circle*)	**Interested Parent** **Interested Student**

*Longoria Vekhia.

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NAME:	Dina Green
EMAIL:	dinagreen@yahoo.com
PHONE:	901-413-0501
ADDRESS:	1890 Stafford Dr Somerville Tn 38068
I AM A (*Please circle*)	**Interested Parent.** **Interested Student**

NAME:	Nekhea Locke
EMAIL:	nekhea1213@gmail.com
PHONE:	901-305-9283
ADDRESS	8000 Jemegan Dr.
I AM A (*Please circle*)	**Interested Parent** **Interested Student**

NAME:	Hajee Moore
EMAIL:	HajeeMoore01@gmail.com
PHONE:	(856)-716-3484
ADDRESS	4525 Hickory Creek Dr Bartlett TN
I AM A (*Please circle*)	**Interested Parent** **Interested Student**

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NAME:	Chelsea Bonner
EMAIL:	dukegirl5@rocketmail.com
PHONE:	901-592-7046
ADDRESS	15210 Hwy 193 Williston TN 38076
I AM A (*Please circle*)	**Interested Parent** **Interested Student**

NAME:	Anthony Bonner
EMAIL:	Anthonyorfice@gmail.com
PHONE:	901-687-0986
ADDRESS	15210 Hwy 193 Williston TN 38076
I AM A (*Please circle*)	**Interested Parent** **Interested Student**

NAME:	Rene' Fumich
EMAIL:	rfumich63@gmail.com
PHONE:	901-580-736
ADDRESS	2320 Garnett Rd
I AM A (*Please circle*)	**Interested Parent** **Interested Student** grant person

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Letter of Interest

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NAME:	Katelyn Tice
EMAIL:	katelyn0203@gmail.com
PHONE:	(901) 440-9944
ADDRESS	30 Northwood Cv
I AM A (*Please circle*)	**Interested Parent** **Interested Student**

NAME:	Tomica Scruggs
EMAIL:	scruggs_tomica1@yahoo.com
PHONE:	901-713-4907
ADDRESS	307 Lake Dr. Apt. C3
I AM A (*Please circle*)	**Interested Parent** **Interested Student**

NAME:	Shandi Bakowsky
EMAIL:	Sdedwards1@bellsouth.net
PHONE:	901-574-7025
ADDRESS	320 Eagle Valley Dr Oakland 38060
I AM A (*Please circle*)	**Interested Parent** **Interested Student**

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Letter of Interest

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NAME:	Stephanie Rose
EMAIL:	srjames1982@gmail.com
PHONE:	901-299-2956
ADDRESS:	455 Forge Dr. Somerville, TN 38068
I AM A (*Please circle*)	**Interested Parent.** **Interested Student**

NAME:	Kristin Rhea
EMAIL:	kristinrhea@bellsouth.net
PHONE:	901 465 4585
ADDRESS	1010 Woodbridge Rd
I AM A (*Please circle*)	**Interested Parent** **Interested Student**

NAME:	Reba Hensley
EMAIL:	reba.hensley@gmail.com
PHONE:	731-212-9295
ADDRESS	3540 Hwy 138
I AM A (*Please circle*)	**Interested Parent** **Interested Student**

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Letter of Interest

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NAME:	Sandra K. Davis
EMAIL:	sandraKaydavis901@icloud.com
PHONE:	901-497-1786
ADDRESS:	305 Simpson Drive
I AM A (*Please circle*)	**Interested Parent** **Interested Student** grandparent

NAME:	Jessica Hartmann
EMAIL:	Alley38068@aol.com
PHONE:	901-459-8498
ADDRESS	14730 Hwy 76 Somerville TN 38068
I AM A (*Please circle*)	**Interested Parent** **Interested Student**

NAME:	Brianna Freud
EMAIL:	
PHONE:	901-459-7726
ADDRESS	1003 West View Cove
I AM A (*Please circle*)	**Interested Parent** **Interested Student**

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Letter of Interest

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NAME:	Mandy Collins
EMAIL:	mandybcollins80@yahoo.com
PHONE:	485-8080
ADDRESS	1535 Hewlett Dr
I AM A (*Please circle*)	**Interested Parent** **Interested Student**

NAME:	Milan Harvey
EMAIL:	happylife4257@gmail.com
PHONE:	609-828-4670
ADDRESS	4525 Hickory Creek Dr.
I AM A (*Please circle*)	**Interested Parent** **Interested Student**

NAME:	Jazmine Echols
EMAIL:	theeclwls89@gmail.com
PHONE:	901-282-3116
ADDRESS	[redacted] 105 Willow Springs Ln 38060
I AM A (*Please circle*)	**Interested Parent** **Interested Student**

My signature and information below confirms my support of Academy of the Arts Charter High School, a proposed new high school to serve students' in Fayette County School District:

1.NAME:	ADDRESS:
Riley Joyner	12370 South main St. Somerville Tn. 38068
Email Address	**Phone Number**
chantewill1@gmail.com	(901) 426-3443

2.NAME:	ADDRESS:
Kristie Johnson	1530 Sides Drive Moscow, TN 38057
Email Address	**Phone Number**
kristiefaeJohnson2020@gmail.com	(901) 832-9073

3.NAME:	ADDRESS:
Alyssa Bibb	1530 sides dr. moscow TN, 38057
Email Address	**Phone Number**
alyssa.grace13@icloud.com	(901) - 404 - 7710

4.NAME:	ADDRESS:
Bobby Braden	80 Buttercup Dr. ~~Oakland~~ Somerville TN. 38068
Email Address	**Phone Number**
bbybraden04@yahoo.com	99-488-8393

5.NAME:	ADDRESS:
Jennifer Pickard	119 Lakeview Rd, Somerville 38068
Email Address	**Phone Number**
jennk40@yahoo.com	901-491-1626

6.NAME:	ADDRESS:
Justin Criswell	120 Caitlin Pr Oakland TN
Email Address	**Phone Number**
	901-647-7259

7.NAME:	ADDRESS:
Josh Mabry	785 Countryside Dr. Oakland 38060
Email Address	**Phone Number**
josh@fayettebaptist.com	901-489-8390

8.NAME:	ADDRESS:
Joshua Hill	2525 Pittman Rd. Somerville
Email Address	**Phone Number**
Jchill5621@gmail.com	901-734-2513

NAME:	ADDRESS:
Jimmie Bush	85 Denniston Rd. Eads, Tn. 38028
Email Address	**Phone Number**
Bushjimmie38@gmail.com	901-503-7424

10.NAME:	ADDRESS:
Ashton Ridge	85 Denniston Rd Eads Tenn 38028
Email Address	**Phone Number**
Lynne4538@icloud.com	N/A

11.NAME:	ADDRESS:
[illegible]	110 Robe P.D.
Email Address	**Phone Number**

12.NAME:	ADDRESS:
Linda Randall	305 E. Marginal St.
Email Address	**Phone Number**
lmsandall2007@gmail.com	731-443-9305

13.NAME:	ADDRESS:
Martha Yates	20 PINE RIDGE CV. OAKLAND, TN. 38060
Email Address	**Phone Number**
SEABEEMATTI@AOL.COM	330-607-7317

14.NAME:	ADDRESS:
Clifford W. Yates	20 Pine Ridge CV Oakland, TN 38060
Email Address	**Phone Number**
	330 524 7219

15.NAME:	ADDRESS:
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Email Address	**Phone Number**
jms39173(a)yahoo.com	(901) 371-6813

16.NAME:	ADDRESS:
Jessica Terry	12140 old Jackson Somerville
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.NAME:	ADDRESS:
Pam Burch	P.O. Box 95 Williston, TN 38076
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18.NAME:	ADDRESS:
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.NAME:	ADDRESS:
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20.NAME:	ADDRESS:
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21.NAME:	ADDRESS:
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22.NAME:	ADDRESS:
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23.NAME:	ADDRESS:
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24.NAME:	ADDRESS:
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25.NAME:	ADDRESS:
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26.NAME:	ADDRESS:
Jody Vaughan	11070 Hwy 193 Williston TN 38076
Email Address	**Phone Number**
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27.NAME:	ADDRESS:
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Email Address	**Phone Number**
lhearn924@hotmail.com	901 487 9028

28.NAME:	ADDRESS:
David Johnson	155 EMMA RD
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✓

29.NAME:	ADDRESS:
Delynn Johnson	155 Emma Rd Oakland TN 38060
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delynnj@gmail.com	901-326-0965

30.NAME:	ADDRESS:
CLINTON MORGAN MORRIS	129 SCHOOL ST WHITEVILLE, TN 38075
Email Address	**Phone Number**
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31.NAME:	ADDRESS:
Sandra Morris	180 Person Rd Oakland, TN 38060
Email Address	**Phone Number**
halloran.sandra@yahoo.com	901-268-1190

32.NAME:	ADDRESS:
Hannah Braden	80 Buttercup Dr Somerville, TN 38068
Email Address	**Phone Number**
hbraden311@gmail.com	901-484-1766

33.NAME:	ADDRESS:
Ellen Yours	3440 Eastside Dr Somerville TN 38068
Email Address	**Phone Number**
elleradair39@yahoo.com	901-413-6439

34.NAME:	ADDRESS:
Kenneth T. Thompson	80 Denniston Rd EADS Tenn. 38028 901-417-4698
Email Address	**Phone Number**

35.NAME:	ADDRESS:
Bradley Thompson	85 Denniston Rd. Eads TN, 38028
Email Address	**Phone Number**
Lovemywife82gmail.com	901-482-3816

36.NAME:	ADDRESS:
Stephen Penna	408 Hiawatha St. Somerville TN 38068
Email Address	**Phone Number**
Stephen.j.penna@gmail.com	

37.NAME:	ADDRESS:
Cheryl Feathers	1925 Wirt Rd Oakland
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cherylfeathers@ymail.com	9014135094

38.NAME:	ADDRESS:
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39.NAME:	ADDRESS:
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40.NAME:	ADDRESS:
Mandy Strickland	2945 Hwy 193 Collierville, TN 38018
Email Address	**Phone Number**
MandyLeaphotography@yahoo.com	901-826-1049

41.NAME:	ADDRESS:
Jason Strickland	2445 Hwy 196 Collierville, TN
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42.NAME:	ADDRESS:
James M Rai	1040 Mount Moriah Dr
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43.NAME:	ADDRESS:
Cindy C Penn	245 Cypress Lake Cove, Arlington 38002
Email Address	**Phone Number**
Cpenn28@gmail.com	901-317-6363

44.NAME:	ADDRESS:
Terri Hawkinson	600 Cherry Road Eads, TN 38028
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momhawk1@att.net	901-848-0394

45.NAME:	ADDRESS:
GILBERT H. SANDUSKY	2195 HARRELL DR ARLINGTON, TN 38002
Email Address	**Phone Number**
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46.NAME:	ADDRESS:
Amber Corder	4445 US HWY 64 Eads TN 38028
Email Address	**Phone Number**
ampatiger fan@gmail.com	901-216-7357

47.NAME:	ADDRESS:
Michael Corder	4445 Hwy 64 Eads TN 38028
Email Address	**Phone Number**
michaelpc6500@gmail.com	901 428 2674

48.NAME:	ADDRESS:
JACQUELYN K. LAWLER	85 Sugar Maple Cv Oakland TN 38060
Email Address	**Phone Number**
	901-491-4879

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Email Address	**Phone Number**
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50.NAME:	ADDRESS:
Vicki Cone	75 Creek Side Dr.
Email Address	**Phone Number**
duane.vickicone@gmail.com	901.486.8603

Academy of the Arts Charter High School is an innovative new school design currently being proposed in the Fayette County School District in western Tennessee. Our performing art model and art-infused curriculum will provide students from all backgrounds the opportunity to experience a high-quality education while studying their passion in one of these five areas: Fashion Design, Dance, Visual Art, Music, and Film /Video/ Drama. To prepare students for college and career, we will offer entrepreneurial courses also a career and technical education certification program (CTE).

Academy of the Arts will not only focus on the arts, an underrepresented discipline, it will also focus on the underrepresented groups within the arts. Academy of the Arts will be a gateway for students to have exposure to the arts and the unimaginable opportunities that come with them. Many of these students will be from diverse cultural and social-economic backgrounds, in addition to the talented staff that we are building. This diversity will allow for a school culture that welcomes the unique differences that we all possess while also learning and growing from those differences.

To support Academy of the Arts Charter High School through our charter application and advocate for arts in education, please sign our petition!



Timestamp	Username	First Name	Last Name
2021/05/16 :	jessicaroberts1549@gmail.com	Jessica	Roberts
2021/05/16 :	roderickcornelius@gmail.com	Roderick	Cornelius
2021/05/16 :	neshiadacna@gmail.com	Caneshia	Davis
2021/05/16 :	rlsd0911@gmail.com	Regina	Davis
2021/05/16 :	tyclark13@me.com	Tyler	Clark
2021/05/17 ‹	justinyts@yahoo.com	Justin	Yates
2021/05/17 {	jerrinchris@yahoo.com	Jerri	Jones
2021/05/17 {	colissiab@yahoo.com	Colissia	Barbee-Douglas
2021/05/17 !	andrewharvey122@gmail.com	Catina	Harvey
2021/05/17 (	loirhyme2010@gmail.com	Lee	Ivory
2021/05/17 :	kiachearis@gmail.com	Gakia	Chearis
2021/05/17 :	tiffanymoore7963@yahoo.com	Tiffany	Moore
2021/05/17 :	rlsd0911@gmail.com	Regina	Davis
2021/05/17 :	lamarcushester45@gmail.com	Lamarcus	Hester
2021/05/17 :	breauna.taylor@yahoo.com	Breauna	Tatum
2021/05/17 {	Yatesthomas65@gmail.com	Thomas	Yates
2021/05/19 :	anewlifeherbs@gmail.com	Emily	Giles
2021/05/19 !	holmes9230@gmail.com	Antorrious	Holmes
2021/05/19 (	kfleener51392@gmail.com	Kayla	Fleener
2021/05/19 (	stokesdavion@yahoo.com	Davion	Stokes
2021/05/19 (	jedaiahbeard@gmail.com	Jedaiah	Beard
2021/05/19 (	dwannadwash@yahoo.com	Dwanna	Shelton (Fayette Wa
2021/05/19 (	cdavis96@gmail.com	CaDesha	Davis
2021/05/19 :	malone_waquesha@yahoo.com	Waquesha	Benson
2021/05/19 :	Kenyattajones61@gmail.com	Kenyatta	Dodson
2021/05/19 {	lilenicole@yahoo.com	Ebony	Tisdale
2021/05/19 !	marioholmes138@gmail.com	Stacey	Cleaves
2021/05/19 :	ashleymcbride1052@gmail.com	Ashley	McBride
2021/05/19 :	codymoe95@yahoo.com	Cody	Moore
2021/05/20 :	shanette03@gmail.com	Shanette	LottWebb
2021/05/20 (	williams.camesha1882@gmail.com	Camesha	Williams
2021/05/20 {	dobias24@gmail.com	Dobias	Giles
2021/05/20 !	oliviadd59@gmail.com	Olivia	Douglas
2021/05/20 ‹	merrirob92@gmail.com	Robert	Merriweather (Faye

Address: street,city, zip code	Agree to sign petiti	Other though
122 Pearl st. halls to 38040	YES	TEST
1205 Maplebrook Lane, Apt. # 5, Memphis, TN 38134	I Agree	
2605 Thorpe Drive	I Agree	
280 Bernard Rd	I Agree	
7440 Highway 64 Oakland TN	I Agree	
142 Kay Lane, Somerville, Tennessee, 38068	I Agree	
5165 Hwy 195 Somerville 38068	I Agree	
4565 Old Fifty Nine Drive Mason, TN 38049	I Agree	
305 Wilder Rd Somerville TN 38068	I Agree	
250 Watermill Rd, Moscow, TN 38057	I Agree	
75 Nicholas Drive 38068	I Agree	None
421 Jernigan Somerville, TN 38068	I Agree	
280 Bernard Rd	I Agree	
300 Stuart loop	I Agree	
13350 N. Main St. Somerville, 38068	I Agree	
306 Jones st Somerville tn 38068	I Agree	
1530 Sides Dr	I Agree	Super excitec
540 Bateman Rd. Moscow, TN 38057	I Agree	
99 n main street apartment 1210 Memphis TN 38103	I Agree	
70 Habitat Cv. Rossville, TN 38066	I Agree	
11155 Poindexter Rd Mason TN 38049	I Agree	
905 Great Hope Ct LaVergne TN 37086	I Agree	
280 Bernard Road Mason Tn 38049	I Agree	
PO Box 336, Moscow TN 38057	I Agree	
145 wagon wheel dr	I Agree	
Tuckers place, lavergne 37086	I Agree	I am a fayette
15085 Hwy 194N 38060	I Agree	
5125 hwy 59 mason fb 38049	I Agree	Class of 2010
1720 cherry rd, eads, 38028	I Agree	
35 Willow Springs Lane	I Agree	The high schc
3278 cosmic circle	I Agree	
90 Grant Rd. Somerville, 38068	I Agree	N/A
38057	I Agree	
1280 west Peachtree st nw	I Agree	



This petition has collected
274 signatures
using the online tools at www.ipetitions.com

Printed on 2021-01-28

Support Arts in Education!

About this petition

Whether we realize it or not, we enjoy pieces of the performing arts daily. We listen to vocalist sing our favorite song on the radio. We watch our favorite actors on TV. We even wear clothing designs and styles made by creative fashion designers. That's right, art is everywhere around us - - EXCEPT in schools!

Academy of the Arts Charter High School is an innovative new school design being proposed in the Fayette County School District in western Tennessee. Our performing art model and art infused curriculum will provide students from all backgrounds the opportunity to experience a high quality education while studying their passion in one of these 5 areas: Fashion Design, Dance, Visual Art, Music and Film /Video/ Drama. To prepare students for college and career, we will offer entrepreneurial courses and a career and technical education (CTE) certification program.

Current studies have shown that art is crucial to individual growth and development and is one aspect of a well rounded K-12 education. Researchers argue that instruction becomes more effective when educators integrate creative activities. Teaching through the arts can present difficult concepts visually, making them easier to understand, boosts critical thinking, and adds joy to learning.

To support Academy of the Arts Charter High School through our charter application and advocate for arts in education please sign our petition! Learn more about Academy of the Arts Charter High School on Facebook, LinkedIn, Instagram.

Signatures

1. Name: Mecca Jackson on 2021-01-08 02:55:29
Comments:

2. Name: Natasia Cooper on 2021-01-09 16:02:57
Comments:

3. Name: Dr Reba Parham Johnson on 2021-01-09 16:36:13
Comments:

4. Name: Dr Corlette Mays on 2021-01-09 17:51:55
Comments: Outstanding visionary educator who is invested in improving the lives of underrepresented, marginalized students, and what way than through the Arts

5. Name: Joan Simpson Vann on 2021-01-09 20:16:30
Comments:

6. Name: Kabrina Thompson on 2021-01-11 20:01:15
Comments:

7. Name: Kalyn Thompson on 2021-01-11 22:58:17
Comments: I support this great cause

8. Name: Jessica Eveler on 2021-01-12 01:59:36
Comments:

9. Name: Gilda Boyle on 2021-01-12 02:00:32
Comments:

10. Name: Stephanie Hoskins on 2021-01-12 02:07:43
Comments:

11. Name: Nelda Burrows on 2021-01-12 02:24:20
Comments:

12. Name: Gercarsha Witherspoon on 2021-01-12 02:30:31
Comments:

13. Name: Delynn Johnson on 2021-01-12 02:30:32
Comments:

14. Name: Kerri Hall on 2021-01-12 22:08:21
Comments: Let's work together to bring the Arts back into Education!

15. Name: Hajee Moore on 2021-01-12 23:23:07
Comments:

16. Name: Malique Prescott on 2021-01-12 23:33:35
Comments:

17. Name: Sarah Hart on 2021-01-12 23:35:03
Comments:

18. Name: Ryan Raively on 2021-01-12 23:43:25
Comments:

19. Name: Valencia on 2021-01-13 00:00:28
Comments:

20. Name: Jacara on 2021-01-13 00:04:40
Comments:

21. Name: Irene mason on 2021-01-13 00:04:51
Comments:

22. Name: Jennifer mullen on 2021-01-13 00:05:22
Comments:

23. Name: Natalie Inal on 2021-01-13 00:08:32
Comments:

24. Name: Milan Harvey on 2021-01-13 00:08:36
Comments:

25. Name: Leticia Winters on 2021-01-13 00:09:46
Comments:

26. Name: Briana Hagerty on 2021-01-13 00:17:08
Comments:

27. Name: Doris Harris on 2021-01-13 00:19:54
Comments: I support the arts of education foundation

28. Name: Ava Gardner on 2021-01-13 00:21:17
Comments: Good luck with your School!!

29. Name: Hailey Thomas on 2021-01-13 00:30:01
Comments:

30. Name: Tyler on 2021-01-13 00:31:58
Comments:

31. Name: Anthony Miller on 2021-01-13 00:36:56
Comments:

32. Name: Pearl Farland Massey on 2021-01-13 00:41:54
Comments:

33. Name: Jameel Sloan on 2021-01-13 00:43:54
Comments:

34. Name: Shawn Secrest on 2021-01-13 00:44:17
Comments:

35. Name: shaunda deberry on 2021-01-13 00:45:05
Comments:

36. Name: Kris Sargent on 2021-01-13 00:45:26
Comments:

37. Name: Nazel Richardson on 2021-01-13 00:46:32
Comments:

38. Name: Luke Beaird on 2021-01-13 00:49:04
Comments:

39. Name: Lucy Hollis on 2021-01-13 00:50:50
Comments:

40. Name: Ryan Smith on 2021-01-13 00:51:59
Comments: Sounds like an awesome idea.

41. Name: Rashanda Johnson on 2021-01-13 00:52:12
Comments:

42. Name: Jameera Sloan on 2021-01-13 00:52:45
Comments:

43. Name: Jayla Sloan on 2021-01-13 00:54:35
Comments:

44. Name: Janelle Sloan on 2021-01-13 00:57:19
Comments:

45. Name: Tecia Williams on 2021-01-13 00:58:01
Comments:

46. Name: Jonah Sloan on 2021-01-13 00:58:14
Comments:

47. Name: K Clark on 2021-01-13 00:59:49
Comments:

48. Name: Tanya Williford on 2021-01-13 01:00:40
Comments:

49. Name: Christopher Freeman on 2021-01-13 01:01:25
Comments:

50. Name: Jashae Johnson on 2021-01-13 01:01:32
Comments:

51. Name: Darla LaSure on 2021-01-13 01:01:38
Comments:

52. Name: Pauline Cheung on 2021-01-13 01:05:52
Comments:

53. Name: Joey Sloan on 2021-01-13 01:07:44
Comments:

54. Name: Latasha Shaw on 2021-01-13 01:09:12
Comments:

55. Name: Shania Johnson-Rice on 2021-01-13 01:13:22
Comments:

56. Name: Rakeyda Johnson on 2021-01-13 01:16:03
Comments:

57. Name: Jeremy E Prater on 2021-01-13 01:17:25
Comments:

58. Name: Richard Johnson on 2021-01-13 01:17:48
Comments:

59. Name: Rachel Pignataro on 2021-01-13 01:19:08
Comments:

60. Name: Kimberly Wilcox on 2021-01-13 01:20:30
Comments:

61. Name: Daniel Corsey on 2021-01-13 01:21:00
Comments:

62. Name: Audumn Peterson on 2021-01-13 01:22:01
Comments:

63. Name: Jai Jackson on 2021-01-13 01:22:15
Comments:

64. Name: Liz reuther on 2021-01-13 01:23:19
Comments: Can't wait to see you shine

65. Name: Saadia Ahmed on 2021-01-13 01:29:20
Comments:

66. Name: Aaron Smith on 2021-01-13 01:32:11
Comments:

67. Name: Taronda Ellis on 2021-01-13 01:32:19
Comments:

68. Name: Nicholas Reynolds on 2021-01-13 01:32:21
Comments:

69. Name: Ashanti Prentice on 2021-01-13 01:48:08
Comments:

70. Name: Erica Williford on 2021-01-13 01:51:20
Comments:

71. Name: Jarae Bowman on 2021-01-13 01:54:28
Comments:

72. Name: Saudamani Gray on 2021-01-13 01:56:58
Comments:

73. Name: Kim Gladden on 2021-01-13 02:06:36
Comments:

74. Name: Patrice Randolph on 2021-01-13 02:12:29
Comments:

75. Name: Melissa on 2021-01-13 02:16:37
Comments:

76. Name: Jemille Edwards on 2021-01-13 02:17:37
Comments:

77. Name: Shaheed Sanders on 2021-01-13 02:21:35
Comments:

78. Name: Rosemary parsley on 2021-01-13 02:27:36
Comments:

79. Name: Dianna Ellis on 2021-01-13 02:33:26
Comments: There are a lot of students that love art
And have tale

80. Name: Valerie Harmon on 2021-01-13 02:35:05
Comments: A creative arts school is a wonderful way for students to express their inner skills and talents and at the same time attend to a curriculum that will prepare them for a successful college experience.

81. Name: Chris Richard on 2021-01-13 02:40:18
Comments:

82. Name: Ylonda Rawls on 2021-01-13 02:57:00
Comments:

83. Name: Michaela Washington on 2021-01-13 03:23:28
Comments:

84. Name: Dorothy Boggan on 2021-01-13 03:31:45
Comments:

85. Name: Michael P McCline on 2021-01-13 03:56:56
Comments:

86. Name: T Johnson on 2021-01-13 05:03:35
Comments:

87. Name: Dnisha king on 2021-01-13 06:30:55
Comments:

88. Name: Lavetha Banks on 2021-01-13 08:06:15
Comments:

89. Name: Zachary Fennimore on 2021-01-13 08:19:21
Comments:

90. Name: De on 2021-01-13 08:46:14
Comments: I most definitely support the Arts!!!

91. Name: Denise Jackson on 2021-01-13 10:48:36
Comments:

92. Name: Damon Mitchell on 2021-01-13 11:14:28
Comments: What a wonderful model for potential young artists

93. Name: Frank Burton on 2021-01-13 11:17:53
Comments:

94. Name: Cipriani Cindy on 2021-01-13 12:16:29
Comments: Sounds like an amazing opportunity to develop talent.

95. Name: Twan Denise Jones on 2021-01-13 12:31:45
Comments:

96. Name: Patricia Nelson on 2021-01-13 12:44:57
Comments:

97. Name: Larry Jackson on 2021-01-13 13:08:31
Comments:

98. Name: Pannayiota Guigley on 2021-01-13 13:26:01
Comments:

99. Name: Tim Jenkins on 2021-01-13 13:45:24
Comments:

100. Name: Chappelle Gales on 2021-01-13 13:46:12
Comments:

101. Name: Willie Crawford on 2021-01-13 14:42:21
Comments:

102. Name: Melissa Jones on 2021-01-13 14:51:23
Comments: Awesome!!!

103. Name: Jazmine Echols on 2021-01-13 16:02:39
Comments: I support this school 100%. Fayette County needs a school that will cultivate and challenge our children.

104. Name: Alison Eaby Eachus on 2021-01-13 16:26:39
Comments: Everyone needs a choice....so why not two HS's in the county?

105. Name: James Woodruff on 2021-01-13 16:44:24
Comments: Save the arts!

106. Name: Sharif Debnam on 2021-01-13 16:45:10
Comments:

107. Name: Cassandra Houston on 2021-01-13 16:51:11
Comments: Dynamic opportunities for the youth in TN

108. Name: Maria Moore on 2021-01-13 17:12:59
Comments:

.09. Name: Jaise Moore on 2021-01-13 17:15:08
Comments:

110. Name: Bryant Gaffney on 2021-01-13 17:16:00
Comments:

111. Name: Ann Briggs on 2021-01-13 17:25:43
Comments:

112. Name: Iman Jones on 2021-01-13 17:28:01
Comments:

113. Name: Rick Peterson on 2021-01-13 17:44:47
Comments: Let me know if There is anything else I can do you know I am in marketing specialist well over 40 years of experience I'm here if you need me I'm only a call away to support my friend in this endeavor may God bless you

114. Name: Chris Roye Gill on 2021-01-13 17:47:48
Comments: I believe in the arts

115. Name: Theresa McKinzie on 2021-01-13 18:06:19
Comments: I fully support the application of the Academy of the Arts Charter High School.

116. Name: Aida L Ayala Cintron on 2021-01-13 18:27:59
Comments:

117. Name: Robert Avery on 2021-01-13 19:15:18
Comments: Schools need this!!!

118. Name: Larry Rogers on 2021-01-13 21:04:49
Comments: May this petition be fulfilled by the majority supporting this petition. A thousand times YES!

119. Name: Christine Buchanon on 2021-01-13 21:07:04
Comments: I was in choir , band and orchestra in high school. The arts were very important in keeping me focused on school.

120. Name: Marian Dingus on 2021-01-13 21:29:00
Comments: I fully support this program!

121. Name: Dorothy Racanco on 2021-01-13 21:37:56
Comments:

122. Name: Troy Chamberlain on 2021-01-13 21:43:41
Comments: □

123. Name: Anne Clark on 2021-01-13 22:07:56

Comments:

124. Name: Marla M Greenberg on 2021-01-13 22:16:41
Comments: Its a great and innovative way to involve students in learning .Best of Luck!
Marla Greenberg,teacher

125. Name: Bernadette C Cintron on 2021-01-14 00:45:33
Comments:

126. Name: Lynda Hawkins on 2021-01-14 00:57:48
Comments:

127. Name: Ronald Murray on 2021-01-14 01:20:46
Comments:

128. Name: Andre Howard on 2021-01-14 02:56:57
Comments:

129. Name: maci grace on 2021-01-14 03:12:44
Comments: This is just an important part of every school

130. Name: Reese on 2021-01-14 04:23:42
Comments: I love art!!! :))

131. Name: Carli Hobson on 2021-01-14 04:24:15
Comments: Hope u reach it

132. Name: Jashae Johnson on 2021-01-14 06:34:44
Comments:

133. Name: Glenn DeShields on 2021-01-14 12:24:27
Comments:

134. Name: Eric Clark on 2021-01-14 12:36:22
Comments:

135. Name: Marcus D Eason on 2021-01-14 14:47:45
Comments: I think this is a wonderful idea...Congratulations

136. Name: Shayne Witherspoon on 2021-01-14 16:30:13
Comments: Good luck and let me know if you need an assistant principal. I graduate in May!

137. Name: Danielle White on 2021-01-14 16:37:42
Comments: Education Matters!

138. Name: Octavia James on 2021-01-14 16:41:48
Comments:

139. Name: Francesco Daniel Muto on 2021-01-14 17:31:30
Comments:

140. Name: Gabrielle on 2021-01-14 17:46:41
Comments:

141. Name: Kristy Jones on 2021-01-14 19:19:44
Comments:

142. Name: Salimah Mercer on 2021-01-14 20:37:22
Comments:

143. Name: Angelique Marshall on 2021-01-14 21:25:38
Comments:

144. Name: Kelly clinton on 2021-01-15 00:10:13
Comments:

145. Name: Jocelyn Pittman on 2021-01-15 01:42:21
Comments:

146. Name: Devon Johnson on 2021-01-15 01:52:49
Comments:

147. Name: Eric Andersen on 2021-01-15 01:56:51
Comments:

148. Name: Sara Bailey on 2021-01-15 01:56:56
Comments:

149. Name: C Daniel Graham Sr on 2021-01-15 02:53:04
Comments: We support this school model for the community!

150. Name: Alison Gillmeister on 2021-01-15 03:40:38
Comments:

151. Name: Alexis on 2021-01-15 08:41:52
Comments:

152. Name: John Polk on 2021-01-15 13:49:54
Comments:

153. Name: Mark Hylton on 2021-01-15 14:42:09
Comments:

154. Name: Jeanette Berry on 2021-01-15 15:55:51
Comments:

155. Name: Nicole Fleming on 2021-01-15 17:10:02
Comments:

156. Name: YoLanda Grigsby on 2021-01-15 17:19:10
Comments:

157. Name: Gianna Biaggi on 2021-01-15 17:30:50
Comments: Mecca is an amazing leader, and this school will help so many students!

158. Name: Justin McIntyre on 2021-01-15 17:46:00
Comments:

159. Name: Maria Espinosa on 2021-01-15 17:58:42
Comments:

160. Name: Miyoshi Faggins on 2021-01-15 18:05:33
Comments:

161. Name: Jahliyah H on 2021-01-15 18:08:49
Comments:

162. Name: Nadia Edwards on 2021-01-15 18:17:11
Comments:

163. Name: Diandra Negron on 2021-01-15 18:17:57
Comments:

164. Name: Karis Chandler on 2021-01-15 18:36:27
Comments: As someone who is self taught, and was able to forge TWO careers in the

performing arts, I can't imagine my ceiling if I had access to this curriculum in my formative years. I hope this wonderful academy gets an opportunity to train future generations!

165. Name: Garry Griffin Jr on 2021-01-15 18:56:38
Comments:

166. Name: Deja Wells on 2021-01-15 18:57:15
Comments:

167. Name: Braelynn on 2021-01-15 19:02:58
Comments:

168. Name: Danae on 2021-01-15 19:16:02
Comments:

169. Name: Shana Booker on 2021-01-15 19:26:09
Comments:

170. Name: Jessica Avery on 2021-01-15 19:32:35
Comments:

171. Name: Patricia Hamilton on 2021-01-15 19:32:13
Comments:

172. Name: Maggie Kaiser on 2021-01-15 19:55:33
Comments:

173. Name: Jeanette Nestor on 2021-01-15 20:57:15
Comments: Wish U the best!!!!

174. Name: Tony Jackson on 2021-01-15 21:31:54
Comments:

175. Name: Shakira Wong on 2021-01-15 21:39:33
Comments:

'76. Name: Nichelle Nichols on 2021-01-15 21:43:16
Comments:

177. Name: Duchess Robinson on 2021-01-15 21:50:50
Comments:

178. Name: Colleen Bowen on 2021-01-15 21:58:24
Comments:

179. Name: Eric Carter on 2021-01-15 22:53:20
Comments:

180. Name: Tyrone Bynum on 2021-01-15 22:55:10
Comments: Mecca

181. Name: Raymond Jordan Jr on 2021-01-15 22:55:54
Comments:

182. Name: Leanora Conner on 2021-01-15 23:05:44
Comments:

183. Name: Sierra Burton on 2021-01-16 00:00:19
Comments:

184. Name: Samirah Henderson on 2021-01-16 00:01:57
Comments:

185. Name: Nashawnda on 2021-01-16 00:48:45
Comments:

186. Name: Alejandro Baldwin on 2021-01-16 00:56:38
Comments:

187. Name: Quanta Williams on 2021-01-16 01:00:38
Comments:

188. Name: Ni-Teisha Mims on 2021-01-16 01:47:32
Comments:

189. Name: Journee L on 2021-01-16 03:00:34
Comments:

190. Name: Eric Simmons on 2021-01-16 03:01:55
Comments: Mecca has been a great asset in Philadelphia to the school District and students

191. Name: Jack on 2021-01-16 03:28:03

Comments: So excited about this school. Let's Go!

192. Name: Gregory L Johnson on 2021-01-16 03:33:55
Comments:

193. Name: Faruq Jenkins on 2021-01-16 04:07:30
Comments: Arts changed my life. The more kids know about multiple opportunities, the better.

194. Name: Jessica Vivas on 2021-01-16 04:13:35
Comments:

195. Name: Regina on 2021-01-16 04:58:59
Comments:

196. Name: Leah Bolden on 2021-01-16 04:59:53
Comments: Nichole Henderson

197. Name: Melinda Rice on 2021-01-16 05:10:47
Comments:

198. Name: Dawnmarie Squadrito on 2021-01-16 05:26:28
Comments: To have a chance to enjoy the arts like I did at CAPA

199. Name: KCee Horne on 2021-01-16 07:59:20
Comments:

200. Name: Anthony Washington on 2021-01-16 10:54:59
Comments:

201. Name: Curtis Dunaway on 2021-01-16 11:48:47
Comments:

202. Name: Tonya Oneal on 2021-01-16 12:33:48
Comments:

203. Name: Anthony Fox on 2021-01-16 12:47:25
Comments: Your doing a Great service to the living arts community.

204. Name: Shakierra Brown on 2021-01-16 13:00:42
Comments:

205. Name: Monica Carrier on 2021-01-16 14:26:04
Comments: The arts are necessary!!!

206. Name: Rachael Conte on 2021-01-16 14:26:45
Comments:

207. Name: Jenn Kolins on 2021-01-16 14:48:44
Comments:

208. Name: collins on 2021-01-16 15:40:07
Comments:

209. Name: Nicole Betts on 2021-01-16 15:47:10
Comments:

210. Name: Nicole Clark on 2021-01-16 15:49:20
Comments:

211. Name: Shaahn Williams on 2021-01-16 16:11:22
Comments: We need this! Art is life

212. Name: Sonni King on 2021-01-16 16:13:18
Comments:

213. Name: Evelyn on 2021-01-16 16:19:25
Comments: This is a superior conceptual model.

214. Name: Lana Leigh Taylor on 2021-01-16 16:19:47
Comments: This is so wonderful! A Performing Arts School changed my life. Our youth need this!!!

215. Name: Samir Nichols on 2021-01-16 16:41:57
Comments: I support 100 percent !

216. Name: Manny Perdue on 2021-01-16 17:23:47
Comments: We support you!!!!

217. Name: Fontaine Coleman on 2021-01-16 17:36:41
Comments:

218. Name: Kimyada Benson on 2021-01-16 17:46:36
Comments:

219. Name: Shafiq Hicks on 2021-01-16 19:08:24
Comments:

220. Name: Carmen Luna on 2021-01-16 19:34:37
Comments:

221. Name: LeAndrea Baltimorehagan on 2021-01-16 20:08:25
Comments:

222. Name: Nashid Edwards on 2021-01-16 20:24:40
Comments:

223. Name: Letisha Laws on 2021-01-16 20:26:10
Comments:

224. Name: Charles Lundy on 2021-01-16 21:05:14
Comments:

225. Name: Brett b on 2021-01-16 21:24:13
Comments:

226. Name: Stephanie Borkowski on 2021-01-16 22:09:52
Comments:

227. Name: Jule Keese on 2021-01-16 22:13:26
Comments: Art saves lives!

228. Name: Shayla Johnson on 2021-01-16 23:44:22
Comments:

229. Name: Devra Stroud-Banks on 2021-01-17 00:23:59
Comments:

230. Name: Monica Fennelly on 2021-01-17 00:39:45
Comments:

231. Name: Gabrielle Speight-leach on 2021-01-17 02:05:41
Comments:

232. Name: Venissa R Saddler on 2021-01-17 02:50:58

Comments:

233. Name: Marissa Haire on 2021-01-17 02:57:00
Comments:

234. Name: Shari Guzman on 2021-01-17 03:00:30
Comments:

235. Name: Daphne Gilstrap on 2021-01-17 04:13:52
Comments:

236. Name: Patrick Fanning on 2021-01-17 13:31:20
Comments:

237. Name: Christina Lua on 2021-01-17 13:33:10
Comments:

238. Name: Deon Haraway on 2021-01-17 17:13:47
Comments:

239. Name: Jeremy Jones on 2021-01-17 19:36:44
Comments:

240. Name: Jennifer Marcus on 2021-01-17 21:59:08
Comments:

241. Name: Rich Toliver on 2021-01-18 01:26:20
Comments:

242. Name: Renee Wilson on 2021-01-18 07:48:54
Comments:

243. Name: Amelia Butler on 2021-01-18 13:47:38
Comments: The arts makes such a difference in life and learning! Awesome !

244. Name: Brittany Lawson on 2021-01-18 15:57:42
Comments:

245. Name: Kayla Pagel on 2021-01-18 16:25:21
Comments: I hope this school becomes a reality. My daughter would benefitted from a school like this where creativity is encouraged and fostered!

246. Name: Shelly J James on 2021-01-18 17:02:41
Comments: Mecca Jackson has proven herself to be a talented teacher and an exceptional administrator. The well being of her students and staff are always forefront in her decisions.

247. Name: Rachael Silva on 2021-01-18 18:13:03
Comments:

248. Name: Madonna Mitchell on 2021-01-19 01:27:24
Comments:

249. Name: Phoenix Irvin on 2021-01-19 12:51:18
Comments:

250. Name: Devin Mann on 2021-01-20 02:03:58
Comments:

251. Name: Kim Holmes on 2021-01-20 03:17:14
Comments:

252. Name: Montez Hill on 2021-01-20 13:14:35
Comments: This is awesome. Wishing you much success!

253. Name: Sherea Jones Defreitas on 2021-01-20 14:31:58
Comments:

254. Name: Gabrielle Hurtt-Smart on 2021-01-22 01:57:06
Comments: Art is life!

255. Name: Tanesha Williams on 2021-01-24 16:22:53
Comments:

256. Name: Aqueeta Hodge on 2021-01-24 16:24:40
Comments:

257. Name: Alicia Harris Smith on 2021-01-24 16:25:18
Comments:

258. Name: Sharon Harper on 2021-01-24 16:25:35
Comments:

259. Name: Gabe Ares on 2021-01-24 16:27:47

Comments:

260. Name: Justin Boggan on 2021-01-24 16:28:34
Comments:

261. Name: Jeff Bolding on 2021-01-24 16:28:49
Comments:

262. Name: Kevin Jones on 2021-01-24 16:29:52
Comments:

263. Name: Brynn Curtis on 2021-01-24 16:40:06
Comments:

264. Name: Ibrahim on 2021-01-24 17:25:46
Comments: I Stand For Education

265. Name: Toni Boggan on 2021-01-24 17:27:44
Comments:

266. Name: Rashad Shannon on 2021-01-24 17:30:23
Comments:

267. Name: Brandie Bridgewater on 2021-01-24 17:50:25
Comments:

268. Name: Sallie Grayson on 2021-01-24 18:14:10
Comments: We need this

269. Name: Pamela Brooks on 2021-01-24 18:32:36
Comments:

270. Name: Devin Stewart on 2021-01-24 20:44:01
Comments:

271. Name: Linda Straw on 2021-01-24 21:04:38
Comments: Keep the children first!!

272. Name: Delyce Smith on 2021-01-24 21:46:48
Comments:

273. Name: Debra Garrin on 2021-01-24 23:55:00

Comments:

274. Name: Quantel Howard on 2021-01-28 02:27:00
Comments:

Charter Schools Development Corporation

December 9, 2021

Re: Letter of Support – Academy of the Arts Charter High School

To Whom It May Concern:

Charter Schools Development Corporation ("CSDC") is pleased to write a letter of support for Academy of the Arts Charter High School as it relates to its facility and facility financing plans. As a non-profit organization and Community Development Financial Institution ("CDFI") that promotes innovation and excellence in education, CSDC supports high performing charter schools and Academy of the Arts Charter High School in its commitment to serve underserved families and communities with its education option for their children.

CSDC has a national reputation for successfully increasing the flow of capital for charter school facilities to schools serving the highest risk segment of the charter school sector - new, early stage and slow growth model schools serving predominately low-income students. CSDC's facility programs help remove barriers to access for start-up and slow growth charter schools by providing partial guarantees for charter school facility loan or lease payment obligations in the form of first-loss debt service reserves, substitute equity for leasehold improvements, or lease payment reserves, which will induce lenders and landlords to enter into agreements with otherwise risky credits. In addition, CSDC prides itself on working with schools throughout their growth lifecycle and providing facility development services not only for their initial needs, but also through final campus build out and replication sites.

Since its establishment in 1997, CSDC has served over 200 charter school organizations, financed or developed over 6 million square feet of real estate, invested more than $123 million of capital and leveraged $615 million of private sector financing into charter school facilities. CSDC's programs have opened the door to increase educational opportunities for over 70,000 students in 25 states (including Tennessee) and D.C., the vast majority of who come from low-income families and underserved communities.

CSDC has been providing support and technical assistance to Academy of the Arts Charter High School since January 2021 and, subject to the school receiving its charter, we look forward to leveraging CSDC's programs to launch their charter school in Fayette County. For more information on CSDC, the schools we have served, our leadership and experience, etc., please visit our website at www.csdc.org or don't hesitate to reach out to me directly at mzeizel@csdc.org or 443-561-1286.

Sincerely,

Mark A. Zeizel, Vice President
Charter Schools Development Corporation

7880 Milestone Parkway • Suite 425 • Hanover, MD 21076 • Tel (443) 561-1280 • Fax (443) 561-1281 • www.csdc.org

1000 SW Broadway, Ste 1800
Portland, OR 97205
(877) 272-1001
www.charterschoolcapital.com

November 01, 2021

VIA EMAIL

Mecca Jackson, Executive Director
Academy of The Arts Charter High School
4525 Hickory Creek Dr.
Bartlett, TN 38135

Re: Qualification for Funding – Academy of The Arts Charter High School

Ladies and Gentlemen:

Please be advised that Academy of The Arts Charter High School has prequalified for funding with Charter School Capital, Inc. (CSC) based on the information contained in its application and other documents submitted to CSC. Based on the initial information provided by the school, CSC has indicated that it can offer a contract to cover funding in the amount of $171,000.

Funding for Academy of The Arts Charter High School is generally contingent on the following factors and is subject to satisfaction of CSC's underwriting requirements:

1. Having a valid charter with defined beginning and ending dates of the charter term;
2. Being recognized as a valid charter school in good standing with the State of Tennessee, including the Tennessee Department of Education;
3. CSC receiving a copy of the approved charter;
4. Having a nonprofit corporation in good standing with the Tennessee Secretary of State;
5. A "Good Standing Certification" being executed by school's Authorizer upon approval of the charter that is either unconditional or with conditions that are acceptable to CSC; and
6. Being in compliance with its charter and Tennessee laws governing charter schools.

Please feel free to call if any other information is needed.

Sincerely,

LeAnn Major

LeAnn Major
Inside Sales Representative
(971) 864-7017

Funding Charter School Success

MEMORANDUM OF UNDERSTANDING

(SCHOOLPRINT: Charter School Project Management – Academy of the Art Charter High School

THIS MEMORANDUM OF UNDERSTANDING (this "MOU") is made on this 10 day of May, 2021 by and between LOCAL INITIATIVES SUPPORT CORPORATION, a New York not-for-profit corporation ("LISC"), and Academy of the Arts Charter High School, a _____ (the "School"; LISC and the School, each a "Party" and collectively, the "Parties").

BACKGROUND

LISC, in conjunction with the Walton Family Foundation's Building Equity Initiative, has created SCHOOLPRINT: Charter School Project Management ("SCHOOLPRINT"), an initiative to provide technical assistance to charter schools in need of guidance in the realms of real estate development and financing. The primary objective of SCHOOLPRINT is to create transparency from the onset of the facilities development process, saving schools time and money and creating the best possible learning environment for students.

Through SCHOOLPRINT, LISC aims to achieve that objective by working with charter schools at any stage of facility development; screening real estate service providers; offering technical assistance in all aspects of charter school development projects, including finance, design and construction; offering vendor choices that are local to charter schools; and monitoring progress, with such services being provided in a manner that is affordable and efficient. The Walton Family Foundation's Building Equity Initiative has provided LISC with grant support to create and implement the SCHOOLPRINT initiative.

The School has identified a need for certain real estate expertise. Accordingly, the School has requested that LISC provide certain technical and other assistance as further outlined in this MOU.

This MOU establishes a working relationship between the Parties for the School to access the support and services available through SCHOOLPRINT.

SCOPE OF WORK

LISC and the School will engage jointly in one or more of the activities described below, to be mutually agreed upon between LISC and the School (the "Scope of Work"). A more specific and tailored list of activities, including project objectives, responsibilities and timelines, may, at the option of the Parties, be further set forth and described in a separate written scope of work to be created, maintained and monitored by the Parties, herein attached to this MOU as Exhibit A

LISC is prepared to provide a range of technical advice, assistance and services, which are generally outlined as follows:

- Finance, Design, Construction, & Technical Assistance
- Providing access to a database of facilities financing options
- Providing access to a database of pre-screened Owner's Representatives ("O/Rs")
- Assistance in developing a scope of O/R services
- Assistance with the vendor selection process
- Performance monitoring and troubleshooting

Depending on the specific circumstances of the School, the School may elect to access one or more such services.

The School agrees that the following will apply to its utilization of the SCHOOLPRINT services:

- LISC reserves the right to make referrals to other service providers if appropriate. The School may elect, in its sole discretion, whether to engage any such service providers or consultants, but LISC may determine and recommend that additional or different help is needed to implement the Facilities Project.
- If requested, LISC will assist the School in structuring and soliciting applications, bids or proposals for O/Rs and will advise on structuring the scope of services and assist with the preparation of contracts and budgets. However, the School will be solely responsible for interviewing, evaluating, selecting and engaging an O/R (or not) and for selecting and engaging any other consultants, agents and advisors.
- Similarly, if requested, LISC will assist the School in identifying financing sources and submitting financing applications, but the School will be solely responsible for obtaining financing proposals and commitments and shall make all decisions as to what specific financing sources to utilize (or not).
- The School will report on cost and facilities data to LISC during and after the period of its engagement with LISC. This data will be anonymous and used for LISC's continued understanding of current and developing market trends. Occasional project updates will be conducted to collect this data. The School will cooperate with LISC in determining the appropriate number and frequency of updates. In addition to collecting this data, the project reviews will be used to evaluate the success of any school-vendor pairing, school satisfaction, and any unique project conditions.
- LISC is an independent contractor, engaged by the School to provide the services described in this MOU. LISC is not a construction manager or development services provider, nor is LISC an employee, agent, joint venture or partner of the

School. LISC is not an agent or fiduciary of the School and neither the execution of this MOU nor the provision of any services pursuant hereto shall be construed as making LISC an employee, agent, joint venture or partner of the School or as imposing any fiduciary responsibility on LISC.

MUTUAL AGREEMENTS

The Parties commit to being candid and explicit in communications with each other and to being transparent in carrying out the work contemplated by this MOU.

The Parties view the collaboration as a shared learning opportunity and will incorporate points of reflection into the process as they may determine to be appropriate or helpful.

MANAGEMENT

Each of the Parties will each designate a representative (who may be replaced from time to time as needed) to serve as the point person for this MOU and the work contemplated hereby. The daily management of this collaboration will be the responsibility of the designated individuals. Each of the Parties will also provide a dedicated project team and will use reasonable efforts to develop and expand its staff as required to carry out the intent of this MOU.

FEES AND COSTS

LISC will not charge a fee for the SCHOOLPRINT services provided under this MOU.

Each of the Parties will be responsible for its own out-of-pocket costs and overhead in connection with this MOU and the Scope of Work. The School shall be responsible for all fees, expenses and other costs incurred with respect to the Facilities Project, including, without limitation, all fees and costs payable to any O/R or other consultants, agents and advisors engaged by the School and all financing costs of the Facilities Project.

WORK PRODUCT

The Parties acknowledge and agree that all work product arising in connection with this MOU will by its nature be designed to be shared by LISC, in furtherance of the SCHOOLPRINT initiative, and the School.

PUBLICITY, PUBLICATIONS AND CONFIDENTIAILITY

The Parties will cooperate and coordinate with respect to any press conferences, any release materials to the public, advertising, or otherwise publicizing the Facilities Project and the School's utilization of the SCHOOLPRINT services. The School will not release or publicize this MOU, the services provided by LISC under this MOU or any other information related to the SCHOOLPRINT initiative without the prior written consent of LISC.

In the course of carrying out the work contemplated by this MOU, each Party may be given access to, or come into possession of, confidential and proprietary information with respect to the other Party, the Facilities Project and/or SCHOOLPRINT, including without limitation business plans, development plans and contracts, financial information, financing commitments, software, designs, formulas, methods, know how, processes, materials provided to a party in connection with the Scope of Work under this MOU, and technical, business and financial data of any nature whatsoever (referred to herein as "Confidential Information"). Each Party agrees that it will not disclose any Confidential Information, directly or indirectly, or use any Confidential Information in any manner, either during the term of this MOU or at any time thereafter, except as required in carrying out the Scope of Work or other purposes of this MOU. Confidential Information does not include information that is (i) rightfully in the receiving party's possession without obligation of confidentiality prior to receipt from the disclosing party; (ii) a matter of public knowledge through no fault of the receiving party; (iii) rightfully furnished to the receiving party by a third party without restriction on disclosure or use; or (iv) independently developed by the receiving party without use of or reference to the disclosing party's Confidential Information. Neither Party will be in violation of the terms of this paragraph if it discloses Confidential Information pursuant to a valid order of a court or authorized government agency, provided that the party required to make the disclosure has given the disclosing party prompt notice so that the disclosing party will have an opportunity to defend, limit or protect against such disclosure.

OTHER BUSINESS

The School expressly acknowledges, understands and agrees that the intended purpose of SCHOOLPRINT is to serve and assist the charter school industry generally and that LISC intends to implement SCHOOLPRINT on a national basis. The School also expressly acknowledges, understands and agrees that LISC and its affiliates are actively engaged in providing financing and advising services for charter schools and other community development businesses throughout the United States, separate and apart from the SCHOOLPRINT initiative. Accordingly, LISC has worked, is working and will continue to work with charter schools throughout the United States, including schools operating in the same geographical location(s) as the School. LISC owes no duty of exclusivity to the School, and nothing in this MOU will in any manner be deemed to limit, or preclude, the right of LISC to enter into any business, consulting, financing or other arrangement with any other school, whether pursuant to the SCHOOLPRINT initiative or otherwise. The School hereby knowingly waives and releases any and all claims of exclusivity and any and all actual or potential conflicts of interest related to this MOU and SCHOOLPRINT generally.

TERM

This MOU will become effective when signed by both Parties and will remain in effect until the earlier of (i) written termination by either Party, or (ii) performance of all services by LISC and any post-completion reporting and assessment by LISC and/or the School. This MOU may be modified or supplemented at any time by written agreement of the Parties.

COUNTERPARTS, ETC.

This MOU may be executed in two or more counterparts, each of which shall be deemed to be an original of this MOU, and all of which taken together shall constitute one and the same agreement. Each Party to this MOU agrees that the respective signatures of the Parties may be delivered by fax or PDF and that the Parties may rely on a signature so delivered as an original.

NON-LEGALLY BINDING

Notwithstanding anything herein to the contrary, this MOU is solely and expressly intended to reflect a mutual understanding of the Parties and is not designed or intended to impose any legally binding obligations, duties or responsibilities on any Party. The Parties agree that no implied or oral contract has been formed, and neither Party will have any liability or obligation until and unless legal binding agreements are approved and executed by duly authorized representatives of the Parties

This MOU only sets forth the framework by which LISC and the School agree to work together. Nothing in this MOU shall be construed as a contractual agreement by LISC or as a commitment or an offer to provide financing for the School's project.

No third party may or should rely on anything contained in this MOU.

PRESENTATION AS A COLLABORATION

The arrangement between LISC and the School described in this MOU comprises only a non-binding working collaboration that may be terminated by either party at any time for any reason upon written notice. In no event shall such collaboration be construed as a partnership, joint venture, or other legal entity or arrangement. In carrying out the activities contemplated in this MOU, LISC and the School shall generally present their joint efforts to third parties as a non-binding working collaboration.

[Signature page follows]

IN WITNESS WHEREOF the Parties hereto have executed this Memorandum of Understanding as of the day and year first above written.

LOCAL INITIATIVES SUPPORT CORPORATION

By: Yvonne Nolan

Name: Yvonne Nolan
Title: Vice President, Charter School Financing

Academy of the Arts Charter High School

By: Mecca Jackson

Name: Mecca Jackson
Title: Executive Director

Authentisign ID: 4F399068-C961-EC11-94F6-281878CED430

CONNER REAL ESTATE, LLC
731-772-0202

COMMERCIAL PURCHASE AND SALE AGREEMENT

1. **Purchase and Sale.** For and in consideration of the mutual covenants herein and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the undersigned buyer Academy of the Arts ("Buyer") agrees to buy and the undersigned seller Greater Works Christian Works Inc ("Seller") agrees to sell all that tract or parcel of land, with such improvements as are located thereon, described as follows: All that tract of land known as: 135 Fern Rd (Address) Somerville (City), Tennessee, 38068 (Zip), as recorded in FAYETTE COUNTY County Register of Deeds Office, _____ deed book(s), _____ page(s), and/or 006.00 instrument no. and as further described as:

_____

together with all fixtures, landscaping, improvements, and appurtenances, all being hereinafter collectively referred to as the "Property", as more particularly described in Exhibit "A" or if Exhibit A is not attached as is recorded with the Register of Deeds of the county in which the Property is located and is made a part of this Commercial Purchase and Sale Agreement ("Purchase and Sale Agreement" or "Agreement") by reference.

2. **Purchase Price.** The total purchase price for the Property shall be

One Hundred Seventy-One Thousand U.S. Dollars, ($ 171,000.00) ("Purchase Price"), and is subject to all prorations and adjustments and shall be paid by Buyer at the Closing by cash, a Federal Reserve Bank wire transfer of immediately available funds, cashier's check or certified check.

3. **Earnest Money/Trust Money.** Buyer has paid or will pay within 5 business days after the Binding Agreement Date, the sum of $ 1,500.00 with Conner Real Estate ("Holder") located at 111 Peachtree Plaza, Brownsville, TN (Address of Holder). Additional Earnest Money/Trust Money, if any, to be tendered and applied as follows:

This sum ("Earnest Money/Trust Money") is to be applied as part of the Purchase Price at Closing.

A. Failure to Receive Earnest Money/Trust Money. In the event Earnest Money/Trust Money is not timely received by Holder or Earnest Money/Trust Money check or other instrument is not honored for any reason by the financial institution from which it is drawn, Holder shall promptly notify Buyer and Seller. Buyer shall have three (3) business days after notice to deliver good funds to Holder. In the event Buyer does not timely deliver good funds to Holder, this Agreement shall automatically terminate and Holder shall notify the parties of the same. Holder shall disburse Earnest Money/Trust Money only as follows:

(a) at Closing to be applied as a credit toward Buyer's Purchase Price;

(b) upon a subsequent written agreement signed by Buyer and Seller; or

(c) as set forth below in the event of a dispute regarding Earnest Money/Trust Money.

No party shall seek damages from Holder, nor shall Holder be liable for any such damages, and all parties agree to defend and hold harmless Holder for any matter arising out of or related to the performance of Holder's duties hereunder.

B. Disputes Regarding Earnest Money/Trust Money. In the event Buyer or Seller notifies Holder of a dispute regarding disposition of Earnest Money/Trust Money that Holder cannot resolve, Buyer and Seller agree to interplead Earnest Money/Trust Money into a court of competent jurisdiction. Holder shall be reimbursed for, and may deduct from any funds interpleaded, its costs and expenses, including reasonable attorney's fees. The prevailing party in the interpleader action shall be entitled to collect from the other party the costs and expenses reimbursed to Holder, and upon payment of

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such funds into the court clerk's office, Holder shall be released from all further liability in connection with the funds delivered.

4. **Inspection.** Prior to Closing, Buyer and Buyer's agents shall have the right to enter upon the Property at Buyer's expense and at reasonable times to inspect, survey, examine, and test the Property as Buyer may deem necessary as part of Buyer's acquisition of the Property. Buyer may, for a fee, obtain a septic system inspection letter from the Tennessee Department of Environment and Conservation, Division of Ground Water Protection. Buyer shall indemnify and hold Seller and all Brokers harmless from and against any and all claims, injuries, and damages to persons and/or property arising out of or related to the exercise of Buyer's rights hereunder. Buyer shall have 10 days after the Binding Agreement Date ("Due Diligence Period") to evaluate the Property, the feasibility of the transaction, the availability and cost of financing, and any other matter of concern to Buyer. During the Due Diligence Period, Buyer shall have the right to terminate this Agreement upon notice to Seller if Buyer determines, based on a reasonable and good faith evaluation of the above, that it is not desirable to proceed with the transaction, and Buyer will be entitled to a refund of the Earnest Money/Trust Money. Within 10 days after the Binding Agreement Date, Seller shall deliver to Buyer copies of the materials concerning the Property referenced in Exhibit "B" (collectively "Due Diligence Materials"), which materials shall be promptly returned by Buyer if Agreement does not Close for any reason. If Buyer fails to timely notify Seller that it is not proceeding with the transaction, Buyer shall waive its rights to terminate this Agreement pursuant to this paragraph.

5. **Title.**

A. **Warranties of Seller.** Seller warrants that at Closing Seller shall convey good and marketable, fee simple title to the Property to Buyer, subject only to the following exceptions ("Permitted Exceptions"):

(1) Liens for ad valorem taxes not yet due and payable.

(2) Those exceptions to which Buyer does not object or which Buyer waives in accordance with the Title Issues and Objections paragraph below. "Good and marketable, fee simple title" with respect to the Property shall be such title:

(a) as is classified as "marketable" under the laws of Tennessee; and

(b) as is acceptable to and insurable by a title company doing business in Tennessee ("Title Company"), at standard rates on an American Land Title Association Owner's Policy ("Title Policy").

B. **Title Issues and Objections.** Buyer shall have 10 days after the Binding Agreement Date to furnish Seller with a written statement of any title objections, UCC-1 or UCC-2 Financing Statements, and encroachments, and other facts affecting the marketability of the Property as revealed by a current title examination. Seller shall have 5 days after the receipt of such objections (the "Title Cure Period") to cure all valid title objections. Seller shall satisfy any existing liens or monetary encumbrances identified by Buyer as title objections which may be satisfied by the payment of a sum certain prior to or at Closing. Except for Seller's obligations in the preceding sentence, if Seller fails to cure any other valid title objections of Buyer within the Title Cure Period (and fails to provide Buyer with evidence of Seller's cure satisfactory to Buyer and to Title Company), then within five (5) days after the expiration of the Title Cure Period, Buyer may as Buyer's sole remedies: (1) rescind the transaction contemplated hereby, in which case Buyer shall be entitled to the return of Buyer's Earnest Money/Trust Money; (2) waive any such objections and elect to Close the transaction contemplated hereby irrespective of such title objections and without reduction of the Purchase Price; or (3) extend the Closing Date period for a period of up to fifteen (15) days to allow Seller further time to cure such valid title objections. Failure to act in a timely manner under this paragraph shall constitute a waiver of Buyer's rights hereunder. Buyer shall have the right to reexamine title prior to Closing and notify Seller at Closing of any title objections which appear of record after the date of Buyer's initial title examination and before Closing.

6. **Closing.**

A. **Closing Date.** This transaction shall be consummated at the office of TBD on May 16, 2021, (the "Closing Date") or at such other time and place(s) the parties may agree upon in writing.

B. **Possession.** Seller shall deliver possession and occupancy of the Property to Buyer at Closing, subject only to the rights of tenants in possession and the Permitted Exceptions.

7. **Seller's Obligations at Closing.** At Closing, Seller shall deliver to Buyer:

(a) a Closing Statement;

(b) deed (mark the appropriate deed below)

☒ General Warranty Deed ☐ Special Warranty Deed

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□ Quit Claim Deed □ Other: _____

(c) all documents which Seller must execute under the terms of this Agreement to cause the Title Company to deliver to Buyer the Title Policy including, without limitation, a title affidavit from Seller to Buyer and to the Title Company in the form customarily used in Tennessee commercial real estate transactions so as to enable the Title Company to issue Buyer the Title Policy with all standard exceptions deleted and subject only to Permitted Exceptions; and

(d) evidence reasonably satisfactory to Buyer at Closing of all documents/items indicated in Exhibit "C", if any (all documents to be delivered by Seller under this paragraph, including all documents/items indicated in Exhibit "C" are collectively "Seller's Closing Documents").

8. Conditions to Closing.

9. Costs.

A. Seller's Costs. Seller shall pay all existing loans and/or liens affecting the Property; the cost of recording any title curative documents, including without limitation, satisfactions of deeds to secure debt, quitclaim deeds and financing statement termination; any accrued and/or outstanding association dues or fees; fee (if any) to obtain lien payoff/estoppel letters/statement of accounts from any and all associations, property management companies, mortgage holders or other liens affecting the Property; all applicable deed recording fees; the fees of Seller's counsel and, **if checked,** □ **all transfer taxes**, otherwise Buyer is responsible for transfer taxes.

In the event Seller is subject to Tax Withholding as required by the Foreign Investment in Real Property Tax Act, (hereinafter "FIRPTA"), Seller additionally agrees that such Tax Withholding must be collected from Seller by Buyer's Closing Agent at the time of Closing. In the event Seller is not subject to FIRPTA, Seller shall be required as a condition of Closing to sign appropriate affidavits certifying that Seller is not subject to FIRPTA. ***It is Seller's responsibility to seek independent tax advice or counsel prior to the Closing Date regarding such tax matters.***

B. Buyer's Costs. Buyer shall pay the cost of Buyer's counsel and consultants; any costs in connection with Buyer's inspection of the Property and any costs associated with obtaining financing for the acquisition of the Property (including any intangibles tax, recording fees for deed of conveyance and deed of trust and cost of recording Buyer's loan documents.)

C. Additional Costs. In addition to the costs identified above, the following costs shall be paid by the parties hereto as indicated below:

Item to be Paid	Paid by Seller	Paid by Buyer
Survey	□	□
Title Examination	□	☒
Premium for Standard Owner's Title Insurance Policy	□	☒
Other: _____	□	□
Other: _____	□	□
Other: _____	□	□

10. Taxes and Prorations. Real estate taxes on the Property for the calendar year in which the Closing takes place shall be prorated as of 12:01 a.m. local time on the Closing Date. Seller shall be responsible (even after Closing) for paying all taxes (including previous reassessments) on the Property for the time period during which Seller owned the Property and shall indemnify the Buyer therefore. In addition, the following items shall also be prorated as of 12:01 a.m. local time on the Closing Date *[Select only those that apply to this transaction; the items not checked do not apply to this Agreement]:*

□ Utilities □ Service Contracts □ Tenant Improvement Costs

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☐ Rents ☐ Leasing Commissions ☐ Other: _____

☐ Other: _____ ☐ Other: _____

11. Representations and Warranties.

A. Seller's Representations and Warranties. As of the Binding Agreement Date and the Closing Date, Seller represents and warrants to Buyer that Seller has the right, power, and authority to enter into this Agreement and to convey the Property in accordance with the terms and conditions of this Agreement. The persons executing this Agreement on behalf of Seller have been duly and validly authorized by Seller to execute and deliver this Agreement and shall have the right, power, and authority to enter into this Agreement and to bind Seller. Seller also makes the additional representations and warranties to Buyer, if any, as indicated on Exhibit "D".

B. Buyer's Representations and Warranties. As of the Binding Agreement Date and the Closing Date, Buyer represents and warrants to Seller that Buyer has the right, power, and authority to enter into this Agreement and to consummate the transaction contemplated by the terms and conditions of this Agreement. The persons executing this Agreement on behalf of Buyer have been duly and validly authorized by Buyer to execute and deliver this Agreement and shall have the right, power, and authority to enter into this Agreement and bind Buyer. Upon Seller's request, Buyer shall furnish such documentation evidencing signor's authority to bind Buyer.

12. Agency and Brokerage.

A. Agency.

(1) In this Agreement, the term "Broker" shall mean a licensed Tennessee real estate broker or brokerage firm and, where the context would indicate, the Broker's affiliated licensees. No Broker in this transaction shall owe any duty to Buyer or Seller greater that what is set forth in their brokerage engagements, the Tennessee Real Estate Broker License Act of 1973, as amended, and the Tennessee Real Estate Commission rules and regulations.

(2) A Designated Agent is one who has been assigned by his/her Managing Broker and is working as an agent for the Seller or Buyer in a prospective transaction, to the exclusion of all other licensees in his/her company.

(3) An Agent for the Seller or Buyer is a type of agency in which the licensee's company is working as an agent for the Seller or Buyer and owes primary loyalty to that Seller or Buyer.

(4) A Facilitator relationship occurs when the licensee is not working as an agent for either party in this consumer's prospective transaction. A Facilitator may advise either or both of the parties to a transaction but cannot be considered a representative or advocate for either party. "Transaction Broker" may be used synonymously with, or in lieu of, "Facilitator" as used in any disclosures, forms or agreements. [By law, any licensee or company who has not entered into a written agency agreement with either party in the transaction is considered a Facilitator or Transaction Broker until such time as an agency agreement is established.]

(5) A dual agency situation arises when an agent (in the case of designated agency) or a real estate firm (wherein the entire real estate firm represents the client) represents both the Buyer and Seller.

(6) If one of the parties is not represented by a Broker, that party is solely responsible for their own interests, and that Broker's role is limited to performing ministerial acts for the unrepresented party.

B. Agency Disclosure.

(1) The Broker, if any, working with the Seller is identified on the signature page as the "Listing Company"; and said Broker is (Select One. The items not selected are not part of this Agreement):

☒ the Designated Agent for the Seller,

☐ the agent for the Seller,

☐ a Facilitator for the Seller, OR

☐ a dual agent.

(2) The Broker, if any, working with the Buyer is identified on the signature page as the "Selling Company", and said Broker is (Select One. The items not selected are not part of this Agreement):

☒ the Designated Agent for the Buyer,

☐ the agent for the Buyer,

☐ a Facilitator for the Buyer, OR

☐ a dual agent.

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(3) **Dual Agency Disclosure.** *[Applicable only if dual agency has been selected above]* Seller and Buyer are aware that Broker is acting as a dual agent in this transaction and consent to the same. Seller and Buyer have been advised that:

1. In serving as a dual agent the Broker is representing two clients whose interests are, or at times could be, different or even adverse.
2. The Broker will disclose all adverse, material facts relevant to the transaction, and actually known to the dual agent, to all parties in the transaction except for information made confidential by request or instructions from another client which is not otherwise required to be disclosed by law.
3. The Buyer and Seller do not have to consent to dual agency, and
4. The consent of the Buyer and Seller to dual agency has been given voluntarily and the parties have read and understand their brokerage engagement agreements.
5. Notwithstanding any provision to the contrary contained herein, Seller and Buyer each hereby direct Broker, if acting as a dual agent, to keep confidential and not reveal to the other party any information which could materially and adversely affect their negotiating position unless otherwise prohibited by law.

(4) Material Relationship Disclosure. [Required with dual Agency] The Broker and/or affiliated licensees have no material relationship with either client except as follows: _____. A material relationship means one of a personal, familial or business nature between the Broker and affiliate licensees and a client which would impair their ability to exercise fair judgment relative to another client.

Seller Initials _____ Buyer Initials _____

C. Brokerage. Seller agrees to pay Listing Broker at Closing the compensation specified by separate agreement. The Listing Broker will direct the closing agency/attorney to pay the Selling Broker, from the commission received, an amount, if any, in accordance with the terms and provisions specified by separate agreement. The parties agree and acknowledge that the Brokers involved in this transaction may receive compensation from more than one party. All parties to this Agreement agree and acknowledge that any real estate firm involved in this transaction shall be deemed a third party beneficiary only for the purposes of enforcing their commission rights, and as such, shall have the right to maintain an action on this Agreement for any and all compensations due and any reasonable attorney's fees and court costs.

13. Disclaimer. It is understood and agreed that the real estate firms and real estate licensee(s) representing or assisting Seller or Buyer and their brokers (collectively referred to as "Brokers") are not parties to this Agreement and do not have or assume liability for the performance or nonperformance of Seller or Buyer. Buyer and Seller agree that Brokers shall not be responsible for any of the following, including but not limited to, those matters which could have been revealed through a survey, title search or inspection of the Property; the insurability of the Property or cost to insure the Property; for the condition of the Property, any portion thereof, or any item therein; for any geological issues present on the Property; for any issues arising out of Buyer's failure to physically inspect the Property prior to entering into this Agreement and/or Closing; for building products and construction techniques; for the necessity or cost of any repairs to the Property; for hazardous or toxic materials; for the tax or legal consequences of this transaction; for the availability, capability, and/or cost of utility, sewer, septic, or community amenities; for proposed or pending condemnation actions involving the Property; for applicable boundaries of school districts or other school information; for the appraised or future value of the Property; for any condition(s) existing off the Property which may affect the Property; for the terms, conditions and availability of financing; and for the uses and zoning of the Property whether permitted or proposed. Buyer and Seller acknowledge that Brokers are not experts with respect to the above matters and that they have not relied upon any advice, representations or statements of Brokers (including their firms and affiliated licensees) and waive and shall not assert any claims against Brokers (including their firms and affiliated licensees) involving same. Buyer and Seller understand that it has been strongly recommended that if any of these or any other matters concerning the Property are of concern to them, that they secure the services of appropriately credentialed experts and professionals of Buyer's or Seller's choice for the independent expert advice and counsel relative thereto. Buyer and Seller acknowledge that photographs, marketing materials, and digital media used in the marketing of the property may continue to remain in publication after Closing. Buyer and Seller agree that Brokers shall not be liable for any uses of photographs, marketing materials or digital media of which the Broker is not in control.

14. Destruction of Property Prior to Closing. If the Property is destroyed or substantially destroyed prior to Closing, Seller shall give Buyer prompt notice thereof, which notice shall include Seller's reasonable estimate of: (1) the cost to restore and repair the damage; (2) the amount of insurance proceeds, if any, available for the same; and (3) whether the damage

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will be repaired prior to Closing. Upon notice to Seller, Buyer may terminate this Agreement within seven (7) days after receiving such notice from Seller. If Buyer does not terminate this Agreement, Buyer shall be deemed to have accepted the Property with the damage and shall receive at Closing (1) any insurance proceeds which have been paid to Seller but not yet spent to repair the damage and (2) an assignment of all unpaid insurance proceeds on the claim. Buyer may request in writing, and Seller shall provide within five (5) business days, all documentation necessary to confirm insurance coverage and/or payment or assignment of insurance proceeds.

15. Other Provisions.

A. Exhibits, Binding Effect, Entire Agreement, Modification, Assignment, and Binding Agreement Date. This Agreement shall be for the benefit of, and be binding upon, the parties hereto, their heirs, successors, legal representatives and assigns. This Agreement constitutes the sole and entire agreement between the parties hereto and no modification of this Agreement shall be binding unless signed by all parties or assigns to this Agreement. No representation, promise, or inducement not included in this Agreement shall be binding upon any party hereto. Any assignee shall fulfill all the terms and conditions of this Agreement. It is hereby agreed by both Buyer and Seller that any real estate agent working with or representing either party shall not have the authority to bind the Buyer, Seller or any assignee to any contractual agreement unless specifically authorized in writing within this Agreement. The parties hereby authorize either licensee to insert the time and date of the receipt of notice of acceptance of the final offer and further agree to be bound by such as the Binding Agreement Date following the signatory section of this Agreement, or Counter Offer, if applicable.

B. Survival Clause. Any provision herein contained, which by its nature and effect, is required to be performed after Closing shall survive the Closing and delivery of the deed and shall remain binding upon the parties to this Agreement and shall be fully enforceable thereafter. Notwithstanding the above, the representations and warranties made in Exhibit "D" shall survive the Closing for a period of _____ after the date of Closing.

C. Governing Law and Venue. This Agreement is intended as a contract for the purchase and sale of real property and shall be interpreted in accordance with the laws and in the courts of the State of Tennessee.

D. Time of Essence. Time is of the essence in this Agreement.

E. Terminology. As the context may require in this Agreement: (1) the singular shall mean the plural and vice versa; (2) all pronouns shall mean and include the person, entity, firm, or corporation to which they relate; (3) the feminine shall mean the masculine and vice versa; and (4) the term day(s) used throughout this Agreement shall be deemed to be calendar day(s) ending at 11:59 p.m. local time unless otherwise specified in this Agreement. Local time is to be determined by the location of the Property. All references to time are deemed to be local time. **In the event a performance deadline**, other than the Closing Date (as defined in herein), Day of Possession (as defined herein), and Offer Expiration date (as defined herein), occurs on a Saturday, Sunday or legal holiday, the performance deadline shall be extended to the next following business day. Holidays as used herein are those days deemed federal holidays pursuant to 5 U.S.C. § 6103. In calculating any time period under this Agreement, the commencement day shall be the day following the initial date (e.g. Binding Agreement Date).

F. Responsibility to cooperate. Buyer and Seller agree to timely take such actions and produce, execute, and/or deliver such information and documentation as is reasonably necessary to carry out the responsibilities and obligations of this Agreement. Except as to matters which are occasioned by clerical errors or omissions or erroneous information, the approval of the Closing documents by the parties shall constitute their approval of any differences between this Agreement and the Closing. The Buyer and Seller agree that if requested after Closing they will correct any documents and pay any amounts due where such corrections or payments are appropriate by reason of mistake, clerical errors or omissions, or the result of erroneous information.

G. Notices. Except as otherwise provided herein, all notices and demands required or permitted hereunder shall be in writing and delivered either (1) in person, (2) by a prepaid overnight delivery service, (3) by facsimile transmission (FAX), (4) by the United States Postal Service, postage prepaid, registered or certified return receipt requested or (5) Email. **NOTICE** shall be deemed to have been given as of the date and time it is actually received. Receipt of notice by the real estate licensee or their Broker assisting a party as a client or customer shall be deemed to be notice to that party for all purposes under this Agreement as may be amended, unless otherwise provided in writing.

H. Remedies. In the event of a breach of this Agreement, the non-breaching party may pursue all remedies available at law or in equity except where the parties have agreed to arbitrate. Notwithstanding the above, if Buyer breaches Buyer's obligations or warranties herein Seller shall have the option to request that Holder pay the Earnest Money/Trust Money to Seller, which if disbursed to Seller by Holder shall constitute liquidated damages in full settlement of all claims by Seller. Such liquidated damages are agreed to by the parties not to be a penalty and to be a good faith estimate of Seller's actual damages, which damages are difficult to ascertain. In the event that any party

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CRYE-LEIKE COMMERCIAL

COMMERCIAL PURCHASE AND SALE AGREEMENT

1. **Purchase and Sale.** For and in consideration of the mutual covenants herein and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the undersigned buyer Academy Arts, LLC ("Buyer") agrees to buy and the undersigned seller Woodbridge USA Properties, LLC ("Seller") agrees to sell all that tract or parcel of land, with such improvements as are located thereon, described as follows: All that tract of land known as: 302B-305 Midland St. (Address) Somerville (City), Tennessee, 38068 (Zip), as recorded in Fayette County Register of Deeds Office, 090C C 056.01 deed book(s), _____ page(s), and/or _____ instrument no. and as further described as: Improvement st the NW corner of Midland St and N. East St. together with all fixtures, landscaping, improvements, and appurtenances, all being hereinafter collectively referred to as the "Property", as more particularly described in Exhibit "A" or if Exhibit A is not attached as is recorded with the Register of Deeds of the county in which the Property is located and is made a part of this Commercial Purchase and Sale Agreement ("Purchase and Sale Agreement" or "Agreement") by reference.

2. **Purchase Price.** The total purchase price for the Property shall be Two Hundred Sixty Thousand U.S. Dollars, ($ 260,000.00) ("Purchase Price"), and is subject to all prorations and adjustments and shall be paid by Buyer at the Closing by cash, a Federal Reserve Bank wire transfer of immediately available funds, cashier's check or certified check.

3. **Earnest Money/Trust Money.** Buyer has paid or will pay within 3 business days after the Binding Agreement Date, the sum of $ 5,200.00 with MARK BEANBLOSSOM ATTORNEY ("Holder") located at 1661 Aaron Brenner Dr., Suite 301, Memphis, TN 38120 (Address of Holder). Additional Earnest Money/Trust Money, if any, to be tendered and applied as follows:

This sum ("Earnest Money/Trust Money") is to be applied as part of the Purchase Price at Closing.

A. Failure to Receive Earnest Money/Trust Money. In the event Earnest Money/Trust Money is not timely received by Holder or Earnest Money/Trust Money check or other instrument is not honored for any reason by the financial institution from which it is drawn, Holder shall promptly notify Buyer and Seller. Buyer shall have three (3) business days after notice to deliver good funds to Holder. In the event Buyer does not timely deliver good funds to Holder, this Agreement shall automatically terminate and Holder shall notify the parties of the same. Holder shall disburse Earnest Money/Trust Money only as follows:

(a) at Closing to be applied as a credit toward Buyer's Purchase Price;

(b) upon a subsequent written agreement signed by Buyer and Seller; or

(c) as set forth below in the event of a dispute regarding Earnest Money/Trust Money.

No party shall seek damages from Holder, nor shall Holder be liable for any such damages, and all parties agree to defend and hold harmless Holder for any matter arising out of or related to the performance of Holder's duties hereunder.

B. Disputes Regarding Earnest Money/Trust Money. In the event Buyer or Seller notifies Holder of a dispute regarding disposition of Earnest Money/Trust Money that Holder cannot resolve, Buyer and Seller agree to interplead Earnest Money/Trust Money into a court of competent jurisdiction. Holder shall be reimbursed for, and may deduct from any funds interpleaded, its costs and expenses, including reasonable attorney's fees. The prevailing party in the interpleader action shall be entitled to collect from the other party the costs and expenses reimbursed to Holder, and upon payment of

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such funds into the court clerk's office, Holder shall be released from all further liability in connection with the funds delivered.

4. **Inspection.** Prior to Closing, Buyer and Buyer's agents shall have the right to enter upon the Property at Buyer's expense and at reasonable times to inspect, survey, examine, and test the Property as Buyer may deem necessary as part of Buyer's acquisition of the Property. Buyer may, for a fee, obtain a septic system inspection letter from the Tennessee Department of Environment and Conservation, Division of Ground Water Protection. Buyer shall indemnify and hold Seller and all Brokers harmless from and against any and all claims, injuries, and damages to persons and/or property arising out of or related to the exercise of Buyer's rights hereunder. Buyer shall have 90 days after the Binding Agreement Date ("Due Diligence Period") to evaluate the Property, the feasibility of the transaction, the availability and cost of financing, and any other matter of concern to Buyer. During the Due Diligence Period, Buyer shall have the right to terminate this Agreement upon notice to Seller if Buyer determines, based on a reasonable and good faith evaluation of the above, that it is not desirable to proceed with the transaction, and Buyer will be entitled to a refund of the Earnest Money/Trust Money. Within 20 days after the Binding Agreement Date, Seller shall deliver to Buyer copies of the materials concerning the Property referenced in Exhibit "B" (collectively "Due Diligence Materials"), which materials shall be promptly returned by Buyer if Agreement does not Close for any reason. If Buyer fails to timely notify Seller that it is not proceeding with the transaction, Buyer shall waive its rights to terminate this Agreement pursuant to this paragraph.

5. **Title.**

   A. **Warranties of Seller.** Seller warrants that at Closing Seller shall convey good and marketable, fee simple title to the Property to Buyer, subject only to the following exceptions ("Permitted Exceptions"):

      (1) Liens for ad valorem taxes not yet due and payable.

      (2) Those exceptions to which Buyer does not object or which Buyer waives in accordance with the Title Issues and Objections paragraph below. "Good and marketable, fee simple title" with respect to the Property shall be such title:

         (a) as is classified as "marketable" under the laws of Tennessee; and

         (b) as is acceptable to and insurable by a title company doing business in Tennessee ("Title Company"), at standard rates on an American Land Title Association Owner's Policy ("Title Policy").

   B. **Title Issues and Objections.** Buyer shall have 20 days after the Binding Agreement Date to furnish Seller with a written statement of any title objections, UCC-1 or UCC-2 Financing Statements, and encroachments, and other facts affecting the marketability of the Property as revealed by a current title examination. Seller shall have 20 days after the receipt of such objections (the "Title Cure Period") to cure all valid title objections. Seller shall satisfy any existing liens or monetary encumbrances identified by Buyer as title objections which may be satisfied by the payment of a sum certain prior to or at Closing. Except for Seller's obligations in the preceding sentence, if Seller fails to cure any other valid title objections of Buyer within the Title Cure Period (and fails to provide Buyer with evidence of Seller's cure satisfactory to Buyer and to Title Company), then within five (5) days after the expiration of the Title Cure Period, Buyer may as Buyer's sole remedies: (1) rescind the transaction contemplated hereby, in which case Buyer shall be entitled to the return of Buyer's Earnest Money/Trust Money; (2) waive any such objections and elect to Close the transaction contemplated hereby irrespective of such title objections and without reduction of the Purchase Price; or (3) extend the Closing Date period for a period of up to fifteen (15) days to allow Seller further time to cure such valid title objections. Failure to act in a timely manner under this paragraph shall constitute a waiver of Buyer's rights hereunder. Buyer shall have the right to reexamine title prior to Closing and notify Seller at Closing of any title objections which appear of record after the date of Buyer's initial title examination and before Closing.

6. **Closing.**

   A. **Closing Date.** This transaction shall be consummated on March 30th, 2022, (the "Closing Date") or at such other time the parties may agree upon in writing.

   B. **Closing Agency for Buyer & Contact Information:**

Mark Beanblossom, 1661 Aaron Brenner Dr., Memphis, TN. 38120 901-756-1935

Closing Agency for Seller & Contact Information:

Seth Waddell, 9056 Stone Walk Pl., Germantown, TN 38138 901-759-0409

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C. Possession. Seller shall deliver possession and occupancy of the Property to Buyer at Closing, subject only to the rights of tenants in possession and the Permitted Exceptions.

7. Seller's Obligations at Closing. At Closing, Seller shall deliver to Buyer:

(a) a Closing Statement;

(b) deed (mark the appropriate deed below)

☒ General Warranty Deed ☐ Special Warranty Deed

☐ Quit Claim Deed ☐ Other: _____

(c) all documents which Seller must execute under the terms of this Agreement to cause the Title Company to deliver to Buyer the Title Policy including, without limitation, a title affidavit from Seller to Buyer and to the Title Company in the form customarily used in Tennessee commercial real estate transactions so as to enable the Title Company to issue Buyer the Title Policy with all standard exceptions deleted and subject only to Permitted Exceptions; and

(d) evidence reasonably satisfactory to Buyer at Closing of all documents/items indicated in Exhibit "C", if any (all documents to be delivered by Seller under this paragraph, including all documents/items indicated in Exhibit "C" are collectively "Seller's Closing Documents").

8. Conditions to Closing.

9. Costs.

A. Seller's Costs. Seller shall pay all existing loans and/or liens affecting the Property; the cost of recording any title curative documents, including without limitation, satisfactions of deeds to secure debt, quitclaim deeds and financing statement termination; any accrued and/or outstanding association dues or fees; fee (if any) to obtain lien payoff/estoppel letters/statement of accounts from any and all associations, property management companies, mortgage holders or other liens affecting the Property; all applicable deed recording fees; the fees of Seller's counsel and, **if checked,** ☐ **all transfer taxes**, otherwise Buyer is responsible for transfer taxes.

In the event Seller is subject to Tax Withholding as required by the Foreign Investment in Real Property Tax Act, (hereinafter "FIRPTA"), Seller additionally agrees that such Tax Withholding must be collected from Seller by Buyer's Closing Agent at the time of Closing. In the event Seller is not subject to FIRPTA, Seller shall be required as a condition of Closing to sign appropriate affidavits certifying that Seller is not subject to FIRPTA. ***It is Seller's responsibility to seek independent tax advice or counsel prior to the Closing Date regarding such tax matters.***

B. Buyer's Costs. Buyer shall pay the cost of Buyer's counsel and consultants; any costs in connection with Buyer's inspection of the Property and any costs associated with obtaining financing for the acquisition of the Property (including any intangibles tax, recording fees for deed of conveyance and deed of trust and cost of recording Buyer's loan documents.)

C. Additional Costs. In addition to the costs identified above, the following costs shall be paid by the parties hereto as indicated below:

Item to be Paid	Paid by Seller	Paid by Buyer
Survey	☐	☒
Title Examination	☒	☐
Premium for Standard Owner's Title Insurance Policy	☐	☒
Other: _____	☐	☐
Other: _____	☐	☐
Other: _____	☐	☐

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10. Taxes and Prorations. Real estate taxes on the Property for the calendar year in which the Closing takes place shall be prorated as of 12:01 a.m. local time on the Closing Date. Seller shall be responsible (even after Closing) for paying all taxes (including previous reassessments) on the Property for the time period during which Seller owned the Property and shall indemnify the Buyer therefore. In addition, the following items shall also be prorated as of 12:01 a.m. local time on the Closing Date *[Select only those that apply to this transaction; the items not checked do not apply to this Agreement]:*

☐ Utilities	☐ Service Contracts	☐ Tenant Improvement Costs
☒ Rents	☐ Leasing Commissions	☐ Other: _____
☐ Other: _____		☐ Other: _____

11. Representations and Warranties.

A. Seller's Representations and Warranties. As of the Binding Agreement Date and the Closing Date, Seller represents and warrants to Buyer that Seller has the right, power, and authority to enter into this Agreement and to convey the Property in accordance with the terms and conditions of this Agreement. The persons executing this Agreement on behalf of Seller have been duly and validly authorized by Seller to execute and deliver this Agreement and shall have the right, power, and authority to enter into this Agreement and to bind Seller. Seller also makes the additional representations and warranties to Buyer, if any, as indicated on Exhibit "D".

B. Buyer's Representations and Warranties. As of the Binding Agreement Date and the Closing Date, Buyer represents and warrants to Seller that Buyer has the right, power, and authority to enter into this Agreement and to consummate the transaction contemplated by the terms and conditions of this Agreement. The persons executing this Agreement on behalf of Buyer have been duly and validly authorized by Buyer to execute and deliver this Agreement and shall have the right, power, and authority to enter into this Agreement and bind Buyer. Upon Seller's request, Buyer shall furnish such documentation evidencing signor's authority to bind Buyer.

12. Agency and Brokerage.

A. Agency.

(1) In this Agreement, the term "Broker" shall mean a licensed Tennessee real estate broker or brokerage firm and, where the context would indicate, the Broker's affiliated licensees. No Broker in this transaction shall owe any duty to Buyer or Seller greater that what is set forth in their brokerage engagements, the Tennessee Real Estate Broker License Act of 1973, as amended, and the Tennessee Real Estate Commission rules and regulations.

(2) A Designated Agent is one who has been assigned by his/her Managing Broker and is working as an agent for the Seller or Buyer in a prospective transaction, to the exclusion of all other licensees in his/her company.

(3) An Agent for the Seller or Buyer is a type of agency in which the licensee's company is working as an agent for the Seller or Buyer and owes primary loyalty to that Seller or Buyer.

(4) A Facilitator relationship occurs when the licensee is not working as an agent for either party in this consumer's prospective transaction. A Facilitator may advise either or both of the parties to a transaction but cannot be considered a representative or advocate for either party. "Transaction Broker" may be used synonymously with, or in lieu of, "Facilitator" as used in any disclosures, forms or agreements. [By law, any licensee or company who has not entered into a written agency agreement with either party in the transaction is considered a Facilitator or Transaction Broker until such time as an agency agreement is established.]

(5) A dual agency situation arises when an agent (in the case of designated agency) or a real estate firm (wherein the entire real estate firm represents the client) represents both the Buyer and Seller.

(6) If one of the parties is not represented by a Broker, that party is solely responsible for their own interests, and that Broker's role is limited to performing ministerial acts for the unrepresented party.

B. Agency Disclosure.

(1) The Broker, if any, working with the Seller is identified on the signature page as the "Listing Company"; and said Broker is (Select One. The items not selected are not part of this Agreement):

☒ the Designated Agent for the Seller,

☐ the agent for the Seller,

☐ a Facilitator for the Seller, OR

☐ a dual agent.

(2) The Broker, if any, working with the Buyer is identified on the signature page as the "Selling Company", and said Broker is (Select One. The items not selected are not part of this Agreement):

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193 ☐ the Designated Agent for the Buyer,

194 ☐ the agent for the Buyer,

195 ☒ a Facilitator for the Buyer, OR

196 ☐ a dual agent.

197 (3) **Dual Agency Disclosure.** *[Applicable only if dual agency has been selected above]* Seller and Buyer are aware
198 that Broker is acting as a dual agent in this transaction and consent to the same. Seller and Buyer have been
199 advised that:

200 1. In serving as a dual agent the Broker is representing two clients whose interests are, or at times could
201 be, different or even adverse.

202 2. The Broker will disclose all adverse, material facts relevant to the transaction, and actually known to
203 the dual agent, to all parties in the transaction except for information made confidential by request or
204 instructions from another client which is not otherwise required to be disclosed by law.

205 3. The Buyer and Seller do not have to consent to dual agency, and

206 4. The consent of the Buyer and Seller to dual agency has been given voluntarily and the parties have read
207 and understand their brokerage engagement agreements.

208 5. Notwithstanding any provision to the contrary contained herein, Seller and Buyer each hereby direct
209 Broker, if acting as a dual agent, to keep confidential and not reveal to the other party any information
210 which could materially and adversely affect their negotiating position unless otherwise prohibited by
211 law.

212 **(4) Material Relationship Disclosure.** [Required with dual Agency] The Broker and/or affiliated licensees have
213 no material relationship with either client except as follows: N/A . A material
214 relationship means one of a personal, familial or business nature between the Broker and affiliate licensees and a
215 client which would impair their ability to exercise fair judgment relative to another client.

216 Seller Initials _____ Buyer Initials _____

217 **C. Brokerage.** Seller agrees to pay Listing Broker at Closing the compensation specified by separate agreement. The
218 Listing Broker will direct the closing agency/attorney to pay the Selling Broker, from the commission received, an
219 amount, if any, in accordance with the terms and provisions specified by separate agreement. The parties agree and
220 acknowledge that the Brokers involved in this transaction may receive compensation from more than one party. All
221 parties to this Agreement agree and acknowledge that any real estate firm involved in this transaction shall be deemed
222 a third party beneficiary only for the purposes of enforcing their commission rights, and as such, shall have the right
223 to maintain an action on this Agreement for any and all compensations due and any reasonable attorney's fees and
224 court costs.

225 **13. Disclaimer.** It is understood and agreed that the real estate firms and real estate licensee(s) representing or assisting Seller
226 or Buyer and their brokers (collectively referred to as "Brokers") are not parties to this Agreement and do not have or
227 assume liability for the performance or nonperformance of Seller or Buyer. Buyer and Seller agree that Brokers shall not
228 be responsible for any of the following, including but not limited to, those matters which could have been revealed through
229 a survey, title search or inspection of the Property; the insurability of the Property or cost to insure the Property; for the
230 condition of the Property, any portion thereof, or any item therein; for any geological issues present on the Property; for
231 any issues arising out of Buyer's failure to physically inspect the Property prior to entering into this Agreement and/or
232 Closing; for building products and construction techniques; for the necessity or cost of any repairs to the Property; for
233 hazardous or toxic materials; for the tax or legal consequences of this transaction; for the availability, capability, and/or
234 cost of utility, sewer, septic, or community amenities; for proposed or pending condemnation actions involving the
235 Property; for applicable boundaries of school districts or other school information; for the appraised or future value of the
236 Property; for any condition(s) existing off the Property which may affect the Property; for the terms, conditions and
237 availability of financing; and for the uses and zoning of the Property whether permitted or proposed. Buyer and Seller
238 acknowledge that Brokers are not experts with respect to the above matters and that they have not relied upon any advice,
239 representations or statements of Brokers (including their firms and affiliated licensees) and waive and shall not assert any
240 claims against Brokers (including their firms and affiliated licensees) involving same. Buyer and Seller understand that it
241 has been strongly recommended that if any of these or any other matters concerning the Property are of concern to them,
242 that they secure the services of appropriately credentialed experts and professionals of Buyer's or Seller's choice for the
243 independent expert advice and counsel relative thereto. Buyer and Seller acknowledge that photographs, marketing

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notice by the real estate licensee or their Broker assisting a party as a client or customer shall be deemed to be notice to that party for all purposes under this Agreement as may be amended, unless otherwise provided in writing.

H. Remedies. In the event of a breach of this Agreement, the non-breaching party may pursue all remedies available at law or in equity except where the parties have agreed to arbitrate. Notwithstanding the above, if Buyer breaches Buyer's obligations or warranties herein Seller shall have the option to request that Holder pay the Earnest Money/Trust Money to Seller, which if disbursed to Seller by Holder shall constitute liquidated damages in full settlement of all claims by Seller. Such liquidated damages are agreed to by the parties not to be a penalty and to be a good faith estimate of Seller's actual damages, which damages are difficult to ascertain. In the event that any party hereto shall file suit for breach or enforcement of this Agreement (including suits filed after Closing which are based on or related to the Agreement), the prevailing party shall be entitled to recover all costs of such enforcement, including reasonable attorney's fees. The parties hereby agree that all remedies are fair and equitable and neither party will assert the lack of mutuality of remedies as a defense in the event of a dispute.

I. Equal Opportunity. This Property is being sold without regard to race, color, sex, religion, handicap, familial status, or national origin.

J. Termination by Buyer. In the event that Buyer legally and properly invokes his right to terminate this Agreement under any of the provisions contained herein, Buyer shall pay the sum of one hundred dollars ($100.00) to Seller as consideration for Buyer's said right to terminate, the sufficiency and adequacy of which is hereby acknowledged. Earnest Money/Trust Money shall be disbursed according to the terms stated herein.

K. Severability. If any portion or provision of this Agreement is held or adjudicated to be invalid or unenforceable for any reason, each such portion or provision shall be severed from the remaining portions or provisions of this Agreement, and the remaining portions or provisions shall be unaffected and remain in full force and effect.

L. Construction. This Agreement or any uncertainty or ambiguity herein shall not be construed against any party but shall be construed as if all parties to this Agreement jointly prepared this Agreement.

16. Exhibited and Addenda. All exhibits and/or addenda attached hereto, listed below, or referenced herein are made a part of this Agreement. If any such exhibit or addendum conflicts with any preceding paragraph, said exhibit or addendum shall control:

☒ Exhibit "A" Legal Description

☒ Exhibit "B" Due Diligence Documents

☐ Exhibit "C" Addition to Seller's Closing Documents

☐ Exhibit "D" Seller's Warranties and Representations

EXHIBIT 'A' INCLUDED
EXHIBIT 'B' INCLUDED
EXHIBIT 'C' N/A
EXHIBIT 'D' N/A

17. Special Stipulations. The following Special Stipulations, if conflicting with any preceding paragraph, shall control:

☐ **(Mark box if additional pages are attached.)**

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materials, and digital media used in the marketing of the property may continue to remain in publication after Closing. Buyer and Seller agree that Brokers shall not be liable for any uses of photographs, marketing materials or digital media of which the Broker is not in control.

14. Destruction of Property Prior to Closing. If the Property is destroyed or substantially destroyed prior to Closing, Seller shall give Buyer prompt notice thereof, which notice shall include Seller's reasonable estimate of: (1) the cost to restore and repair the damage; (2) the amount of insurance proceeds, if any, available for the same; and (3) whether the damage will be repaired prior to Closing. Upon notice to Seller, Buyer may terminate this Agreement within seven (7) days after receiving such notice from Seller. If Buyer does not terminate this Agreement, Buyer shall be deemed to have accepted the Property with the damage and shall receive at Closing (1) any insurance proceeds which have been paid to Seller but not yet spent to repair the damage and (2) an assignment of all unpaid insurance proceeds on the claim. Buyer may request in writing, and Seller shall provide within five (5) business days, all documentation necessary to confirm insurance coverage and/or payment or assignment of insurance proceeds.

15. Other Provisions.

A. Exhibits, Binding Effect, Entire Agreement, Modification, Assignment, and Binding Agreement Date. This Agreement shall be for the benefit of, and be binding upon, the parties hereto, their heirs, successors, legal representatives and assigns. This Agreement constitutes the sole and entire agreement between the parties hereto and no modification of this Agreement shall be binding unless signed by all parties or assigns to this Agreement. No representation, promise, or inducement not included in this Agreement shall be binding upon any party hereto. Any assignee shall fulfill all the terms and conditions of this Agreement. It is hereby agreed by both Buyer and Seller that any real estate agent working with or representing either party shall not have the authority to bind the Buyer, Seller or any assignee to any contractual agreement unless specifically authorized in writing within this Agreement. The parties hereby authorize either licensee to insert the time and date of the receipt of notice of acceptance of the final offer and further agree to be bound by such as the Binding Agreement Date following the signatory section of this Agreement, or Counter Offer, if applicable.

B. Survival Clause. Any provision herein contained, which by its nature and effect, is required to be performed after Closing shall survive the Closing and delivery of the deed and shall remain binding upon the parties to this Agreement and shall be fully enforceable thereafter. Notwithstanding the above, the representations and warranties made in Exhibit "D" shall survive the Closing for a period of N/A after the date of Closing.

C. Governing Law and Venue. This Agreement is intended as a contract for the purchase and sale of real property and shall be interpreted in accordance with the laws and in the courts of the State of Tennessee.

D. Time of Essence. Time is of the essence in this Agreement.

E. Terminology. As the context may require in this Agreement: (1) the singular shall mean the plural and vice versa; (2) all pronouns shall mean and include the person, entity, firm, or corporation to which they relate; (3) the feminine shall mean the masculine and vice versa; and (4) the term day(s) used throughout this Agreement shall be deemed to be calendar day(s) ending at 11:59 p.m. local time unless otherwise specified in this Agreement. Local time is to be determined by the location of the Property. All references to time are deemed to be local time. **In the event a performance deadline**, other than the Closing Date (as defined in herein), Day of Possession (as defined herein), and Offer Expiration date (as defined herein), occurs on a Saturday, Sunday or legal holiday, the performance deadline shall be extended to the next following business day. Holidays as used herein are those days deemed federal holidays pursuant to 5 U.S.C. § 6103. In calculating any time period under this Agreement, the commencement day shall be the day following the initial date (e.g. Binding Agreement Date).

F. Responsibility to cooperate. Buyer and Seller agree to timely take such actions and produce, execute, and/or deliver such information and documentation as is reasonably necessary to carry out the responsibilities and obligations of this Agreement. Except as to matters which are occasioned by clerical errors or omissions or erroneous information, the approval of the Closing documents by the parties shall constitute their approval of any differences between this Agreement and the Closing. The Buyer and Seller agree that if requested after Closing they will correct any documents and pay any amounts due where such corrections or payments are appropriate by reason of mistake, clerical errors or omissions, or the result of erroneous information.

G. Notices. Except as otherwise provided herein, all notices and demands required or permitted hereunder shall be in writing and delivered either (1) in person, (2) by a prepaid overnight delivery service, (3) by facsimile transmission (FAX), (4) by the United States Postal Service, postage prepaid, registered or certified return receipt requested or (5) Email. **NOTICE** shall be deemed to have been given as of the date and time it is actually received. Receipt of

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We have prepared a quote for you

Academy of the Arts Charter - Managed Services

Quote # 001545
Version 1

Prepared for:

Academy of the Arts Charter High School

Mecca Jackson
ms.mecca7@gmail.com

Monthly Services (EDU)

Managed User-Education **Support:** -Unlimited Remote Control Support -Unlimited Onsite Support -Microsoft / Apple Application Support -Zero Touch Deployment for New Machines -Management of Device Imaging and Enrollment -G-Suite & O365 Management -Vendor Management **Maintenance** -Online Trouble Ticket Management -Online License Management -Desktop Optimization & Management -Spyware and Adware Removal -VPN Client Management **Security:** -Patch & MacOS Management -Antivirus Software Management & Update - Malwarebytes Enterprise Included -Mobile Device Management -Implement Recommended Best Security Practices	$125.00	$125.00	15	$1,875.00	$1,875.00
	$500.00	$500.00	1	$500.00	$500.00
Managed Internal Broadband Service Managed Wireless Network	$200.00	$200.00	1	$200.00	$200.00
Dark Web Monitoring + Email Phishing Simulation - 0-50 Users -Dark Web Monitoring -Breach Remediation -Email Phishing Simulation -Email Security Training and Awareness					

Monthly Subtotal: **$2,575.00**

Subtotal: **$2,575.00**

Project

New Client Onboarding Project Onboarding & Implementation Services	$2,500.00	1	$2,500.00

Subtotal: **$2,500.00**

Academy of the Arts Charter - Managed Services



Prepared by:	Prepared for:	Quote Information:
Technology Lab	**Academy of the Arts Charter High School**	**Quote #: 001545**
Brian Haden 615-545-8976 brian.haden@technologylab.com	5245 Hwy 70 Mason, TN 38049 Mecca Jackson Mecca Jackson ms.mecca7@gmail.com	Version: 1 Delivery Date: 01/04/2022 Expiration Date: 06/30/2022

One-Time Expenses Summary

Monthly Services (EDU)	$2,575.00
Project	$2,500.00

Total: **$5,075.00**

Monthly Expenses Summary

Monthly Services (EDU)	$2,575.00

Monthly Total: **$2,575.00**

Taxes, shipping, handling and other fees may apply. We reserve the right to cancel orders arising from pricing or other errors. Further, this proposal is subject to the terms and conditions of Technology Lab's Master Service Agreement which is attached to this proposal. Execution of the proposal below constitutes acceptance of the terms of the Master Service Agreement.

Signature: 

Name: Brian Haden

Title: Sales Director Date: 01/04/2022

Signature: 

Name: Mecca Jackson

Initials: MJ

Date: 1/4/2022 4:27:08 PM

IP Address: 75.65.192.57

Email Address: mjackson@academyartschs.com

PO Number: 001545v1

Master Services Agreement

This Master Services Agreement (this "Agreement") between Academy of the Arts Charter High School "Client" or "You") and Technology Lab, LLC, a Tennessee limited liability company (generally "Technology Lab", "We" or "Our") is effective upon the date signed by Technology Lab.

1. TERM & TERMINATION

a) *Services*. You hereby engage Technology Lab to perform, as agreed by the parties, those services and support that are incorporated into this Agreement in a Proposal that is signed by both parties (the "Proposal" and the "Services" respectively). The Services will be subject to any additional terms and conditions that are described in the applicable executed Proposal.

b) *Term*. This Agreement or any applicable addendum or executed Proposals shall be in effect for sixty (60) months from the date of execution (the "Initial Term"). The Agreement and each executed Proposal shall automatically renew for a subsequent sixty (60) month term beginning on the day immediately following the end of the Initial Term unless either party gives the other thirty (30) day's prior written notice of its intent not to renew this Agreement.

c) *Termination.* Either party may terminate this Agreement upon thirty (30) day's written notice if the other Party:

i. Fails to fulfill in any material respect its obligations under this Agreement and does not cure such failure within thirty (30) days of receipt of such written notice.

ii. Breaches any material term or condition of this Agreement and fails to remedy such breach within thirty (30) days of receipt of such written notice.

iii. Terminates or suspends its business operations, unless it is succeeded by a permitted assignee under this Agreement.

In no event will We be determined to be in material breach or default unless You gives Us written notice of the failure or default with reasonable detail and We fail to cure the described breach within thirty (30) days after receiving the notice; provided, that if We are unable to cure the alleged breach completely with such thirty (30) day period, We shall not be deemed to be in breach if We have commenced to cure the alleged breach and continue diligently to pursue the same.

d) *Adjustments to Services*. Should adjustments or modifications be required that affect the monthly fees paid for the services rendered under this Agreement, these will be negotiated and agreed to by the both parties in advance. If You request changes or modifications to this Agreement that in effect reduce or modify the Services provided by 60% or more in the Initial Term or any Renewal Term, such request shall be deemed an automatic termination by You of this Agreement without cause; all fees that We would have received hereunder for the remainder of the Initial Term or any Renewal Term shall be accelerated. You will owe those fees immediately as if this Agreement had remained in effect.

e) *Effect of Termination.* If either party terminates this Agreement for any reason and upon payment of all outstanding bills as well as any termination fees or expenses, We will assist You in the orderly termination of services, including timely transfer of the services to another designated provider. You shall pay Us the actual costs of rendering such assistance. Actual costs could include but are not limited to: training, data transfer, license transfers or equipment de-installation.

2. FEES AND PAYMENTTERMS

During the Term of this Agreement, You shall pay Us the fees at the rates and on the schedule set forth in the applicable executed Proposal subject to adjustment as provided herein. In the event that no rate is designated, the rate will default to Our then published rate. The initial month's fee will be due and owing at the time of execution of this Agreement.

For all recurring fees, You will be obligated to pay the fees monthly via ACH on the first day of the month pursuant to the ACH Transfer Authorization attached to this Agreement. The recurring fees will increase annually by 3%. We will invoice You upon Our receipt of such automated ACH payment. For any expenses that are not monthly recurring expenses, We will invoice You monthly, with such invoices being due upon receipt.

All invoices shall bear interest at the rate of 1.5% per month. **We reserve the right to suspend all services without notice if invoices for any services rendered are not received within 45 days of the date such payment is due – including all back up services.**

If You request additional services outside the terms of this Agreement or any executed Proposal, those services will be considered a Project and will be quoted and billed as separate agreements with the scope and payments terms to be agreed upon by the Parties. ***An initial setup fee may apply, to begin a Project. Upon completion of the Project, billing will begin effective immediately.***

We may adjust Our standard hourly rates and monthly service fees once each calendar year and will notify You in writing at least 30 days' in advance of any change. Wemay also increase the monthly fee for additional services and products included in the Services at rates competitive with comparable services from other providers.

3. TAXES

We will add any applicable Federal, State or Local Taxes to each invoice for services or materials rendered under this agreement. You hall pay any such taxes unless You provide us with a valid exemption certificate for the state of use.

4. MANAGED SERVICES COVERAGE

For those clients who obtain Remote Helpdesk and Vendor Management of Client's IT networks, We will provide such services through remote means between the hours of 8:00 am – 5:00 pm Monday through Friday, excluding public holidays. Our Network Monitoring Services will be provided 24/7/365. All services qualifying under these conditions will be specified in the signed Proposal.

Support and Escalation. Technology Lab will respond to Client's Trouble Tickets under the provisions of Appendix A, and with best effort after hours or on holidays. Trouble Tickets must be opened via email to support@Technology Lab.com or by phone if internet is unavailable. Each call will be assigned a Trouble Ticket number for tracking. Our escalation process is detailed in the Appendix to this Agreement

Service outside Normal Working Hours. Emergency services performed outside of the hours of 8:00 am – 5:00 pm Monday through Friday, excluding public holidays, shall be subject to provisions of the Appendix to this Agreement.

Service Disclaimer. You grant Us authorization to view any data within the regular routine of the repair or system improvement. You also authorize Us to reasonably delete, change, and/or rewrite any necessary information to complete the system repair or improvement that is consistent with the standards and practices in the industry.

5. ADDITIONAL MAINTENANCE SERVICES

For Hardware and Software Maintenance Services covered in any executed Proposal, We shall provide support of all agreed upon hardware and systems, provided that all software is genuine, currently licensed, and vendor-supported. Should any hardware or systems fail to meet these provisions, they will be excluded from this Agreement. We will obtain Your prior authorization before incurring any 3rd Party vendor support charges in order to resolve any issues. You will be responsible for and shall pay all such authorized charges.

For Monitoring Services covered in any executed Proposal, We will provide ongoing monitoring of all critical devices as indicated therein. We will provide You with monthly reports as well as document critical alerts, scans and event resolutions. Should a problem be discovered during monitoring, We shall attempt to rectify the condition in a timely manner through remote means.

6. SUITABILITYOF EXISTING ENVIRONMENT FOR MANAGED SERVICE

Minimum Standards Required for Services

In order for Your existing environment to qualify for Our Managed Services, Your environment must meet the following requirements:

All Servers with Microsoft Windows Operating Systems must be running Windows 2012 Server or later, and have all of the latest Microsoft Service Packs and Critical Updates installed.

All Desktop PC's and Notebooks/Laptops with Microsoft Windows Operating Systems must be running Windows 10 or later, and have all of the latest Microsoft Service Packs and Critical Updates installed. All Macintosh Computers Must be running at least OSX 10.11.

All Server and Desktop Software must be Genuine, Licensed and Vendor-Supported.

The environment must have a currently licensed, up-to-date and Vendor-Supported Server-based Antivirus Solution protecting all Servers, Desktops, Notebooks/Laptops, and Email.

The environment must have a currently licensed, Vendor-Supported Server-based Backup Solution that can be monitored, and send notifications on job failures and successes.

The environment must have a currently licensed, Vendor-Supported Hardware Firewall between the Internal Network and the Internet. All Wireless data traffic in the environment must be securely encrypted.

7. CHRONICALLY FAILING EQUIPMENT

Experience has shown that, your equipment which has initially passed Minimum Standard Requirements for Service can reveal itself to become chronically failing. This means that the equipment repeatedly breaks down and consistently causes user and business interruption even though repairs are accomplished. Should this occur, while rare, You agree to work constructively and positively with Us to replace the equipment at an additional cost.

EXCLUDED SERVICES. Service rendered under this Agreement does not include:

Parts, equipment or software for Client's telecommunications systems which are not specifically listed in an executed

Proposal.

The cost of any Software, Licensing, or Software Renewal or Upgrade Fees of any kind.

The cost of any 3rd Party Vendor or Manufacturer Support or Incident Fees of any kind.

The cost to bring Client's environment up to minimum standards required for Services.

Failure due to acts of God, building modifications, power failures or other adverse environmental conditions or factors.

Service and repair made necessary by the alteration or modification of equipment other than that authorized by Technology Lab, including alterations, software installations or modifications of equipment made by Client's employees or anyone other than Technology Lab.

Maintenance of Applications software packages, whether acquired from Technology Lab or any other source unless specified in an executed Proposal.

Programming (modification of software code) and program (software) maintenance.

Training Services of any kind.

This proposal does not include replacement of or parts required for repairs on printers, screens or peripherals, (PDA's,

Point of Sale Scanners, Digital Cameras, Cell Phones nor any other specialized accessory), unless this equipment was originally provided under this agreement. All labor required for installation of the above devices is covered under this agreement.

Consumables such as printer maintenance kits, toner, ink, batteries, paper, etc. are not included or covered under this service agreement and will be invoiced separately.

8. HARDWARE-AS-A-SERVICE

For equipment that is the subject of a Hardware as a Service Proposal:

a) *Ownership of Equipment*. You agree that all equipment provided by Technology Lab as outlined in a signed Proposal to this Agreement (the "Equipment") will remain Our sole property; further, You acknowledge that We retain a 100% first-priority security interest in such Equipment. You shall not attempt to sell, resale, tamper, troubleshoot, repair, move, add, etc. to the Equipment without Our advance written permission. If We decide to file a UCC1 financing statement with the applicable Secretary of State providing notice as to our ownership interest in such Equipment, You shall be responsible for and shall pay all filing fees and taxes required for such filing.
b) *Return of Equipment*. Upon termination of this Agreement, for any reason, You shall return any of Our Equipment within 10 days of termination, or, if agreed upon by the parties, You may purchase the Equipment at an agreed upon fair market value of the equipment, which amount will take into account any outstanding debt on such equipment.
c) *Recapture of Equipment*. If You do not return the Equipment within the 10 day period after termination of this Agreement for any reason (client default or other), You hereby irrevocably give Us permission to enter Your premises, take possession of Equipment, and compensate Us for all expenses accrued during the recovery (including but not limited to attorney's fees and costs) in addition to any amounts owing under the balance of the Agreement. All efforts to recover such property will be deemed consensual and not a trespass. You shall fully cooperate and will not interfere in any way, including but not limited to involving law enforcement.
d) *Maintenance of Equipment*. You acknowledge and agree that Our Equipment is to be maintained exclusively by Us or our designee. If You permit any tampering, repair attempts or services to completed by another party, We may immediately terminate this Agreement and collect all fees hereunder.
e) *Client's Protection of Equipment*. You shall make all reasonable efforts to keep equipment safe, secure and protected while in their possession. You shall keep current insurance on Our equipment while in their possession and shall list Technology Lab as an additional loss payee. **Promptly upon request, Client will provide proof thereof to Technology Lab that Technology Lab is listed as an additional loss payee, providing a current copy of its insurance declaration sheet showing Technology Lab as a loss payee.**
f) *Loss or Damage to Equipment/Shipment.* You further shall be responsible for any and all costs for the repair or replacement of Technology Lab supplied equipment while in Client's possession should it be damaged or repaired by an unauthorized third party. You are responsible for loss, damage or destruction of the equipment, including but not limited to losses while in transit, while loading and unloading, while at any and all locations, while in storage and while on your premises, and in parked vehicles, except that you are not responsible for damage to or loss of the equipment caused by Technology Lab's sole negligence or willful misconduct. **If the equipment is shipped to Client** , Client assumes possession of the equipment and all risk and expense for any shipment *once the equipment has been consigned to a carrier, or carrier's agent.* Technology Lab is not liable in any way for the loss, damage, delay, or cost arising from the shipment.

LIMITATIONOF LIABILITY/INDEMNIFICATION

Indemnity. You shall defend, indemnify, and hold Technology Lab and its agents, employees, assignees, suppliers, harmless from and against any and all claims, actions, causes of action, demands, rights, damages of any kind, costs, loss of profit, expenses and compensation whatsoever including court costs and attorney's fees ("Claims"), in any way arising from, or in connection with the equipment rented/leased hereunder, including, without limitation, as a result of its use, maintenance, or possession, irrespective of the cause of the Claim, from the time the equipment leaves Our place of business until the Equipment is returned to us during our normal business hours and We sign a written receipt for it.

Disclaimer. Any services that We furnish are provided **"AS-IS"** and "**WITH ALL FAULTS, ERRORS, BUGS AND DEFECTS.** We disclaim all representations and warranties of any kind, express or implied, including without limitation, any warranties

related to (i) merchantability, (ii) fitness for a particular purpose, (iii) title, (iv) non-infringement, (v) course of dealing, (vi) course of performance, (vii) usage of trade, (viii) warranties that the system or solution will be secure or error free, (ix) warranties that the system will always be available, accessible, uninterrupted, timely, secure or will operate without error. Except as otherwise provided herein, You assume all risk as to the quality and performance of the services provided hereunder. We do not warrant that the capabilities of the services meet Your requirements or that the operations of the services shall be uninterrupted or error free.

Limitation of Liability. **In no event shall We or our suppliers be held liable for any indirect, special, incidental, economic, property or consequential damages arising under this contract, including but not limited to loss of profits or revenue, business interruption, loss of use of equipment, lost data, costs of substitute equipment, or other costs arising out of this Agreement. In no event shall Our liability for services under this Agreement exceed the fees You actually paid to Us within the six (6) months prior to the act or omission giving rise to the Claim.**

Indemnity. You shall defend, indemnify and hold harmless Technology Lab, its affiliates and subcontractors, directors, officers, employees, agents, successors and assigns (the "Indemnified Parties") from and against any and all liabilities, losses, expenses, damages, claims, costs, or attorney'sfees as to any (i) third-party claim or action alleging that the Client's data ("Client Data") infringes a copyright or misappropriates any trade secrets enforceable in the country(ies) where the Client Data is accessed, provided to or received by Technology Lab or was improperly provided to Technology Lab in violation of Client's privacy policies or applicable laws (or regulations promulgated thereunder), (ii) claim or action by Client's Affiliates arising from or relating to the Services, and any breach of this Agreement by Client, (iii) personal injury or property damage that arise from or out of Client's or its Affiliate's negligence or willful misconduct, (iv) arising from or relating to Client's or any its Affiliates breach of any of Client's representations or obligations under the Agreement. The term "property" as used in this Section shall include real, personal, tangible, and intangible property.

10. CONFIDENTIALITY/DATAPRIVACY

Technology Lab and its agents may use Client information, as necessary to or consistent with providing the contracted services, and will use best efforts to protect against unauthorized use.

In order to fulfill Technology Lab's duties and responsibilities of maintaining network security and confidentiality, administrative passwords will be retained by Technology Lab and not released to the Client or other third parties.

Upon the mutual agreement of Technology Lab and the Client, including payment of all sums due to Technology Lab, passwords and other administrative codes will be released to the Client or others at the Client's written direction.

We are committed to your privacy and have taken commercially reasonable steps to ensure that all our employees, contractors and services providers are also committed to ensuring that your information remains confidential by having them sign or including confidentiality provisions in all our vendor agreements. Upon termination of this Agreement and payment of all fees and expenses incurred under this Agreement, We will take commercially reasonable steps to transfer all data back to You and then to delete any of your data remaining on our systems.

In the event that We come in contact with any personal information or data in the process of providing the Services, We will not collect, sell, retain, use or disclose such personal information for any purpose other than the specific purpose of performing services pursuant to this Agreement.

If You receive a verified consumer request for deletion under the California Consumer Privacy Act (CCPA), You may direct Us to delete such consumer's personal information from Your records. We will assist You in responding to requests from California data subjects to exercise their rights under the CCPA. We certify that we understand the CCPA's requirements and will comply with them.

11. NONSOLICITATIONAND NONDISPARAGEM

During the Term of this Agreement and for a period of two (2) years thereafter, You shall not directly or indirectly (i) solicit, recruit, hire, attempt to hire, employ, retain on contract or subcontract or consulting basis, or otherwise engage any of Our employees; or (ii) solicit, induce or encourage or request that any of Our employees or contractors terminate

their employment or engagement with the other party or perform services for or on its behalf or any third party, without Our express written permission. In the event You do solicit, hire, or retain on contract or subcontract basis an employee in violation of this Section, You agree to pay Us promptly a placement fee of $250,000 per employee.

At all times following the date hereof, You shall not, directly or indirectly, whether in writing or orally, criticize, disparage, or make other negative remarks about Technology Lab, Technology Lab's business practices, or any of Technology Lab current or former affiliates, directors, officers, members, partners, employees, agents or representatives, provided You may provide critical assessments of Our business to Us.

12. MISCELLANEOUS

a) *Subcontract Rights*. Client agrees to allow Technology Lab to assign, delegate, subcontract services to third party competent contractors approved by Technology Lab.

b) *Survival*. Any termination of this Agreement (howsoever occasioned) shall not affect any accrued rights or liabilities of either Party nor shall it affect the coming into force or the continuance in force of any provision hereof which is expressly or by implication intended to come into or continue in force on or after such termination, including, but not limited to Sections 1 (e), 9, and 11(indemnity, non-solicitation and non-disparagement).

c) *Notices.* Any notice which may be given by a Party under this Agreement shall be deemed to have been duly delivered if delivered by hand, first class post, facsimile transmission or electronic mail to the address of the other Party as specified in this Agreement or any other address notified in writing to the other Party. Subject to any applicable local law provisions to the contrary, any such communication shall be deemed to have been made to the other Party, if delivered by: (i) first class post, 2 days from the date of posting; (ii) hand or by facsimile transmission, on the date of such delivery or transmission; and (iii) electronic mail, when the Party sending such communication receives confirmation of such delivery by electronic mail.

d) *Venue; Choice of Law; Waiver.* This agreement shall be governed by, construed, and enforced in accordance with the laws of the State of Tennessee. Jurisdiction and venue shall exclusively lie in the state and federal courts located in Davidson County, Tennessee. Each party waives any claims of *forum non-conveniens* thereto. This Agreement and any Proposal executed between the parties that references this Agreement constitute the entire agreement between Client and Technology Lab. This agreement can only be modified by a signed written addendum by both parties or an executed proposal. In the event of conflict between the terms of the executed Proposal and this Agreement, the Proposal shall control. The failure of either party to enforce its rights under this Agreement at any time for any period shall not be construed as a waiver of such rights. If any part, term or provision of this Agreement is held to be illegal or unenforceable neither the validity nor enforceability of the remainder of this Agreement shall be affected. EACH PARTY WAIVES, TO THE FULLEST EXTENT PERMITTED BY APPLICABLE LAW, ANY RIGHT IT MAY HAVE TO A TRIAL BY JURY IN RESPECT TO ANY LITIGATION DIRECTLY OR INDIRECTLY ARISING OUT OF,UNDER OR IN CONNECTION WITH THIS AGREEMENT.

e) *Mutual Agreement.* The language used in this Agreement shall be deemed to be the language chosen by the parties to express their mutual agreement. Any rule of construction to the effect that ambiguities are to be resolved against the drafting party shall not be applied in the construction nor interpretation of this Agreement.

f) *Independent Contractor.* The Parties acknowledge and agree that Services performed by Technology Lab, its employees, agents or sub contractors shall be as an independent contractor and that nothing in this Agreement shall be deemed to constitute a partnership, joint venture, agency relationship or otherwise between the parties.

g) *Costs of Collection.* If any collection action, litigated or otherwise, is necessary to enforce the terms of this agreement, Technology Lab shall be entitled to reasonable attorneys' fees and costs in addition to any other relief to which it may be entitled. h) If any provision in this agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions shall nevertheless continue in full force without being impaired or invalidated in any way.

i) *Force Majeure.* Technology Lab is not responsible for failure to render services due to circumstances beyond its control including, but not limited to, acts of God.

j) *Assignment*. This Agreement shall not be assignable, whether by operation of law or otherwise, by Client except without the prior written consent of Technology Lab in each instance.

13. ACCEPTANCE OF AGREEMENT

This Agreement covers the Services, as modified in writing and agreed to by the parties, which may result in an adjustment to the Your monthly charges. Should You wish to acquire additional equipment or services and want Us to provide service, Our prior written approval must be obtained.

TECHNOLOGY LAB MASTER SERVICES AGREEMENT Appendix A MANAGED SERVICES

RESPONSE AND RESOLUTION TIME

The following table shows the targets of response and resolution times for each priority level.

REPORTED TROUBLE	PRIORITY	RESPONSE TIME (IN BUSINESS HRS.)	RESOLUTION TIME (IN BUSINESS HRS.)	ESCALATION THRESHOLD (IN BUSINESS HRS.)
Service not available (All users and functions unavailable.)	**1**	Within 2 Hours	ASAP - Best Effort	4 Hours
Significant degradation of service (Large number of users or Business Critical Functions affected.)	**2**	Within 4 Hours	ASAP - Best Effort	8 Hours
Limited degradation of service (Limited number of users or functions affected, Business Process can continue.)	**3**	Within 24 Hours	ASAP - Best Effort	48 Hours
Small service degradation (Business Process can continue, one user affected.)	**4**	Within 48 Hours	ASAP - Best Effort	96 Hours

Please note: All work done after hours is done at "Best Effort" to find a solution.

SUPPORT TIERS

The following table details and describes our Support Tier Levels.

SUPPORT TIER	DESCRIPTION OF SUPPORT ESCALATION
Tier 1 Support	All support incidents begin in Tier 1, where the initial trouble ticket is created; the issue is identified and clearly documented, and basic hardware/software troubleshooting is initiated.
Tier 2 Support	All support incidents that cannot be resolved with Tier 1 Support are escalated to Tier 2, where more complex support on hardware/software issues can be provided by more experienced Engineers.
Tier 3 Support	Support Incidents that cannot be resolved by Tier 2 Support are escalated to Tier 3, where support is provided by the most qualified and experienced Engineers who have the ability to collaborate with 3rd Party (Vendors) Support Engineers to resolve the most complex issues.

Service Request Escalation Procedure

1. Support Request is Received (By Phone, Service Portal or E-mail Request)
2. Trouble Ticket is Created
3. Issue is Identified and documented in Ticketing System
4. Issue is qualified to determine if it can be resolved through Help Desk Support Level 1 Support

If issue can be resolved through Help Desk Support Level 1 Support:

5. Level 1 Help Desk – issue is worked to successful resolution
6. Level 1 Help Desk – Quality Control, issue is verified to be resolved
7. Trouble Ticket is closed, after complete problem resolution details have been updated in Ticketing System and Quality Assurance has been performed

If issue cannot be resolved through Help Desk Support Level 1 Support:

8. Level 2 Help Desk – issue is worked to successful resolution

9. Level 2 Help Desk – Quality Control, issue is verified to be resolved.

10. Trouble Ticket is closed, after complete problem resolution details have been updated in Ticketing System and Quality Assurance has been performed

If issue cannot be resolved through Help Desk Support Level 2 Support:

11. Issue is escalated to Tier 1 Support

12. Issue is qualified to determine if it can be resolved by Tier 1 Support

If issue can be resolved through Tier 1 Support:

13. Tier 1 Resolution - issue is worked to successful resolution

14. Quality Control –Issue is verified to be resolved

15. Trouble Ticket is closed, after complete problem resolution details have been updated in Ticketing System and Quality Assurance has been performed

If issue cannot be resolved through Tier 1 Support:

16. Issue is escalated to Tier 2 Support

17. Issue is qualified to determine if it can be resolved by Tier 2 Support

If issue can be resolved through Tier 2 Support:

18. Tier 2 Resolution - issue is worked to successful resolution

19. Quality Control –Issue is verified to be resolved

20. Trouble Ticket is closed, after complete problem resolution details have been updated in Ticketing System and Quality Assurance has been performed

If issue cannot be resolved through Tier 2 Support:

21. Issue is escalated to Tier 3 Support
22. Issue is qualified to determine if it can be resolved through Tier 3 Support

If issue can be resolved through Tier 3 Support:

23. Tier 3 Resolution - issue is worked to successful resolution

24. Quality Control –Issue is verified to be resolved

25. Trouble Ticket is closed, after complete problem resolution details have been updated in Ticketing System and Quality Assurance has been performed

If issue cannot be resolved through Tier 3 Support:

26. Issue is escalated to Onsite Support

27. Issue is qualified to determine if it can be resolved through Onsite Support

If issue can be resolved through Onsite Support:

28. Onsite Resolution - issue is worked to successful resolution

29. Quality Control –Issue is verified to be resolved

30. Trouble Ticket is closed, after complete problem resolution details have been updated in Ticketing System and Quality Assurance has been performed

If issue cannot be resolved through Onsite Support:

31. Issue is escalated to In-Shop Support

32. Issue is qualified to determine if it can be resolved through In-Shop Support.

If issue can be resolved through In-Shop Support:

33. In-Shop Resolution – issue is worked to successful resolution.

34. Quality Control – Issue is verified to be resolved.

35. Trouble ticket is closed, after complete problem resolution details have been updated in Ticketing System and Quality Assurance has been performed

If issue cannot be resolved through In-Shop Support:

36. Issue is escalated to Vendor Support, in deciding the best course of action for the service issue at hand. Issue is given the final course of action, in choosing the best option for resolution.

Description of Managed Services

GENERAL		
DESCRIPTION	**FREQUENCY**	**INCLUDED**
Hardware and Software Changes Documented	As needed	YES
Quarterly Technology Business Reviews	Quarterly	YES
SERVERS		
Manage Servers	Ongoing	YES
Check Print Queues	As needed	YES
Server Monitoring and Crucial Services Alerting	Ongoing	YES
Monitor Event Log for potential issues	Ongoing	YES
Monitor Hard Drive free space on Server(s)	Ongoing	YES
Monitor Server Resources	Ongoing	YES
Monitor Active Directory replication	Ongoing	YES
Exchange Server Management	N/A	NO
Manage Group Policy	As needed	YES
Reboot Servers if needed	As needed	YES
After Hours Server Maintenance	As needed	NO
Management of Network Users, Email Accounts & Security/Email Distribution Groups	As needed	YES
Perform Microsoft/AppleUpdates as per company policy	Ongoing	YES

Install Approved Line of Business Application Updates	As needed	YES
Alert Client to any serious server conditions	As needed	YES
DISASTER RECOVERY		
Monitor Backup Status	Ongoing	YES
Monitor Nightly TestVirtualizations	Ongoing	YES
Manage Automated Offsite Backups	Ongoing	YES
Perform Same Day Disaster Virtualization	Ongoing	YES
DEVICES		
Manage Desktops	Ongoing	YES
Manage Other Networked Devices	Ongoing	YES
Manage Smartphones	As needed	NO
NETWORKS		
Performance Monitoring/Capacity Planning	Ongoing	YES
Monitor Network Switches and Internet Connectivity	Ongoing	YES
SECURITY		
Check Firewall Logs	Ongoing	YES
Manage Security Services on the Firewall	Ongoing	YES
Manage Client Provided Content Filtering Policy	Ongoing	YES

Manage Email Spam/Virus Filtering Solution	Ongoing	YES
Manage Client Provided VPN Policy	Ongoing	YES
Monitor Anti-Virus Agent	Ongoing	YES
Manage Client Provided File Security Policy	Ongoing	YES
Set up new users including login restrictions, passwords, security, applications	Ongoing	YES
Set up and change security for users and applications	Ongoing	YES
Monitor for unusual activity among users	Ongoing	YES

PROFESSIONAL SERVICES

8x5 Help Desk Phone Support	Ongoing	YES
Remote Screen Sharing Desktop Assistance	Ongoing	YES
Onsite Field Support & Implementation	Ongoing	YES
Technology Solution Consulting & Engineering	Ongoing	YES
Proof of Concept Lab Testing	Ongoing	YES
Annual TelcoAudit	Ongoing	YES

SERVICE RATES

LABOR SERVICE	RATE
Network Monitoring: *24 hours a day, 7 days a week*	INCLUDED
Help Desk: *8:00am to 5:00pm – Monday - Friday*	INCLUDED
Remote Network Management: *8:00am to 5:00pm – Monday - Friday*	INCLUDED
Onsite Labor: *8:00am to 5:00pm – Monday - Friday*	INCLUDED
Total Site Outage Monitoring: *(After Hours) - 24 Hours a Day, 7 Days a Week*	INCLUDED

LABOR SERVICE (AFTER BUSINESS HOURS)	**RATE**
Remote Network Management: *5:01pm - 9:00pm – Monday - Friday*	$100/hr.
Onsite Labor: *5:01pm - 9:00pm Monday - Friday (2 Hour Minimum)*	$175/hr.
LABOR SERVICE (ALL OTHER TIMES)	**RATE**
Remote Labor - *ALL OTHER TIMES*	$250/hr.
Onsite Labor - *ALL OTHER TIMES*	$250/hr.

Arts Impact

January 22, 2021

To Whom It May Concern;

I am pleased to write this letter in support of the ***Academy of the Arts Charter High School***, a proposed charter high school within the Fayette County School District. AACHS' mission – to educate high school students through the performing arts and provide them with the educational and entrepreneurial skills to succeed in college and life! – aligns deeply with Arts Impact's work. We empower teachers to infuse the arts into all learning so that each young person thrives, and together we close the opportunity gap for children of color and those experiencing poverty. As a nationally recognized arts education and professional learning organization, Arts Impact is committed to partnering with AACHS to ensure their innovative arts model is successful.

When the school opens in August 2022, it will provide an engaging educational alternative to students while offering the opportunity to earn a Career and Technical Education (CTE) certification in an artistic area upon graduation. By focusing on students' individual talents and interests, this innovative learning design increases students' potential for academic success and enables them to become productive citizens and creative thinkers needed for the 21st century. Arts and entertainment is the fastest growing sector in the US economy. The addition of AACHS affords students and families in Fayette County an important option when considering high school selection that provides a pathway to high paying, rewarding careers.

Arts Impact will support the school's mission by providing standards-driven, concept-based arts infused curricular support and sustained and intense professional learning for the faculty and staff. Arts Impact's professional learning model is culturally responsive and data driven, providing one-on-one coaching in arts infused pedagogy, trauma-informed teaching practices, lesson writing and authentic assessment. AACHS teachers will collaborate with Arts Impact and Memphis/Fayette County artist mentors to develop real world learning experiences linking the arts with English Language Arts, Mathematics and STEM so that each student masters both academic and artistic skills. In addition, Arts Impact teaches research grounded strategies to develop key 21st century skills – creative and critical thinking, effective communication and collaboration, perseverance and growth mindset, which will empower AACHS graduates to thrive in both school and life.

We are eager to be a part of the ***Academy of the Arts Charter High School's*** success!

Sincerely,

Beverly Harding Buehler
Executive Director

4052 SW College St, Seattle, WA 98116 ~ BeverlyHB@arts-impact.org ~ (206) 355-5846 ~ www.arts-impact.org

ARTS IMPACT LESSON PLAN

Culturally Grounded Theater and ELA Infused Lesson

Authentic Voice through "Found Poetry"

Authors: Nora Nunez-Gonzalez and Ana María Campoy Grade Level: 6th-7th grade

Enduring Understanding

Students can communicate effectively through writing and vocal expression.

Lesson Description (Use for family communication and displaying student art)

In this theater and writing lesson, students will write an authentic "found poem" in response to the text. Students will then practice their vocal expression to help them better express their poems. Students will also deepen their understanding as they collaborate as they perform their poems.

Learning Targets and Assessment Criteria

Target: Engages in authentic writing.

Criteria: Using a minimal sentence frame, free writes and then writes own found poem.

Target: Collaborates.

Criteria: Contributes ideas, listens to others' ideas, provides constructive feedback and incorporates feedback.

Target: Presents a poem.

Criteria: Performs a found poem with vocal expression.

Target: Communicates.

Criteria: Actively listens, expresses ideas through writing, and verbally responds to others.

Vocabulary

Arts Infused:
Audience
Brainstorm
Collaboration
Communication
Feedback
Point of view

Writing:
Description
Discrimination
Injustice
Integration
Oppression
Segregation

Arts:
Articulation
Expression
Pitch
Quality
Tempos/Speed
Volume

Materials

"It's Movement Time" PowerPoint
Arts impact journal
Printed Lyrics & YouTube video of songs:

- Las Cafeteras : "It's Movement Time"
- Natalia Lafourcade: "Mi Tierra Veracruzana" and "Derecho de Nacimiento"
- Juan Luis Guerra: "Ojalá Que Lleva Café"

Music for performance of poems
List of vocal qualities
Peer Assessment Worksheets
Class assessment worksheet

continued

Learning Standards

WA Arts Learning Standards

For the full description of each anchor standard and the grade level performance standards, see: *https://www.k12.wa.us/student-success/resources-subject-area/arts/arts-k–12-learning-standards*

Anchor Standard 2: Organize and develop artistic ideas and work.

Performance Standard (TH:Cr2.1.7): a. Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, background knowledge, and historical and cultural context. b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.

Anchor Standard 3: Refine and complete artistic work.

Performance Standard (TH:Cr3.1.7): a. Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work. b. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.

continued

Materials

Videos of Spoken Word Artists including:

- "Accents" by Denice Frohman
- "My Spanish" by Melissa Lozada-Oliva
- "Undocumented/Documented" by Artist Unknown
- "Borders" by Denice Frohman
- "Afro Latina" by Elizabeth Acevedo
- "On Being Bilingual" by Anacristina

Learning Standards

WA Arts Learning Standards continued

Anchor Standard 9: Apply criteria to evaluate artistic work.
Performance Standard (TH:Re9.1.7): a. Explain preferences, using supporting evidence and criteria to evaluate drama/theatre work.

Common Core State Standards (CCSS) in ELA

For a full description of CCSS ELA Standards by grade level see:
https://www.k12.wa.us/student-success/resources-subject-area/english-language-arts/english-language-arts-k–12-learning-standards

CCRA.SL. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-LITERACY W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying new approach focusing on how well purpose and audience have been addressed.
CCSS.ELA-LITERACY SL.7.1.D. Acknowledge new information expressed by others and, when warranted, modify their own views.

Students Who Are College and Career Ready Students in Reading, Writing, Speaking, Listening, and Language

Demonstrate independence.
Build strong content knowledge.
Respond to the varying demands of audience, task, purpose, and discipline.
Comprehend as well as critique.
Value evidence.
Use technology and digital media strategically and capably.
Come to understand other perspectives and cultures.

ICON KEY:

= Indicates note or reminder for teacher

☑ = Embedded assessment points in the lesson

Pre-Teach

Teach Arts Impact's Lessons on Expressive Body & Expressive Voices.
With students, create a list of vocal qualities like gravelly, nasal, squeaky, sharp, melodious, etc.
Some of the music tie-ins require some historical background (Sylvia Mendez, Black Panthers, etc.). An example can be seen in the PowerPoint presentation is the historical background behind the lyrics of "It's Movement Time".

Lesson Steps Outline

1. Show the video of the musician performing the song. Give students graphic organizers and have students write down observations while watching the video. Lead a discussion of student observations.

☑ Criteria-based process assessment: Actively engages in conversation about the video.

2. Guide reflection around the lyrics of the song chosen for the students.

☑ Criteria-based process assessment: Engages with the text.

3. Introduce and guide students to free write to a writing prompt.

☑ Criteria-based teacher checklist and peer assessment: Using a minimal sentence frame, free writes. Expresses ideas through writing.

4. Introduce and guide students to write "found poems."

☑ Criteria-based teacher checklist: Using a minimal sentence frame, free writes and then writes own found poem. Expresses ideas through writing.

5. Introduce spoken word performance. Show Spoken Word videos.

☑ Criteria-based process assessment: Engages in listening, participates actively, starts to identity the various vocal choices within vocal expression.

6. Lead students through vocal warm-up and stretching. Lead students through vocal expression exploration. If needed, lead by example.

☑ Criteria-based process assessment: Speaks with vocal expression (varies tempo, volume, pitch, and quality).

7. Guide students to rehearse poems.

☑ Criteria-based teacher checklist: Contributes ideas, listens to others' ideas, provides constructive feedback and incorporates feedback. Performs a found poem with vocal expression. Actively listens, expresses ideas through writing, and verbally responds to others.

8. Guide students through final sharing of found poems.

☑ Criteria-based teacher checklist: Performs a found poem with vocal expression.

9. Guide closing reflection (step into the circle).

☑ Criteria-based self-assessment: Reflects on the process of creating and performing a poem.

LESSON STEPS

1. Show the video of the musician performing the song. Give students graphic organizers and have students write down observations while watching the video. Lead a discussion of student observations.

Links to the musician videos and lyrics in English and Spanish are at the end of the lesson.

Sixth Grade
Mi Tierra Veracruzana
By Natalia Lafourcade
Youtube: https://www.youtube.com/watch?v=JODaYjDyjyQ (start at 3:30)

Seventh and Eighth Grade
It's Movement Time By Las Cafeteras
Youtube: https://www.youtube.com/watch?v=4MQ3iguBskQ

Seventh Grade
Ojalá Que Lleva Café By Juan Luis Guerra
Youtube: https://www.youtube.com/watch?v=dDEVFQnBTp0

Eighth Grade
Un Derecho de Nacimiento By Natalia Lafourcade
Youtube: https://www.youtube.com/watch?v=kK67JvlwcBc
(Or this one: https://www.youtube.com/watch?v=JCWGOUlqq4k)

Possible guiding questions:

- *What are some vocabulary words that we have heard in the video?*
- *What are some the themes that are in the music?*
- *What does the song say about this individual?*
- *Is there a message that the artist wants to the audiences to understand? What is it?*
- *What do you take away from the song?*
- *Does the song engage in history or culture or geography or issues that are new or familiar to you?*

☑ Criteria-based process assessment: Actively engages in conversation about the video.

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2. Guide reflection around the lyrics of the song chosen for the students.

Song choices, online links to live performances, and lyrics all in the back of the lesson.

- *I'll highlight vocabulary words in the song that we have worked with in class.*
- *Circle any words or phrases that speak to you, that mean something to you, or that you like.*

☑ Criteria-based process assessment: Engages with the text.

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3. Introduce and guide students to free write to a writing prompt.

- *Now you can free write using this prompt:* ***MY WORD.*** *Choose 1 word or phrase from the song lyrics. What does this word mean to you?*
- *You will a minimum of write five sentences. You will have 15 minutes.*
- *When you are done writing, pair-share with your partners.*
- *After pair-sharing, let's brainstorm ideas on the whiteboard.*

☑ Criteria-based teacher checklist and peer assessment: Using a minimal sentence frame, free writes. Expresses ideas through writing.

---

4. Introduce and guide students to write "found poems."

- *I'll model writing a "found poem." Look at lyrics and help me choose five words or phrases that have meaning or that you like.*
- *Then, I'll use those words to formulate the poem and then I'll read it to you.*

Have prepared beforehand, what each step looks for you for modeling.

- *To write your own "found poem," think about the following:*
  - *Pick a focus WORD or PHRASE. (Example: History)*
  - *Read the lyrics again. As you read underline details, examples, and phrases that you think are really powerful and support your focus.*
  - *Look over your words and phrases. Get rid of words or descriptions that you think don't fit well in your poem.*
  - *Now formulate your own "found poem" based on your free write about the word you chose. You can write in your Arts Impact journals. Decide what order you want to list the words or phrases from your found poem to go in.*

☑ Criteria-based teacher checklist: Using a minimal sentence frame, free writes and then writes own found poem. Expresses ideas through writing.

---

5. Introduce spoken word performance. Show Spoken Word videos.

You could have a list of vocal choices up for students to see.

Videos are also listed at the end of this LP by grade level.

Sixth Grade

- "Accents" by Denice Frohman

https://www.youtube.com/watch?v=qtOXiNx4jgQ

- "My Spanish" by Melissa Lozada-Oliva

https://www.youtube.com/watch?v=fE-c4Bj_RT0

- "Undocumented/Documented" by Artist Unknown

https://youtu.be/fDxgl2G3Srs

Seventh Grade

- "Borders" by Denice Frohman

https://www.youtube.com/watch?v=CNK7Hn5_hLQ

- "My Spanish" by Melissa Lozada-Oliva

https://www.youtube.com/watch?v=fE-c4Bj_RT0

Eighth Grade

- "Afro Latina" by Elizabeth Acevedo

https://youtu.be/tPx8cSGW4k8

- "On Being Bilingual" by Anacristina

https://www.youtube.com/watch?v=i-tdWCFtujI

- What made this performance interesting?

- What from our list do we see the Spoken Word artists using as part of their performance?
  - Volume: loud, soft, medium
  - Pitch: low/deep, high, medium
  - Tempo/speed: fast, slow, medium/walking pace (still enunciate!)
  - Quality: gravelly, nasal, squeaky, sharp, melodious, accents/dialects, shaking, etc.

It is recommended that this list of vocal qualities is partially created by students during the Pre-Teach.

☑ Criteria-based process assessment: Engages in listening, participates actively, starts to identity the various vocal choices within vocal expression.

---

6. Lead students through vocal warm-up and stretching. Lead students through vocal expression exploration. If needed, lead by example.

No papers, just students in a circle or standing at their desks (open space away from desks is preferred).

- *Before we start practicing with our poems, let's warm up.*
  - *Start humming, feel that vibrations through your body. Feel the vibrations through your face, throat, neck, chest, back, ribcage, and lower back.*
  - *Hum and touch your toes.*
  - *Remember to stay persistent. The voice is a muscle like any other. You wouldn't run a mile without stretching out your legs. We warm it up to make it stronger and not to damage it.*

- *Let's warm up our creativity around vocal expression. There are different ways we express ourselves vocally. Examples of ways we change our voices are: pitch (high low, deep), volume (fast, slow, medium), quality (accent, raspy).*

- *"Hey you, how's it going" – We are going to say this phrase with different emotions, pitches, and qualities.*
  - *Loud and fast "hey you" (fast and kind of mean)*
  - *Soft and slow "hey you" (almost scared)*
  - *Raspy and low "hey you" (deep)*
  - *Quality "hey you, how's it going" (Australian accent)*
  - *Let's use our vocal expression to state a line from our song.*

📄 Best practices: Participate with students during "Hey you, how's it going", helping relieve nerves or fear or shyness. Another tactic is getting students to face the wall while exploring vocally. This way they only hear themselves and are less distracted by their peers.

☑ Criteria-based process assessment: Speaks with vocal expression (varies tempo, volume, pitch, and quality).
Online teaching: Use this as an opportunity for students to get up and stretch. Online meeting platforms do not allow for choral sounds, so students might have to turn off their sound. Another solution is putting them in small groups within the ZOOM meeting and having them experiment vocally together with less pressure.

---

7. Guide students to rehearse poems.

- *Face the wall and read your poems out lout. Don't worry about vocal expression, get the words out of your mouth. We shall time you (3-4 minutes); if you finish start again. Try more volume or emphasis on words you like to say or feel connected to on the second time. Okay, three, two, one, GO!*
- *How did that feel? Did you discover something new about your poem?*
- *Take a look at the list of vocal choices. Pick at least two to play with this round.*
- *Let's practice reading our poems out loud, pausing where we need to pause, using expression, pitch, quality, tempo/speed and volume. Read your poem three times out loud. Give me 30% more energy than you did the last round. Three, two, one, GO!*
- *Great work, partner up.*
- *Work with your partners to practice speaking your poems and provide feedback to each other.*

📄 Use Peer Assessment Sheet.
  - Projection – *Can you hear them (well)?*
  - Articulation – *Can you understand them?*
  - Expression – *Are they making artistic choices with their facial expression and/or voices?*
  - Identify the forms of expression – *pitch, tempo/speed, and quality?*

☑ Criteria-based teacher checklist and peer assessment: Contributes ideas, listens to others' ideas, provides constructive feedback and incorporates feedback. Performs a found poem with vocal expression. Actively listens, expresses ideas through writing, and verbally responds to others.
Online teaching: Students can either practice with partners or small groups within break-out rooms or have students record their poems. If you go with the second option, make sure that the students have brainstormed/experimented/played with the variety of artistic choices. It can be daunting trying artistic choices when alone.

---

8. Guide students through final sharing of found poems.

- *What is proper audience behavior? What does that look like?*

🎚 Option: you can play music underneath to help set tone or make students feel less alone when sharing.

- *Music will be playing in the background to support you BUT you must be louder than the music.*

☑ Criteria-based teacher checklist: Performs a found poem with vocal expression.
Online teaching: Host a live virtual poetry slam! Encourage students to play music to help them get pumped to perform, make sure others who are not performing have their sound off. Applause can be visual, through waves or snaps since sound won't pick it up well. Students watching can turn off their video cameras if performers are nervous. Second option is having students turn in via recording.

---

9. Guide closing reflection (step into the circle).

As students are in the circle pose these questions:

- *Step into the circle if you were introduced to a new artist today.*
- *Step into the circle if you discovered something new about history, geography, or social justice movements.*
- *Step into the circle if you created a poem today.*
- *Step in the circle if you experimented with your voice and creative choices today.*
- *Step into the circle if you remained persistent even when things were hard.*
- *Step into the circle if you felt brave in what you tried today.*
- *Step into the circle if you know that you can try harder or be braver next time.*
- *Step into the circle if you are going to create more Found Poems.*
- *Step into the circle if you were surprised by someone in class today (you count).*
- *Step into the circle if there is something from today that you will remember next week.*
- *Step into the circle if there is something from today that you look forward to sharing with your family/guardians/etc. Is it the music? Was it a detail about a social justice movement? Your poem? The Spoken Word artists?*

☑ Criteria-based self-assessment: Reflects on the process of creating and performing a poem.
Online teaching: To replace stepping in and out of the circle, here are other actions students can take: raising hands, making a shape (striking a pose) at each statement, turning video screens on and off, etc.

ARTS IMPACT LESSON PLAN Theater and ELA Infused Lesson

6-7th Grade: *Authentic Voice through "Found Poetry"*

CLASS ASSESSMENT WORKSHEET

Disciplines	**ELA**	**THEATER & ELA**	**THEATER**	**THEATER & ELA**	Total 4
Concept	**Found Poetry**	**Collaboration**	**Performance**	**Communication**	
Criteria Student Name	Using a minimal sentence frame, free writes and then writes own found poem.	Contributes ideas, listens to others' ideas, provides constructive feedback and incorporates feedback.	Performs a found poem with vocal expression.	Actively listens, expresses ideas through writing, and verbally responds to others.	
1.					
2.					
3.					
4.					
5.					
6.					
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9.					
10.					
11.					
12.					
13.					
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21.					
22.					
23.					
24.					
25.					
26.					
27.					
28.					
29.					
30.					
Total					
Percentage					

What was effective in the lesson? Why?

What do I want to consider for the next time I teach this lesson?

What were the strongest connections between arts discipline and subject area?

Teacher: _____ Date: _____

ARTS IMPACT FAMILY LETTER

ARTS AND ELA INFUSED LESSON: ***Authentic Voice through "Found Poetry"***

Dear Family:

Today your child participated in a **Theater and ELA** Infused lesson. We talked about "found poetry."

- We did a free write in reflection to contemporary Latin music.
- We created a found poem by selecting and organizing words from our free write.
- We used vocal expression to perform our poems and responded to what and how we communicated our ideas.

At home, you could ask your teen how to create a found poem and then invent one together.

Enduring Understanding

Students can communicate effectively through writing and vocal expression.

Peer Assessment Worksheet

Found Poetry Peer Assessment	Name:			
Partner:				
What I heard?	Projection *Uses a clear, open sound.*	Articulation *Presents a spoken line in a clear voice that can be understood.*	Expression *Presents a spoken line with volume, pitch, tempo/speed, and/or timbre.*	Identify forms of expression *(pitch, tempo/speed, and quality/timbre)*
What feedback did I give?				
What changes did I see?				

Sixth Grade
Mi Tierra Veracruzana
By Natalia Lafourcade
Youtube: https://www.youtube.com/watch?v=JODaYjDyjyQ (start at 3:30)

Original Lyrics

En mi tierra veracruzana
Solo quiero tomar café
Un poquito de azúcar y caña
Pa ponerme a mover lo pie

De la penca de una banana
De su verde y morena piel
Ando toda re-enamorada
Solo quiero volverte a ver

Volverte a ver
Volverte a ver
Mi tierra veracruzana, te quiero ver
Volverte a ver
Volverte a ver
Mi tierra veracruzana, te quiero querer

En mi tierra veracruzana
Solo quiero abrazar el mar
Ver la noche desde una hamaca
De mañana solo cantar

En el campo enterrar mis piernas
En la arena solo bailar
En un barco entregar mis sueños
Y mi casa pa huevonear

Volverte a ver
Volverte a ver
Mi tierra veracruzana, te quiero ver
Volverte a ver
Volverte a ver
Mi tierra veracruzana, te quiero querer

No hay un día que pase y que no te piense
Esta lejanía me hace extrañarte
No hay n día que pase y que no te piense
Pinto melodías con tus paisajes
Con tus paisajes de verde limón
Un rosa guayaba que uso pal' amor
Un rojo amarillo pitaya y la flor
Azul de tu golfo y rojo pasión

(continued)

Volverte a ver
Volverte a ver
Yo te quiero querer
Volverte a ver
Volverte a ver

Cafe con pan (4x)

En mi tierra veracruzana
Solo quiero tomar café
Un poquito de azúcar y caña
Pa ponerme a mover lo pie

De la penca de una banana
De su verde y morena piel
Ando toda re-enamorada
Solo quiero volverte a ver

Volverte a ver
Volverte a ver
Mi tierra veracruzana, te quiero ver
Volverte a ver
Volverte a ver
Mi tierra veracruzana, te quiero querer

Volverte a ver
Volverte a ver
Mi tierra veracruzana, te quiero ver
Volverte a ver
Volverte a ver
Mi tierra veracruzana, yo te quiero querer

Mi Tierra Veracruzana (translated lyrics)

In my homeland of Veracruz
I'd just want to drink coffee
With a little bit of sugar cane
To start dancing, moving my feet

I'm so, so in love
With your green-brown skin
With the main rib of a banana tree
I just want to see you again

To see you again
To see you again
My Veracruz, my homeland, I want to see you
To see you again
To see you again
My Veracruz, my homeland, I want to love you

In my homeland of Veracruz,
I wish to embrace the sea
See the night from a hammock
In the morning to only sing

In the countryside to bury my legs
And to dance upon the sand
I deliver my dreams to a ship
And to laze around my home

To see you again
To see you again
My Veracruz, I want to see you
To see you again
To see you again
My Veracruz, I want to love you

Not a day goes by without thinking of you
The distance makes me miss you
Not a day goes by without thinking of you

I paint melodies with your landscapes
With your lemon-green scenery
A guava-rose to symbolize love
A flower the color of a yellow-red pitahaya
[dragon fruit]
The blue of the gulf, and passionate red

(Translated Lyrics continued)

To see you again
To see you again
I want to love you
To see you again
To see you again

Coffee and bread (4x)

In my homeland of Veracruz
I'd just want to drink coffee
With a little bit of sugar cane
To start dancing, moving my feet

I'm so, so in love
With your green-brown skin
With the main rib of a banana tree
I just want to see you again

To see you again
To see you again
My Veracruz, I want to see you
To see you again
To see you again
My Veracruz, I want to love you

To see you again
To see you again
To see you again
Veracruz, my homeland, I want to see you

To see you again
To see you again
To see you again
Veracruz, my homeland,
I want to love you

Seventh and Eighth Grade

***It's Movement Time* By Las Cafeteras**

Youtube: https://www.youtube.com/watch?v=4MQ3iguBskQ

Lyrics

Your history books got it all wrong
So I come to you with this song

En 1810 con el gran grito de pasión
Se levantaron con razon
Black and brown fighting together, on a day I'll always remember

En el 5 de mayo con el grito de gallo
Black, white and Brown bleeding together, on a day I'll always remember

Cause really, it hasn't been that long
So just in case Kat Williams has you guessin'
Let me kick y'all down with a little history lesson

In the 19th Century, while the US promoted degradation, annihilation with its military and US navy Mexico was getting rid of the caste system, voted for its 1st indigenous President, even getting rid of Legalized Slavery

The Underground Railroad also ran south
Which led Black folx to freedom
With Mexico right there, to receive them

In 1910 it was Mexican men, with Pancho Villa and Zapata
Fighting for *Tierra, Libertad y Techo*
With Adelitas on the Front Lines with Bullets across their *pecho*

In the Year 1946, it was the Mendez that fought against segregation in schools
Cause before that, they treated us like foolz
Pushing us out into Gangs, Wars and Drugs
And then get they get pissed off at US!
When we become Crips and Bloods
Traviesos, zoot suiters, pachuchos, folkloristas, punks, bomberas
Jaraneras in the heat, jaraneros with a bomb ass beat
Talking about what's really going on in the streets

In the 60's in the streets of Oakland California, Black Panthers organized for Answers
Young Lords in New York fought against wars
The Stonewall Rebellion remained true to the rights of the LGBTQ
A.I.M who was down with Native Rights with no shame in their game
Brown Berets in LA learning how to fight, and doing what's right
In the Campos of California, Fillipinos were the 1st ones to lay down the Boycott
Screaming in Solidarity, *ISANG Bk SAK!*
One Rise, One Fall, You come for one, you come for all!

(continued)

And today, Arizona and Alabama don't play
Carving out Racist laws like it's make out of clay

I stand with Emmitt, Trayvon, Oscar, and Bell
With my mentor, Mumia up in the cell
Telling you I'd rather be blind that to stay quiet on a day where my people are hunt down like prey

Cause my ability to breathe is directly connected to my ability to see
That it's not about me, never was, never will be
It's about 'WE'
It's Time to Move Ya'll
It's Movement Time!

Seventh Grade

Ojalá Que Lleva Café **By Juan Luis Guerra**

Youtube: https://www.youtube.com/watch?v=dDEVFQnBTp0

Original Lyrics

Ojalá que llueva café en el campo
Que caiga un aguacero de yuca y té
Del cielo una jarina de queso blanco
Y al sur una montaña de berro y miel, digo
Oh oh, oh oh
Y ojalá que llueva café

Ojalá que llueva café en el campo
Peinar un alto cerro de trigo y mapuey
Bajar por la colina de arroz graneado
Y continua el arado con tu querer, y digo
Oh, oh, oh-oh-oh

Ojalá el otoño en vez de hojas secas
Vista mi cosecha de pitisale
Sembrar una llanura de batata y fresas
Y ojalá que llueva café

Pa' que en el Conuco no se sufra tanto (Todo el mundo)
(Ojalá que llueva café en el campo)
Pa' que los montones oígan este canto
(Ojalá que llueva café en el campo)
Ojalá que llueva, ojalá que llueva
Ay hombe', ay hombe'
Ay hombe' (Ojalá que llueva café en el campo)
Ojalá que llueva café, yeh

Ojalá que llueva café en el campo
Peinar un alto cerro de trigo y mapuey
Bajar por la colina de arroz graneado
Y cosechar el arado con tu querer y digo
Oh oh oh oh oh

Y ojalá el otoño en vez de hojas secas
Vista mi cosecha de pitisale
Sembrar una llanura de batata y fresas
Y ojalá que llueva café

(continued)

Pa' que en el Conuco no se sufra tanto (Todo el mundo)
(Ojalá que llueva café en el campo)
Pa' que todo' los niños canten en el campo, ay hombe'
(Ojalá que llueva café en el campo)
Ojalá que llueva, ojalá que llueva, ohh
(Ojalá que llueva café en el campo)
Y ojalá que llueva café
Café

Ojalá que llueva
Gracias, Santo Domingo
Buenas noches
Dios les bendice
Café

Ojalá Que Lleva Café **(translated lyrics)**

May it rain coffee in the countryside.
Let a downpour of cassava and tea fall.
From the skies a drizzle of white cheese,
And to the south a mountain of watercress and honey.
Oh, oh, oh, oh
May it rain coffee

May it rain coffee in the countryside.
Comb a tall hill with grain and yams
Go down the slope of fluffy rice
And keep plowing with your love.
Oh, oh, oh-oh-oh

In the autumn, instead of dry leaves,
may my harvest be dressed in pitisalé [a bacon-like salted pork].
Plant a field of sweet potatoes and strawberries
May it rain coffee.

So that down in Conuco, there isn't so much suffering (this across the world)
May it rain coffee in the countryside
So that when the many hear this song
May it rain coffee in the countryside
May it rain, may it rain
Oh man, oh man
Oh man, (may it rain coffee in the countryside)
May it rain coffee, yeh

May it rain coffee in the countryside,
Let a downpour of cassava and tea fall.
From the skies a drizzle of white cheese
And to the south a mountain of watercress and honey.

Eighth Grade

***Un Derecho de Nacimiento* By Natalia Lafourcade**

Youtube: https://www.youtube.com/watch?v=kK67JvlwcBc

(Or this one: https://www.youtube.com/watch?v=JCWGOUlqq4k)

Lyrics

Voy a crear un canto para poder existir
Para mover la tierra a los hombres y sobrevivir
Para curar mi corazón y a la mente dejarla fluir
Para el espíritu elevar y dejarlo llegar al fin

Yo no nací sin causa
Yo no nací sin fe

Mi corazón pega fuerte
Para gritar a los que no sienten
Y así perseguir a la felicidad

Voy a crear un canto para el cielo respetar
Para mover las raíces de este campo y hacerlo brotar
Para mover las aguas y el veneno verde que hay por ahí
Para el espíritu elevar y dejarlo vivir en paz

Yo no nací sin causa
Yo no nací sin fe

Mi corazón pega fuerte
Para gritar a los que nos mienten
Y así perseguir a la felicidad
Y así perseguir a la felicidad

Que es un derecho de nacimiento
Es el motor de nuestro movimiento
Porque reclamo libertad de pensamiento
Si no la pido es porque estoy muriendo

Es un derecho de nacimiento
Mirar los frutos que dejan los sueños
En una sola voz y un sentimiento
Y que este grito limpie nuestro viento

Voy a crear un canto para poder exigir
Que no le quiten a los pobres lo que tanto les costó construir
Para que el oro robado no aplaste nuestro porvenir
A los que tienen de sobra nos les cueste tanto repartir

Voy a elevar mi canto para hacerlos despertar
A los que van dormidos por la vida sin querer mirar
Para que el río no lleve sangre, lleve flores y el mal sanar
Para el espíritu elevar y dejarlo vivir en paz

(continued)

Yo no nací
Yo no nací sin causa
Yo no nací
Yo no nací sin fe

Mi corazón pega fuerte
Para gritar a los que no sienten
Y así perseguir a la felicidad

Es un derecho de nacimiento
Es el motor de nuestro movimiento
Porque reclamo libertad de pensamiento
Si no la pido es porque estoy muriendo

Es un derecho de nacimiento
Comer los frutos que dejan los sueños
En una sola vos un sentimiento
Que este grito limpie nuestro viento

Voy a crear un canto comunal
Voy a inventar un mantra universal
Que desemboque en la conciencia en nuestra alma rescatar
El descubrir la maravilla de volver a respetar cada momento, sí
Cada experiencia, cada color, cada olor, cada instante
Resistir en la tristeza y caminar siempre adelante
Siempre conscientes, siempre triunfantes

Voy a crear un hermoso canto
Voy a acabar con todo mi llanto
Voy a crear un cúmulo de sueños
Donde quepan todo el mundo
Donde todos seamos dueños

Voy a crear un hermoso canto
Voy a acabar con todo mi llanto
Voy a aplaudir con toda mi gente
Para el espíritu elevar y dejarlo vivir en paz

Un motor es un movimiento
Para alzar nuestro canto al viento
Es abrazarnos con sentimiento
Un derecho de nacimiento (2x)

***Un Derecho de Nacimiento* (translated lyrics)**

(translated lyrics continued)

Spoken Word Videos

Sixth Grade

- "Accents" by Denice Frohman

https://www.youtube.com/watch?v=qtOXiNx4jgQ

- "My Spanish" by Melissa Lozada-Oliva

https://www.youtube.com/watch?v=fE-c4Bj_RT0

- "Undocumented/Documented" by Artist Unknown

https://youtu.be/fDxgl2G3Srs

Seventh Grade

- "Borders" by Denice Frohman

https://www.youtube.com/watch?v=CNK7Hn5_hLQ

- "My Spanish" by Melissa Lozada-Oliva

https://www.youtube.com/watch?v=fE-c4Bj_RT0

Eighth Grade

- "Afro Latina" by Elizabeth Acevedo

https://youtu.be/tPx8cSGW4k8

- "On Being Bilingual" by Anacristina

https://www.youtube.com/watch?v=i-tdWCFtujI

ARTS IMPACT LESSON PLAN

Culturally Grounded Theatre and Math Infused Lesson

Mathematical Tableaux

Authors: Vicky Ramirez, Pedro Navejas, & Ana Maria Campoy Grade Level: 8

Enduring Understanding

Math is all around us in our everyday life. We can identify slope when presented through tableaux or imagery. We can use slope to explore artistic choices within tableaux.

Lesson Description (Use for family communication and displaying student art)

Students watch video and identify how math concepts about slope are shown. They will look at images that show slope through engineering, art, and everyday life. They will explore how slope can help tell a story or create character. They use their faces and bodies in statues that show slope. They will create a tableau (frozen stage picture) that incorporates slope. They will learn about various important figures of Latinx history. They will use slope equations to chart the lives of various figures that they study. They will use math concepts in creating of their final tableaux of their historical figures' life.

Learning Targets and Assessment Criteria

Target: Transfers an equation from standard form to slope intercept form and shows it in tableau.

Criteria: Writes the equation in slope-intercept form. Uses face and body in frozen stage picture to represent the slope.

Target: Collaborates with others.

Criteria: Communicates ideas to others; makes compromises; and incorporates input/feedback.

Target: Thinks creatively.

Criteria: Gathers ideas; tries multiple solutions; and makes artistic choices.

Vocabulary

Arts:

Action
Body Shape
Character
Cheating Out
Emotion
Facial Expression
Feedback
Freeze
Levels
Physical Choice
Relationship
Setting
Statue
Set Design
Tableaux

Math:

Coordinates
Linear
Negative Slope
Non-Linear
Positive Slope
Slope Intercept Form
Standard Form
Undefined Slope
Zero Slope

Arts Infused:

Brainstorm
Collaboration
Compromise
Persistence

Learning Standards

WA Arts Learning Standards

For the full description of each anchor standard and the grade level performance standards, see:
https://www.k12.wa.us/student-success/resources-subject-area/arts/arts-k–12-learning-standards

Creating (Concepts: Character, Setting, Action, Movement, Gesture, Facial Expression)

Anchor Standard 1: Generate and conceptualize artistic ideas and work.
Performance Standard (TH:Cr1.1.8): a. Imagine and explore multiple perspectives and solutions to staging problems in a drama/ theatre work.
Anchor Standard 2: Organize and develop artistic ideas and work.
Performance Standard (TH:Cr2.1.8): b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.
Anchor Standard 3: Refine and complete artistic work.
Performance Standard (TH:Cr3.1.8): b. Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/ theatre work.

Performing/Presenting/Producing

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.
Performance Standard (TH:Pr5.1.8): a. Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.

Materials

Museum Artworks or Performance
Photos and images where one can identify shapes, slope, linear, and non-linear lines in set designs or stage pictures (tableaux) in theatrical productions.

Materials
Images where shapes, slope, linear and non-linear lines can be seen See photos included near the end of the lesson plan.
Doc cam
Worksheet – Roller Coaster Worksheet
Worksheet – Transferring Equations
Student Self-Assessment Worksheet
Bios of important Latinx figures
Elements of Tableau Checklist
Class Assessment Worksheet

Video:
Jimmy & Kevin Ride a Roller Coaster
https://www.youtube.com/watch?v=OPdbdjctx2I
Start at 1:28 and end 3:48

Human Roller Coaster (2:00 minutes)
https://www.youtube.com/watch?v=JLNLjbgrb9g
Start at 1:15 and watch through the end

Video: Zipline in Chihuahua, MX
https://www.youtube.com/watch?v=o91VS4sIRCY
Play straight through the end

Video: Puerta Vallarta Zipline (includes graphics with numbers)
https://www.youtube.com/watch?v=kS_Ig2c62Es
Start at 0:28 and play through the end

Learning Standards

Responding
Anchor Standard 7: Perceive and analyze artistic work.
Performance Standard (TH:Re7.1.8): a. Apply criteria to the evaluation of artistic choices in a drama/theatre work.
Anchor Standard 8: Interpret intent and meaning in artistic work.
Performance Standard (TH:Re8.1.8): a. Recognize and share artistic choices when participating in or observing a drama/theatre work.

CCSSc State Standards (CCSS) in Math
https://www.k12.wa.us/student-success/resources-subject-area/mathematics/mathematics-k–12-learning-standards
8.EE.5. - 8.EE.6. Understand the connection between proportional relationships, lines, and linear equations.
8.EE.7. - 8.EE.8. Analyze and solve linear equations and pairs of simultaneous linear equations.

CCSS Mathematical Practices
Make sense of problems and persevere in solving them.
Reason abstractly and quantitatively.
Model with mathematics.

ICON KEY:

= Indicates note or reminder for teacher

☑ = Embedded assessment points in the lesson

Pre-Teach

Pre-teach Expressive Body lesson.
Introduce making statues using physical and facial expression and creating tableaux.

Introduce transferring equations in standard form to the equivalent slope-intercept form.

Lesson Steps Outline

Day One

1. Review math vocabulary and show roller coaster video. Guide students to identify math concepts within videos and images.

☑ Criteria-based process assessment: Responds to roller coaster video, circles/notates at least three slopes per photo, participates in class discussion.

2. Lead students through statue warm-up. Guide them from moving at their desks, to moving around the room, to working with a partner.

☑ Criteria-based process assessment: Holds body in shapes representing slope types. Makes angles. Holds facial emotions.

3. Ask students in groups to transfer an equation in standard form to the equivalent slope-intercept form.

☑ Criteria-based teacher checklist: Writes the equation in slope-intercept form. Communicates ideas to others; makes compromises; and incorporates input/feedback.

4. Lead students to create stage pictures with a partner. Divide the class into groups of three to five students each. Call out a series of shapes/gestures, pictures, relationships and type of slopes.

☑ Criteria-based teacher checklist and peer assessment: Uses face and body in frozen stage picture to represent the slope. Communicates ideas to others; makes compromises; and incorporates input/feedback.

5. Facilitate as groups use their whole bodies to create tableaux of the equation solutions and share tableaux to the class.

☑ Criteria-based teacher checklist and peer assessment: Uses face and body in frozen stage picture to represent the slope. Communicates ideas to others; makes compromises; and incorporates input/feedback.

6. Instruct students to fill out student self-assessment worksheet.

☑ Criteria-based self-assessment: Assesses self on both theater and math.

Day Two

1. Review concept on how math is everywhere. Review finding slopes through images focused on engineering, theatre, and everyday life.

☑ Criteria-based process assessment: Using math vocabulary, describes math seen in images.

2. Introduce Latinx figures. Distribute handout with Latinx bio to each group.

3. Guide charting of Latinx bio lives. Direct students in groups to transfer an equation in standard form to the equivalent slope-intercept form and choose an activity for their tableaux to represent the slope-intercept.

☑ Criteria-based teacher assessment: Writes the equation in slope-intercept form. Communicates ideas to others; makes compromises; and incorporates input/feedback.
☑ Criteria-based process assessment: As a group, students select an event or moment in a Latinx Bio to describe as a slope and justify with an explanation.

4. Lead a warm-up with Walkabout Game.

5. Facilitate as groups use their whole bodies to create tableaux of two to three different moments within these notable people's lives, representing a different equation within the chart. Students will include the slope from the equation into their tableaux. Guide groups through sharing their different tableaux. Guide audience response.

☑ Criteria-based teacher checklist and peer assessment: Uses face and body in frozen stage picture to represent the slope. Communicates ideas to others; makes compromises; and incorporates input/feedback. Gathers ideas; tries multiple solutions; and makes artistic choices.

6. Instruct students to fill out student self-assessment worksheet.

☑ Criteria-based self-assessment: Assesses self on both theater and math.

LESSON STEPS

Day One

1. Review math vocabulary and show roller coaster video. Guide students to identify math concepts within videos and images. Introduce Day One Rubric for the day.

Video: Jimmy and Kevin Hart Ride a Roller Coaster
https://www.youtube.com/watch?v=OPdbdjctx2I
- Start at 1:28 and end 3:48

Video: Human Roller Coaster (2:00 minutes)
https://www.youtube.com/watch?v=JLNLjbgrb9g
- Start at 1:15 and watch through the end

Video: Zipline in Chihuahua, MX
https://www.youtube.com/watch?v=o91VS4sIRCY
- Play straight through the end

Video: Puerta Vallarta Zipline (includes graphics with numbers)
https://www.youtube.com/watch?v=kS_Ig2c62Es
- Start at 0:28 and play through the end

- *Depending on the time you have available you may select a couple videos to view.*
- *Watch the roller coaster video the 1st time. Identify math concepts you see in the roller coaster video. Use words such as: positive, negative, zero, and undefined slope.*
- *Show students in pairs images featuring slope in engineering, theatre, & everyday life* (images at the end of the lesson).

Lead a discussion.

- *Where do you find slope? What types of slopes are there in each image? Find at least three per photo.*

Allow the students to write directly onto the images.

- *Take several minutes to turn and share with a partner.*

☑ Criteria-based process assessment: Responds to roller coaster video, circles/notates at least three slopes per photo, participates in class discussion.

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2. Lead students through statue warm-up. Guide them from moving at their desks, to moving around the room, to working with a partner.

- *We are going to use our bodies to create statues to represent the different linear slope types. The view will be as a person looks at you.*
- *Start with your arms at your desks. I'll call out the different types of slopes (positive, negative, zero, and undefined slope).*
- *Now stand up and move around the room in actor neutral. When I clap my hands, you'll freeze your body in a statue that represents that type of slope.*

- *Now as you walk around the room, I will be naming an emotion for you to embody. Try to incorporate slope. We can show slope through our arms, legs, and general body shape.*

Emotions to call out: happy, sad, thoughtful, angry, surprised, uncomfortable, flirty, scared, nervous, confused.

- ***OR:** As you walk around the room, I will be naming character archetypes for you to make statues of while incorporating slope. Characters include: Rockstar, grandparent, teacher, soccer player, wizard, explorer, doctor.*

- Tactic to avoid cliques: *Find a partner in 5, 4, 3, 2, 1. Greet your partner and repeat after me "Hello! You're NOT my partner!" Go your next partner!*

- *Now with a partner, use slope to show us the relationship between two characters. Examples include: parent and child, soccer players, boss and employee, partners/spouses, doctor and patient.*

You can also brainstorm characters and relationships with the students so the suggestions are coming from their personal connections with the world.

☑ Criteria-based process assessment: Holds body in shapes representing slope types. Makes angles. Holds facial emotions.
Online teaching: Use this as an opportunity for students to get up and stretch. Rather than walking around the room, keep everything within self-space. Lead by example and participate with them throughout stretching, slope shapes, and statues.

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3. Ask students in groups to transfer an equation in standard form to the equivalent slope-intercept form.

- *I'll assign each group an equation or two in standard form.*

Equation cards are found at the end of the lesson. Feel free to create and use your own.

- *You will collaborate with your group to transfer the equation to the equivalent slope-intercept form.*

- *Take a couple minutes of "private think time" to determine what algebraic steps you will take to convert to slope intercept form then share in your group.*

- *Be sure that all group members can verbally explain and describe the algebraic steps used to convert to slope intercept form. You may use the following sentence frames or your own sentences:*
    - *The first step was___, then we ____, and finally . . .*
    - *The inverse of ____ is ____ so we . . .*
    - *When converting ____ to _____, we . . .*
    - *The slope is ____ because . . .*

Ask additional group discussion questions:

- *How could the group represent ____ slope with their bodies?*

- *What body positions can you make to represent _____ slope?*
- *How is this slope the same or different than the slope in earlier images?*

☑ Criteria-based teacher checklist: Writes the equation in slope-intercept form. Communicates ideas to others; makes compromises; and incorporates input/feedback.
Online Teaching: Students can create slopes as individual statues or use their bodies and one simple prop (example: chair, table—whatever would be on hand already).

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4. Lead students to create stage pictures with a partner. Divide the class into groups of three to five students each. Call out a series of shapes/gestures, pictures, relationships, and type of slopes.

Give each group a space to work together.

Suggestions for shapes, pictures, relationships with partner groups: circle, star, the letter B, escape, battle, spies, parent and child, siblings, enemies.

Allow all groups to complete each image before moving on to the next.

- *I see lots of different ways to make these shapes. Some groups are using the floor.*
- *When you've created your picture, just hold it so I can see.*
- *Now use your shapes to show slope. Positive slope. Negative slope. Undefined slope. Zero slope.*

Pre-determine if the "Elements of Tableau Checklist" is on a large chart or projected with a document camera (a copy of the checklist can be found in this lesson).

☑ Criteria-based teacher checklist and peer assessment**:** Uses face and body in frozen stage picture to represent the slope. Communicates ideas to others; makes compromises; and incorporates input/feedback.
Online Teaching: The beginning shapes/gestures/emotions students can do on their own. When creating more complicated pictures, students can incorporate one simple prop (table or chair) and one simple costume piece that can be used as anything (I recommend a simple piece of fabric, a long skirt, or even a towel). Invite the students to keep the same items throughout as a challenge to their imagination. Introduce the concepts of tableaux. Participate alongside students throughout.

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5. Facilitate as groups use their whole bodies to create tableaux of the equation solutions and share tableaux to the class.

- *In your group, you will collaborate to create a tableau that shows the equation you have created.*
- *Include action and relationships within your tableaux.*
- *In your tableau, you will hold your statue, maintaining your angles and levels.*
- If needing to give a boost: *Try exaggerating your action or facial expression, really communicate with your face and body what is happening in your tableaux. Give me 30% more!*
- *After you have rehearsed with your groups, you will show your tableau to the class.*

- *The audience will give feedback. What equation did they show? What were the strengths? How could things be clearer? What did they do that showed you how they collaborated?*

☑ Criteria-based teacher checklist and peer assessment: Uses face and body in frozen stage picture to represent the slope. Communicates ideas to others; makes compromises; and incorporates input/feedback.
Online teaching:
Option one: Student can do this solo with use of one prop and one costume piece (as described above).
Option Two: Student can create tableaux through the use of items around their house. Everything is game, from toys to pets to furniture to plants. If you use this example, have an image of your own version of this ready to show or photo previously taken. Students can either share the following day or submit images online to their teacher.
Option Three: This portion is an opportunity for family engagement. Each student can pick two slopes they would like to portray in their tableaux and create a tableau with their family—but student still must participate in the tableaux. Similar to above, student can either present with family members the following day or submit images online to their teacher.

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6. Instruct students to fill out student self-assessment worksheet.

- *Fill out the self-evaluation. Where did you do well? What can you do better next time?*

☑ Criteria-based self-assessment: Assesses self on both theater and math.

Day Two

1. Review concept on how math is everywhere. Review finding slopes through images focused on engineering, theatre, and everyday life. Introduce Day Two Rubric.

- *I'll show you images where shapes, slope, linear and non-linear lines can be seen.*

Show the math on doc cam in which shapes, slope, linear and non-linear lines can be seen in the images by connecting the focus points. See the real life examples/scenarios listed after the lesson.

- *Look for the hidden math and describe it using math vocabulary.*

☑ Criteria-based process assessment: Using math vocabulary, describes math seen in images.

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2. Introduce Latinx figures. Distribute handout with Latinx bio to each group.

- *Real life is the events, the food, the culture but also the stories and lives of people. We will continue to look for the hidden math in the lives of important Latinx figures in the US.*

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3. Guide charting of Latinx bio lives. Direct students in groups to transfer an equation in standard form to the equivalent slope-intercept form and choose an activity for their tableaux to represent the slope-intercept.

Model how to see the hidden math in Latinx Bios.

- *We will work on the first one as a class. I will read the bio out loud and we will mark which seem like positive slopes, negative, or zero-value. We will find a moment from the bio that stands out, then we will think of it in math terms. Finally we will justify our thinking.*

- *Let's start with Sylvia Mendez. Has anyone heard of her? This will be a perfect time to know someone who was essential to the way we are in school today.*

- Start reading: … *"eight-year-old Sylvia Mendez" That age was important and it is young. Would that be represented in positive slope, negative or zero-value? I can think of it as each year she will get older and go higher so that could be a positive slope.*

- *"...against segregated education for children of Mexican descent." Does anyone know what is segregated? Yes, the separation of people based on a characteristic. So they were separating kids based if they seemed like they were from Mexican descent or American descent. Could this be a positive, negative or zero-value slope?*

Gradual Release to students.

- *Read the rest of the bio in your groups, and assign 2 more slopes. Remember to justify WHY you assigned it that slope in your groups. You have 2 minutes.*

Share as a class.
Select a group that you think have accurate labeling to share their thinking, ensuring to highlight their justification.

Assign Groups to do another figure.

Task students to plan how they can show the slopes of the Bio in a Tableaux.

If on a shorter class period, this can also be the end of Day Two.

☑ Criteria-based teacher assessment: Writes the equation in slope-intercept form. Communicates ideas to others; makes compromises; and incorporates input/feedback.
☑ Criteria-based process assessment: As a group, students select an event or moment in a Latinx Bio to describe as a slope and justify with an explanation.

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4. Lead a warm-up with Walkabout Game.
If on a shorter class period, this can also be the start of Day Three.

- *Walk around the room. Stretch. Relax in actor neutral. Now walk in actor neutral.*

- *Move your body in response to these emotions/characters/circumstances.*

Possible suggestions for walkabout: the weather is cold/hot/snowing/raining/windy/allergy season, late for class, just got the best/worst grade ever, scored a winning goal, your crush says hi, trying to sneak past a sleeping relative, etc.

Online Teaching: Use statue warm-up from Day One for this portion of the lesson with new characters, emotions, circumstances as creative prompts.

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5. Facilitate as groups use their whole bodies to create tableaux of two to three different moments within these notable people's lives, representing a different equation within the chart. Students will include the slope from the equation into their tableaux. Guide groups through sharing their different tableaux. Guide audience response.

- *Collaboratively create a tableau with your group that shows your equation.*
- *Use your creative thinking skills. Gather ideas. Try several different solutions and then make artistic choices.*
- *After you have created and rehearsed, we'll share the tableaux.*
- *Audience, describe what you saw. What did they do with their bodies that showed you what their equation was? What did you learn about the biography they are representing?*

☑ Criteria-based teacher checklist and peer assessment: Uses face and body in frozen stage picture to represent the slope. Communicates ideas to others; makes compromises; and incorporates input/feedback. Gathers ideas; tries multiple solutions; and makes artistic choices.
Online teaching:
Option one: Student can do this solo with use of one prop and one costume piece (as described above).
Option Two: Student can create tableaux through the use of items around their house. Everything is game, from toys to pets to furniture to plants. If you use this example, have an image of your own version of this ready to show or photo previously taken. Students can either share the following day or submit images online to their teacher.
Option Three: This portion is an opportunity for family engagement. Each student can pick two slopes they would like to portray in their tableaux and create a tableau with their family—but student still must participate in the tableaux. Similar to above, student can either present with family members the following day or submit images online to their teacher.

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6. Instruct students to fill out student self-assessment worksheet.

- *Fill out the self-evaluation. Where did you do well? What can you do better next time?*

☑ Criteria-based self-assessment: Assesses self on both theater and math.

ARTS IMPACT

LESSON PLAN Culturally Grounded Theater and Math Infused Lesson
8th Grade: *Mathematical Tableaux*

CLASS ASSESSMENT WORKSHEET

Disciplines	**THEATER and MATH**		**THEATER and MATH**	**THEATER**	Total 4
Concept	**Equation**		**Collaboration**	**Creative Thinking**	
Criteria Student Name	Writes the equation in slope-	Uses face and body in frozen stage picture to	Communicates ideas to others; makes compromises; and	Gathers ideas; tries multiple solutions; and	

	intercept form.	represent the slope.	incorporates input/feedback.	makes artistic choices.	
1.					
2.					
3.					
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6.					
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11.					
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13.					
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20.					
21.					
22.					
23.					
24.					
25.					
26.					
27.					
28.					
29.					
30.					
Total					
Percentage					

What was effective in the lesson? Why?

What do I want to consider for the next time I teach this lesson?

What were the strongest connections between arts discipline and subject area?

Teacher: _____ Date: _____

ARTS IMPACT FAMILY LETTER

CULTURALLY GROUNDED ARTS AND MATH INFUSED LESSON: ***Mathematical Tableaux***

Dear Family:

Today your child participated in a **Math and Theater** Infused lesson. We talked about how math is everywhere, like how you can analyze slope in a roller coaster, a zip line, or other engineering and artistic choices.

- We discovered how to transfer an equation from standard form to the equivalent slope-intercept form.
- We created tableaux that represented our equations. We created tableaux representing different types of slope.
- We learned about several Latinx historical figures and used slope and tableaux to tell their story.

At home, you could count how many ways you can find math in the place you live.

Enduring Understanding

Math in all around us in our everyday life. We can identify slope through the use of tableaux.

Real Life Examples/Scenarios

A person wanting to save a specific amount of money to purchase an item, for example a new pair of sneakers. Linear equations in slope intercept form can be used to calculate how long it would take. In the y=mx +b, y represents the amount the person has saved at a given time, slope(m) represents the amount they are saving per week, x represents the number of weeks, and y-intercept(b) represents how much money they started with.

Determining the amount of battery life left on a laptop after a specific amount of hours. In the slope intercept form, y = mx + b, y represents the total amount of battery life left at a given hour, slope(m) represents the amount of battery life used per hour, x represents the number of hours, and the y-intercept(b) represents the starting amount of battery life.

In the US the units used to measure degrees is Fahrenheit, in other countries like Mexico, Guatemala, and El Salvador, the units used are Celsius. There is a linear equation in slope intercept form that converts Fahrenheit degrees to Celsius degrees, $y = \frac{9}{5}x + 32$. Y represents the total degrees on Fahrenheit, the slope(m) $\frac{9}{5}$ represents the ratio of the freezing and boiling temperatures of water, x represents the degrees in Celsius, and the y-intercept(b) represents the freezing temperature of water in Fahrenheit. The y-intercept can also be seen as (0, 32) where the freezing temperature of water is 0 degrees Celsius or 32 degrees Fahrenheit.

If a person has a loan they are paying off, they can use a linear equation in slope intercept form to determine how long it would take them to get the account down to a zero balance. Y=mx + b, y would represent the amount owing on the loan account, the slope(m) would represent the amount of the monthly payment, x would represent the number of months, and the y-intercept(b) would represent the starting loan amount on the account.

Teacher Questions:
Which situation(s) represents a negative slope? How do you know?
Which situation(s) represents a positive slope? How do you know?
Can you give me another real world example of a positive/negative slope?

Transfering Equations from Standard Form to equivalent Slope Intercept Form

Standard Form convert to ------> (Show the algebraic steps) **Slope Intercept Form**

$$6x - 2y = 4$$

The slope is ***positive/negative*** because . . .

Standard Form convert to ------> (Show the algebraic steps) **Slope Intercept Form**

$$-10x + 2y = 8$$

The slope is ***positive/negative*** because . . .

Standard Form convert to ------> (Show the algebraic steps) **Slope Intercept Form**

$$-9x - 3y = 12$$

The slope is ***positive/negative*** because . . .

Standard Form convert to ------> (Show the algebraic steps) **Slope Intercept Form**

$$8x - 4y = -12$$

The slope is ***positive/negative*** because . . .

Standard Form convert to ------> (Show the algebraic steps) **Slope Intercept Form**

$$15x - 3y = 9$$

The slope is ***positive/negative*** because . . .

Standard Form convert to ------> (Show the algebraic steps) **Slope Intercept Form**

$$-4x - 4y = 16$$

The slope is ***positive/negative*** because . . .

Standard Form convert to ------> (Show the algebraic steps) **Slope Intercept Form**

$$0x + 4y = 8$$

The slope is ***positive/negative*** because . . .

Standard Form convert to ------> (Show the algebraic steps) **Slope Intercept Form**

$$6x - 0y = -18$$

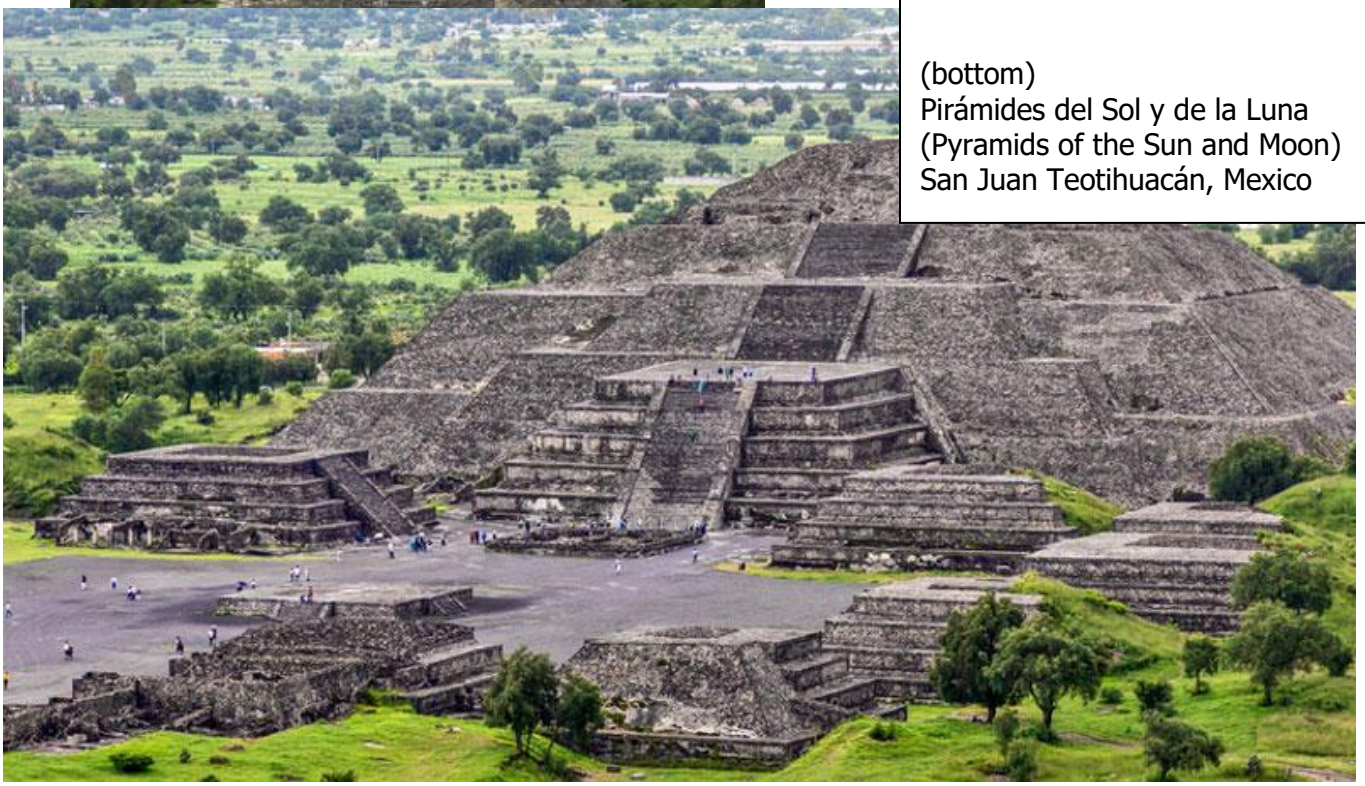
The slope is ***positive/negative*** because . . .

Day One & Two Images - Math is Everywhere









(top)
Tikal Mayan Temple
Tikal National Park, Guatemala

(bottom)
Pirámides del Sol y de la Luna
(Pyramids of the Sun and Moon)
San Juan Teotihuacán, Mexico





(top)
Mayan Temple
Copan, Hondoras





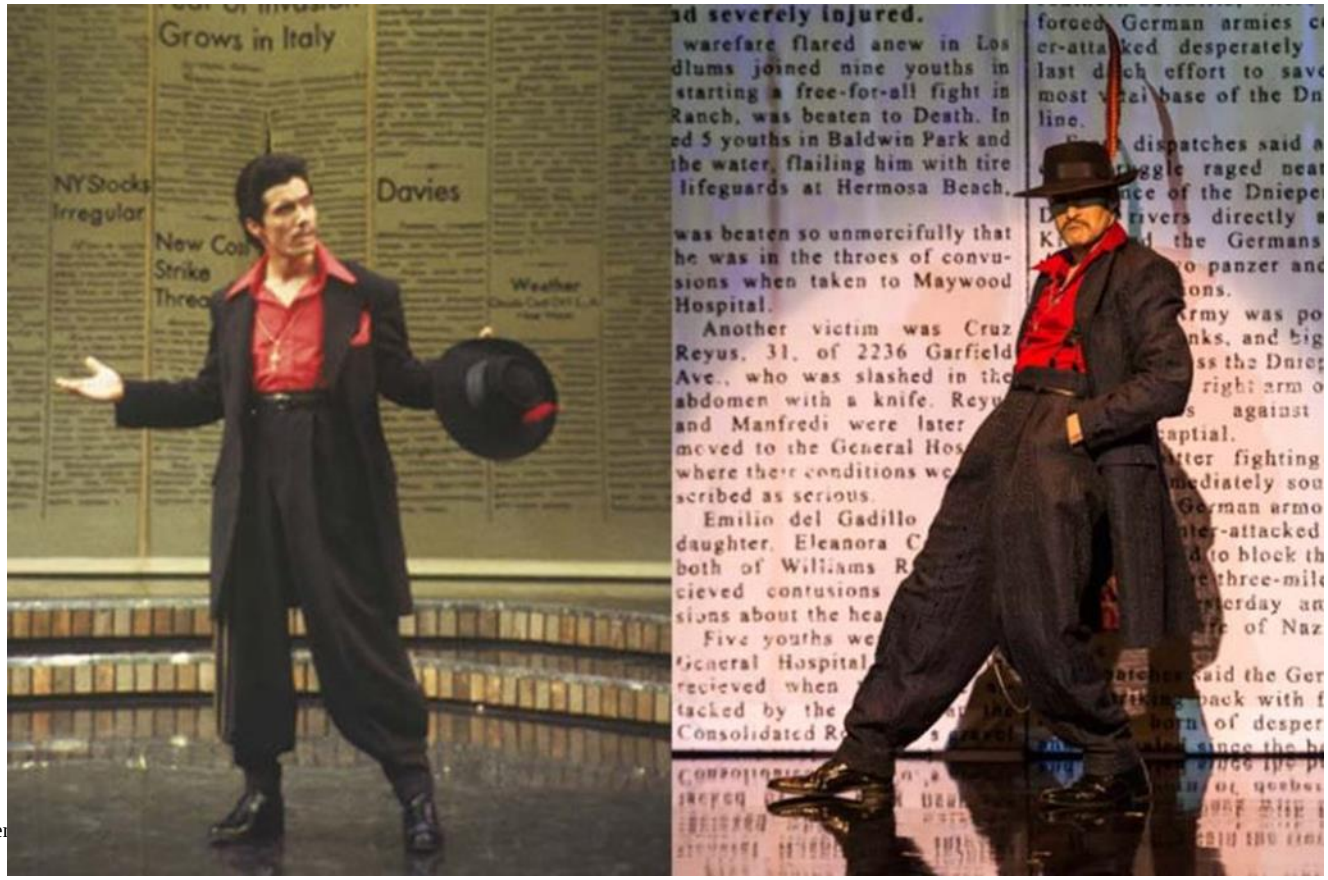
(top)
In the Heights
By Quiara Alegría Hudes &
Lin-Manuel Miranda
Set design: Anna Louizos
Award: Tony Award and
Drama Desk nominations

(bottom)
The Destiny of Desire
By Karen Zacarías
Set Design: Francois- Pierre
Couture



(top)
In the Heights
By Quiara Alegría Hudes & Lin-Manuel Miranda

Zoot Suit
By Luis Valdez

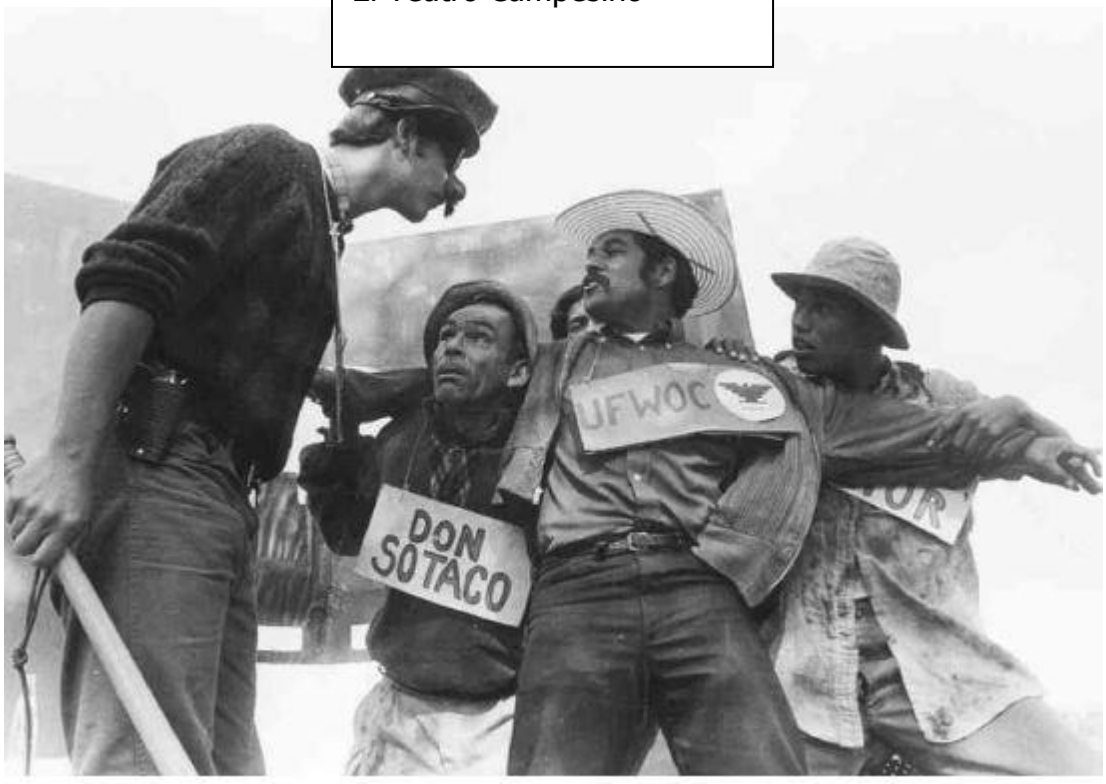


Acade



(top)
The Destiny of Desire
By Karen Zacarías

(bottom)
El Teatro Campesino





(top)
El Teatro Campesino

(bottom)
How the Garcia Girls Lost Their Accent
By Karen Zacarías
Based on the novel by Julia Alvarez



(top)
Zoot Suit
By Luis Valdez

(bottom)
The Sins of Sor Juana
By Karen Zacarías



A

Debbie Gilbert (VFTF educator)








ORGANIZATION, CENTER THEATRE GROUP OF LOS ANGELES
GORDON DAVIDSON
THE MARK TAPER FORUM PRODUCTION OF
ZOOT
VALDEZ
NAPPY'S

Tableau Checklist

Statue: Individual facial expression and body shape/gesture

• Use whole face and body
• Show character • Show action (body)
• Show emotion (face)

Levels and depth

• Low/medium/high, left/right/center, downstage, upstage, near/far
• Three-dimensional use of stage or playing space

Character and spatial relationships/connections

• Eye contact or point of focus
• Physical contact, using positive or negative space (touching or not touching)
• Proximity or distance

Open to the audience (cheat out)

• Audience awareness
• Make sure all actors can be seen (no blocking—use levels & depth)

Category	1	2	3	4
Statue	Not moving body or face. Holding completely still. Makes at least **one creative choice**.	Not moving body or face. Holding completely still. Showing **2-3 character** choices through statue.	Not moving body or face. Holding completely still. Showing a recognizable character within the tableau. Showing emotion on your face **OR** action in your body.	Not moving body or face. Holding completely still. Showing a recognizable character within the tableau. Showing emotion on your face **AND** action in your body.
Levels and Depth & Spatial Relationship/ Connections	Position either low/medium/high within the tableau. Makes some eye contact or point of focus. A bit open to the audience.	Position either low/medium/high within the tableau. Makes eye contact or point of focus continuously. Physical contact with fellow actors using positive or negative space. Open to the audience, but may upstage themselves or fellow actors.	Position either low/medium/high within the tableau. Makes eye contact or point of focus continuously. Physical contact with fellow actors using positive or negative space. Open to the audience. All actors can be seen. 3-D use of stage/ playing space.	Position either low/medium/high within the tableau. Makes eye contact or point of focus continuously. Physical contact with fellow actors using positive or negative space. Open to the audience. All actors can be seen. 3-D use of stage/playing space. Proximity or distance used to help with storytelling or revealing more about the relationships on stage *(example: distance to refer to tension)*
Collaboration	Works with the group to create a tableau(x).	Works with the group to create a tableau(x). Communicates ideas to others.	Works with the group to create a tableau(x). Communicates ideas to others and makes compromises.	Communicates ideas to others; makes compromises; **and** incorporates input/feedback.
Math	Student points out the slope in an image or situation.	Student points corresponding out the slope in an image or situation.	Student explains the corresponding slope in an image or situation **or** justifies by describing using academic language.	Student explains the corresponding slope in an image or situation **and** justifies by describing using academic language.
Score	.			

Describe how you used math in your tableau.				
Category	**1**	**2**	**3**	**4**
Statue	Not moving body or face. Holding completely still. Makes at least **one creative choice**.	Not moving body or face. Holding completely still. Showing **2-3 character** choices through statue.	Not moving body or face. Holding completely still. Showing a recognizable character within the tableau. Showing emotion on your face **OR** action in your body.	Not moving body or face. Holding completely still. Showing a recognizable character within the tableau. Showing emotion on your face **AND** action in your body.
Levels and Depth & Spatial Relationship/ Connections	Position either low/medium/high within the tableau. Makes some eye contact or point of focus. A bit open to the audience.	Position either low/medium/high within the tableau. Makes eye contact or point of focus continuously. Physical contact with fellow actors using positive or negative space. Open to the audience, but may upstage themselves or fellow actors.	Position either low/medium/high within the tableau. Makes eye contact or point of focus continuously. Physical contact with fellow actors using positive or negative space. Open to the audience. All actors can be seen. 3-D use of stage/ playing space.	Position either low/medium/high within the tableau. Makes eye contact or point of focus continuously. Physical contact with fellow actors using positive or negative space. Open to the audience. All actors can be seen. 3-D use of stage/playing space. Proximity or distance used to help with storytelling or revealing more about the relationships on stage *(example: distance to refer to tension)*
Collaboration	Works with the group to create a tableau(x).	Works with the group to create a tableau(x). Communicates ideas to others.	Works with the group to create a tableau(x). Communicates ideas to others and makes compromises.	Communicates ideas to others; makes compromises; **and** incorporates input/feedback.
Math	Student points out the slope in an image or situation.	Student points corresponding out the slope in an image or situation.	Student explains the corresponding slope in an image or situation **or** justifies by describing using academic language.	Student explains the corresponding slope in an image or situation **and** justifies by describing using academic language.
	Student points out the slope	Student points corresponding out	Student explains the corresponding slope	Student explains the corresponding slope

Latinx Figures	represented by a word, phrase or situation in a narrative.	the slope represented by a word, phrase or situation in a narrative.	represented by a word, phrase or situation in a narrative. **or** justifies by describing using academic language.	represented by a word, phrase or situation in a narrative **and** justifies by describing using academic language.
Score	.			
Describe how you used math in your tableau.				

THE HEALTHY SCHOOL FOOD COLLABORATIVE CONSULTING AGREEMENT

"THE DOCTOR OF THE FUTURE WILL NO LONGER TREAT THE HUMAN FRAME WITH DRUGS, BUT RATHER WILL CURE AND PREVENT DISEASE WITH NUTRITION." ~THOMAS EDISON

1

WELCOME TO THE HEALTHY SCHOOL FOOD COLLABORATIVE

The Healthy School Food Collaborative's mission is to reduce child and adult obesity rates by providing students, families and communities access to nutritious and affordable food sources; sustainable, healthy meal choices; and promoting healthy lifestyles. Our goal is to change the way we eat and think about food while maintaining the culture of our communities.

CONSULTING SERVICES

The Healthy School Food Cooperative is committed to providing healthy, sustainable meal choices to students, families, and communities in order to improve the nutritional impact in education. We offer support to charter school developers and operators in various areas of expertise based on the proven successful practices it has built for its own network. Through a deep and committed relationship with our

clients The Healthy School Food Cooperative is dedicated to ensuring the effective and efficient operations of high quality charter schools that have student outcomes and advancement at their core.

Our streamlined professional consulting practices are cost effective and meet the individual needs of our clients with quality products in a timely manner. We strive to relieve schools from administrative and compliance burdens and obstacles providing leaders and their staff the ability to dedicate their time and energy to teaching and learning. Our services are tailored to each individual school and on a case by case analysis. No two schools are the same like no two leaders, teachers nor students. We work to holistically understand our clients and their needs thus assuring that the services we deliver will have the most intrinsic and deep effects. Ultimately the students and their advancement to higher education, civic contribution to society and gainful, fulfilling employment is our collective goal and we offer the tools and resources to make this viable and sustainable in schools. Our client relationships are partnerships that stem from our building community approach and our personalized service delivery model.

HSFC

2



A SHOWCASE OF OUR PAST EVENTS

3

ANNUALLY

Assist with creation of a school food authority

This includes communication with the state agency, paperwork completion and submission

Point of Sale software (Newton) set-up and ongoing management

Supply and maintain server to host and maintain data for POS software

Synchronization of student data

Comprehensive audit support

The HSFC has close working relationships with state nutrition, agriculture and education departments and has had a 100% successful audit completion rate with no financial findings

When your SFA is audited the HSFC will manage all aspects of audit preparation, document submission and serves as your representative during the on-site review and takes care of any follow-up required

Wellness plan creation and implementation (ongoing) Maintenance of wellness assessment

Assist in scheduling wellness advisory council meetings and maintaining documentation for state review.

RFP process management The HSFC will manage all aspects of the food service procurement process including:

RFP creation RFP advertisement Pre-bid meeting Tastings Vendor presentations School walk-throughs Bid opening Award notification

Oversee renewal with existing food service management company

Lunch application processing Assistance in verification process

Assistance in student balance, letters and additional student status communication Set-up and/or maintenance of community eligibility status and reporting

CNP documentation and support

Assist with application and implementation of summer school food service This includes additional RFPs, state required documentation trainings and claim reimbursement

Assist with application for after school and snack reimbursement programs

SCOPE OF SERVICE



4

MONTHLY

Submit reimbursement claims to the state in a timely manner to ensure rapid payment

Invoice/reimbursement statements

Invoices and reimbursement claims will be reconciled by HSFC staff and discrepancies will be addressed to ensure reimbursements match food service invoices

Food service paperwork audit

HSFC staff will monitor meal production records, meal receipts, local spend documentation and temperature logs each month to ensure they are being completed diligently and correctly and will provide additional training where needed.

Food service provider/SFA check-in

HSFC will facilitate monthly check-in with food service provider and SFA to discuss food quality, student meal satisfaction and compliance and will follow-up with FSMC to ensure concerns are addressed in a timely manner

FSMC recipe analysis to monitor food standard compliance

The HSFC has a licensed dietician on staff to work with student diet prescription forms and works with the Louisiana Public Health Institute to monitor elevated food standard compliance

Newsletter with information on compliance, grant opportunities and health and wellness updates

Completion of paid lunch equity tool Completion of non-program revenue tool

QUARTERLY

Formal assessment of FSMC to document SFA satisfaction level; strengths, and opportunities for improvement. These assessments will be completed and maintained by the HSFC for end of year review and ongoing monitoring



5

Ability to assist SFA to bring food services in-house, if desired

Review/creation of production records Software Food Procurement Compliance support

SCOPE OF SERVICE

ONGOING

Reminders for state compliance requirements (i.e. staff trainings, wellness advisory committee meetings)

Including civil rights, point of sale and summer school in-person training Health inspection guidance and support

Fire marshal permitting Support with FSMC HAACP plan creation and implementation Staff compliance trainings throughout the school year

Access to HSFC network of community and national organizations, nutrition educators and grant opportunities to enhance health and wellness objectives of SFA

Consulting services for any and all aspects of meal program from equipment assessment to partnering with individual schools to increase student meal consumption and satisfaction.

The HSFC team has a great depth of knowledge in school food service (both in federal compliance requirements and in operational execution) and is here to help you to get the most out of your program and services. Our team has over 15 years of cumulative experience in food services and has managed meal programs for over 10,000 students

We create individual school plans to design programs that work for schools operationally and result in high rates of meal consumption to ensure school staff and students are able to focus on teaching and learning

24-HOUR SUPPORT FROM HSFC TEAM:

James Graham, Esq., MBA, MEd. CEO

Email: jgraham@thsfc.com Phone: 985-285-1593

Van Cao, MBA

COO

Email: vcao@thsfc.com

Phone: 504-655-1104

Chau Cao, CIO

Email: ccao@thsfc.com Phone: 510-593-3945

Alyssa Wronkowski, Registered Dietician

Email: awronkowski@thsfc.com Phone: 504-265-2110



6

$1,500.00

$2000.00

$2.50 or $500.00 monthly minimum

COST

Annual Audit fee and POS software fee due upon execution and yearly renewal of agreement. One time setup fee due upon execution of agreement.

per monthly average students participating in the meal program with a $500.00 monthly minimum. Fees will be for 12 months, within 30 days of invoicing.

WHAT WE OFFER

Complete audit of a school's current lunch program processes through and on-site monitoring review. Assist charter operators in creating and managing their own school food authorities.

Conduct the procurement process when needed as well as oversee maintaining yearly amendments with food service management companies.

Processing of Lunch Applications and maintenance of community eligibility where applicable.Accurate and timely monthly lunch claim form submission and reimbursement Management of vendor relationships. Set-up and management of POS system.Nutritional programs and curriculum.Monthly financial statements to track meal claims and reimbursements.Development, implementation, and management of school wellness policy.Access to resources from national and local community organizations to support healthy meal program.



7

RECITALS

A.Pursuant to the National School Lunch Act, 42 U.S.C. §1751, et. seq., as amended, and regulations promulgated there under (collectively, the "Act"), HSFC will provide consulting services under the provisional license that has been granted to the charter management organization from the Department of Education ("DE") as a School Food Authority - as defifined in the Act - under the National School Lunch Program (the "Program"), established and operated in accordance with the Act.

B.The HSFC mission is to contract with CMOs to provide consulting services for the Program to such participating CMOs in order to comply with the Act and the Program.

C.The charter management organization has __ charter schools under its umbrella and desires to have HSFC provide services to assist in managing their responsibilities as a qualifiied School Food Authority in accordance with the Act, and HSFC has agreed to provide such services on the terms and conditions set forth in this Agreement.

D. The term of this agreement is for one year with the ability to renew for 4 subsequent years if neither party terminates with a 30 day written notice.

8

IN WITNESS WHEREOF, the HSFC and CMO have executed this Agreement as of the date first written above. HSFC:

The Healthy School Food Collaborative, a Louisiana limited liability corporation By:

James Graham
2021-11-14 22:50:01 (AST)

Printed Name: Title: CEO CMO: By:

Printed Name: Title: Founder

James Graham

Mecca Jackson
2021-10-20 19:45:26 (ADT)

ATTACHMENT F: Governance Documents



Tre Hargett
Secretary of State

Division of Business Services
Department of State
State of Tennessee
312 Rosa L. Parks AVE, 6th FL
Nashville, TN 37243-1102

Academy of the Arts, Incorporated
4525 HICKORY CREEK DR
BARTLETT, TN 38135-1314

January 7, 2021

Filing Acknowledgment

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

Control # : 1151164 Status: Active
Filing Type: Nonprofit Corporation - Domestic

Document Receipt

Receipt # : 005971269 Filing Fee: $20.00

Payment-Check/MO - Academy of the Arts, Incorporated, BARTLETT, TN $20.00

Amendment Type: Articles/Statement of Correction
Filed Date: 12/28/2020 1:40 PM
Image # : B0956-8574

This will acknowledge the filing of the attached articles of correction with an effective date as indicated above. When corresponding with this office or submitting documents for filing, please refer to the control number given above.

Tre Hargett
Secretary of State

Processed By: Jacqueline Krantz

Field Name	Changed From	Changed To
Filing Name	Academy of the Arts Charter High School	Academy of the Arts, Incorporated

Phone (615) 741-2286 * Fax (615) 741-7310 * Website: http://tnbear.tn.gov/

IRS DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

Date of this notice: 12-03-2020

Employer Identification Number:
85-4137806

Form: SS-4

Number of this notice: CP 575 E

ACADEMY OF THE ARTS CHARTER HIGH
SCHOOL
4525 HICKORY CREEK DR
BARTLETT, TN 38135

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 85-4137806. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

When you submitted your application for an EIN, you checked the box indicating you are a non-profit organization. Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, Tax-Exempt Status for Your Organization, has details on the application process, as well as information on returns you may need to file. To apply for recognition of tax-exempt status under Internal Revenue Code Section 501(c)(3), organizations must complete a Form 1023-series application for recognition. All other entities should file Form 1024 if they want to request recognition under Section 501(a).

Nearly all organizations claiming tax-exempt status must file a Form 990-series annual information return (Form 990, 990-EZ, or 990-PF) or notice (Form 990-N) beginning with the year they legally form, even if they have not yet applied for or received recognition of tax-exempt status.

Unless a filing exception applies to you (search www.irs.gov for Annual Exempt Organization Return: Who Must File), you will lose your tax-exempt status if you fail to file a required return or notice for three consecutive years. We start calculating this three-year period from the tax year we assigned the EIN to you. If that first tax year isn't a full twelve months, you're still responsible for submitting a return for that year. If you didn't legally form in the same tax year in which you obtained your EIN, contact us at the phone number or address listed at the top of this letter.

For the most current information on your filing requirements and other important information, visit www.irs.gov/charities.

(IRS USE ONLY) 575E 12-03-2020 ACAD O 9999999999 SS-4

IMPORTANT REMINDERS:

* Keep a copy of this notice in your permanent records. **This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you.** You may give a copy of this document to anyone asking for proof of your EIN.

* Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.

* Refer to this EIN on your tax-related correspondence and documents.

* Provide future officers of your organization with a copy of this notice.

Your name control associated with this EIN is ACAD. You will need to provide this information, along with your EIN, if you file your returns electronically.

If you have questions about your EIN, you can contact us at the phone number or address listed at the top of this notice. If you write, please tear off the stub at the bottom of this notice and include it with your letter. Thank you for your cooperation.

Keep this part for your records. CP 575 E (Rev. 7-2007)

Return this part with any correspondence so we may identify your account. Please correct any errors in your name or address.

CP 575 E

9999999999

Your Telephone Number: (215) 900-2705

Best Time to Call: 9-3

DATE OF THIS NOTICE: 12-03-2020
EMPLOYER IDENTIFICATION NUMBER: 85-4137806
FORM: SS-4 NOBOD

INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

ACADEMY OF THE ARTS CHARTER HIGH SCHOOL
4525 HICKORY CREEK DR
BARTLETT, TN 38135

Academy of the Arts Charter High School

BY-LAWS
2023-2024

ARTICLE I
GENERAL

1.1 Name: This Tennessee not-for-profit corporation shall be known as Academy of the Arts Charter High School.

1.2 Mission: The mission of Academy of the Arts Charter High School is to educate students through the performing arts while providing them with the academic and entrepreneurial skills to succeed in college and life!

1.3 Location/Registered Office: Academy of the Arts Charter High School shall be located Somerville, Tennessee.

1.4 Principal Place of Business: The Principal place of business for Academy of the Arts Charter High School is Somerville, Tennessee.

1.5 Fiscal Year The fiscal year of Academy of the Arts Charter High School shall be July 1 through June 30.

1.6 Corporate Status: Academy of the Arts Charter High School shall be incorporated in Tennessee as a public, non-profit corporation, under 501(c)(3) status.

ARTICLE II
MEMBERSHIP

2.1 Number of Board Members: The School shall be governed by a 6-9 member Board of Trustees.

2.2 Length of Terms: All Board members shall serve one year terms on the Board unless and until resignation or removal by a majority vote of the Board. Members shall be elected by a majority vote of the then existing Board members.

2.3 Selection of Members The initial 6-9 members of the Board of Trustees shall be selected by the Founding Executive Director of Academy of the Arts Charter High School. At least one member of the Board must at all times be a parent of a current student at Academy of the Arts Charter High School. At least one member must be a resident of the Somerville community.

2.4 Removal of Members: A Board member may be removed for any of the following reasons:

Failure to organize or neglect of duty; Failure to attend two consecutive meetings without reasonable justification; Missing more than three meetings in one fiscal year without reasonable justification; Engaging in a business transaction with the School, or receiving pay from the School for services rendered to the School, or engaging in any transaction with the School which can be defined as self-dealing; and/or Violating any of the obligations set forth in the Tennessee Charter School Law and other laws applicable to the governing of charter schools.

If a Board member commits any of the above acts or omissions, the other Board members shall vote at the next meeting of the Board of Trustees to remove that Board member. The Board member accused of neglecting his or her duty shall be removed if a majority of Board members vote in favor of removal.

2.5 Resignation: A Board member may resign at any time by giving written notice to the Chairman. Such resignation shall take effect on the date of the receipt of such notice or at any later time specified in the written notice.

2.6 Vacancies: Upon the resignation or removal of a Board member, the Board shall elect an individual to fill the vacancy for the remainder of the term.

2.7 Officers Enumerated: The Board of Trustees shall have the following officers: Chairman, Vice Chairman, Secretary and Treasurer.

The Chairman shall preside at all meetings of the Board of Trustees. The Chairman shall sign, execute, and acknowledge, in the name of the Board, all contracts or other instruments authorized by the Board, except in cases where the signing and execution thereof shall be expressly delegated by the Board, or by these Bylaws, or by law, to some other officer, agent, or employee of the Board or the School. The Chairman shall perform all duties incident to the office of Chairman and such other duties as from time to time may be assigned by the Board.
Vice Chairman

The Vice Chairman shall have all the powers and perform all the duties of the Chairman if the Chairman is absent or unable to fulfill his duties. The Vice Chairman shall perform such other duties as from time to time may be assigned by the Chairman or by the Board.
Secretary

The Secretary shall record, or provide for the recording, of the minutes of all Board meetings, or ensure that such occurs, including all votes of the Board, in a book or books to be kept for that purpose as required by law. The Secretary shall also see that written notices of upcoming meetings, along with the minutes from the previous meeting, are provided to all Board members five day in advance of the upcoming meeting. The Secretary shall maintain a current list of all Board members, including addresses, telephone numbers, and terms of office. The Secretary shall perform all duties incident to the office of Secretary and such other duties as may from time to time be assigned by the Board or the Chairman. Before undertaking the duties of office, the Secretary shall furnish a bond.

The Treasurer shall receive all funds, including local, state and federal funds and privately donated funds. The Treasurer shall also make payments out of the same on proper order approved by the Board of Trustees, signed by the Chairman of the Board. The Treasurer may pay out such funds on orders that have been properly signed without the approval of the Board first having been secured for the payment of amounts owing under any contracts which shall previously have been approved by the Board, and by which prompt payment the School will receive a discount or other advantage. The Treasurer shall ensure that the Board permanently retains each annual auditor's report, and each annual financial report. All other financial records must be kept for six years. Records may be kept on microfilm or as photographs. The Treasurer shall also discharge such other duties as may from time to time be assigned by the Board or the Chairman.

The Treasurer shall settle his accounts annually with the Board for each school year. Before undertaking the duties of office, the Treasurer shall furnish a bond.

The Treasurer shall deposit the funds belonging to the School in a depository approved by the Board and shall at the end of each month make a report to the Board of the amount of funds received and disbursed by him or her during the month. All deposits of School funds shall be made in the name of the School.

The Board shall invest School funds consistent with sound business practices. Authorized types of investments shall be: United States Treasury bills; Short term obligations of the United States Government or its agencies or instrumentalities; Deposits in savings accounts or time deposits or share account of institutions insured by the Federal Deposit Insurance Corporation or the Federal Savings and Loan Insurance Corporation or the National Credit Union Share Insurance Fund to the extent that such accounts are so insured, and for any amounts above the insured maximum, provided that approved collateral as provided by law therefore shall be pledged by the depository; Obligations of the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America; and others permitted under Pennsylvania law.

2.8 Compensation: Board members shall not receive compensation for their service to the Board of Trustees. However, the Board may reimburse any Board member for reasonable expenses incurred in furtherance of his/her duties as Board member.

2.9 Standard of Care: A Board member shall stand in a fiduciary relationship to the School, and shall perform his or her duties as a Board member, including his or her duties as a member of any committee of the Board upon which he or she may serve, in good faith, in a manner he or she reasonably believes to be in the best interests of the School, and with such care, including reasonable inquiry, skill and diligence, as a person of ordinary prudence, would use under similar circumstances. No Board member shall as a private person engage in any business transaction with the charter school of which he or she is a trustee, be employed in any capacity by the charter school of which he or she is a trustee, or receive from such charter school any pay for services rendered to the charter school.

In performing his or her duties, a Board member shall be entitled to rely in good faith on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by any of the following: One or more officers or employees of the School whom the Board member reasonably believes to be reliable and competent in the matters presented; Counsel, public accountants or other persons as to matters which the Board member reasonably believes to be within the professional or expert competence of such person; A committee of the Board, upon which he or she does not serve, duly designated in accordance with law, as to matters within its designated authority, which committee the Board member reasonably believes to merit confidence.

A Board member shall not be considered to be acting in good faith if he or she has knowledge concerning the matter in question that would cause his or her reliance to be unwarranted. In discharging the duties of their respective positions, the Board, committees of the Board and individual Board members may, in considering the best interest of the School, consider the effects of any action upon students, upon employees, upon persons with whom the School has business and other relations, and upon the community in which the School is located, and all other pertinent factors. The consideration of those factors shall not constitute a violation of the standard of care or justifiable reliance.

2.10 Limitation of Liability: A Board member shall not be personally liable for monetary damages as such for any action taken, or failure to take action unless: The Board member has breached or failed to perform the duties of his or her office and such breach or failure to perform is defined as self-dealing, willful misconduct or recklessness.

The provisions of the above section shall not apply to:

The responsibility of a Board member pursuant to any criminal statute; or
The liability of a Board member for the payment of taxes pursuant to local, state or federal law.

2.11 Insurance: The Board may choose to purchase and maintain insurance, in such scope and amounts as the Board deems appropriate, on behalf of any person who is or was a Board member, against any liability asserted against, or incurred by him or her in any such capacity arising out of his or her status as such.

2.12 Indemnification: The Board shall, to the fullest extent permitted by applicable law, indemnify its members, who were or are a party or are threatened pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (whether or not such action, suit or proceeding arises or arose by or in the right of the Board or other entity) by reason of the fact that such member, in furtherance of their duties by virtue of their position on the Board, against expenses (including, but not limited to, attorneys fees and costs), judgments, fines (including excise taxes assessed on a person with respect to any employee benefit plan) and amounts paid in settlement actually and reasonably incurred by such member in connection with such action, suit or proceeding, except as otherwise provided in section 2.14 hereof. A member of the Board entitled to indemnification under this subparagraph is hereafter called a “person” covered by section 2.14 hereof.

2.13 Expenses: Expenses incurred by a person covered by section 2.12 hereof in defending a threatened, pending or completed civil or criminal action, suit or proceeding shall be paid by the Board. If said expenses are paid by the Board in advance of the final disposition of such action, suit or proceeding, their said expenses shall be repaid to the Board if it shall ultimately be determined that such person is not entitled to be indemnified by the Board, except as otherwise provided in section 2.14.

2.14 Continuation: No indemnification under section 2.12 or advancement or reimbursement of expenses under section 2.13 shall be provided to a person covered by section 2.12 hereof:

If a final unappealable judgment or award establishes that such person engaged in self-dealing, willful misconduct or recklessness; For expenses or liabilities of any type whatsoever (including, but not limited to, judgments, fines and amounts paid in settlement) which have been paid directly to or for the benefit of such person by an insurance carrier under a policy of officers' and directors' liability insurance whose premiums are paid for by the Board or by an individual other than such Board members; and For amounts paid in settlement of any threatened, pending or completed action, suit or proceeding without the written consent of the Board, which written consent shall not be unreasonably withheld. The Board of Trustees is hereby authorized, at any time by resolution, to add to the above list of exceptions from the right of indemnification under section 2.12 or advancement or reimbursement of expenses under section 2.13, but any such additional exception shall not apply with respect to any event, act or omission which has occurred prior to the date that the Board of Trustees in fact adopts such resolution. Any such additional exception may, at any time after its adoption, be amended, supplemented, waived or terminated by further resolution of the Board.

The indemnification and advancement or reimbursement of expenses provided by, or granted pursuant to, this Article shall continue as to a person who has ceased to be a member of the Board, and shall inure to the benefit of the heirs, executors and administrators of such person.

2.15 Enforcement: The term "to the fullest extent permitted by applicable law", as used in this Article, shall mean the maximum extent permitted by public policy, common law or statute. Any person covered by section 2.12 hereof may, to the full extent permitted by applicable law, elect to have the right to indemnification or to advancement or reimbursement of expenses, interpreted, at such person's option (i) on the basis of applicable law in effect on the date this article was approved by members, or (ii) on the basis of the applicable law in effect at the time of the occurrence of the event or events giving rise to the action, suit or proceeding, or (iii) on the basis of the applicable law in effect at the time indemnification is sought.

Nothing contained in this Article shall be construed to limit the rights and powers the Board possesses under the Pennsylvania Nonprofit Corporation Law of 1972 (as amended from time to time), the Pennsylvania Directors' Liability Act, or otherwise, including, but not limited to, the powers to purchase and maintain insurance, create funds to secure or insure its indemnification obligations, and any other rights or powers the Board may otherwise have under applicable law.

The provisions of this Article may, at any time (and whether before or after there is any basis for a claim for indemnification or for the advancement or reimbursement of expenses pursuant hereto), be amended, supplemented, waived, or terminated, in whole or in part, with respect to any person covered by section 2.12 hereof by a written agreement signed by the Board and such person.
The Board shall have the right to appoint the attorney for a person covered by section 2.12 hereof, provided such appointment is not unreasonable under the circumstances.

2.16 Amendments: Any bylaw provisions which are amended, replaced or repealed by this Article shall continue to apply any breach of performance of duty or any failure of performance of duty by any Board member to which this Article does not apply.

2.17 Limitation: Nothing in this Article shall affect the liability of a representative of the Board.

ARTICLE III
POWERS AND DUTIES

3.1 Powers and Duties of the Board of Trustees: The Board of Trustees shall have the power and responsibility to engage in the following acts, by an affirmative vote of the majority of the members:

Sign a written charter with the Tennessee Board of Education; Establish and maintain all policies governing the operation of the School; Approve the appointment of a Principal and to approve the appointment or dismissal of staff members as recommended by the Principal; Adopt the School calendar; Adopt textbooks; Appoint or dismiss school administrators; Adopt the annual budget and conduct an annual independent audit of the School's finances; Buy or sell land; Locate new buildings or change the location of old buildings; Create or increase indebtedness; Adopt courses of study; Designate depositories for school funds; Enter into contracts of any kind where the amount of the contract exceeds two hundred dollars ($200); Determine salaries or compensation of administrators, teachers or other employees of the School; Enter into contracts with and make appropriations to an intermediate unit, school district or area vocational/technical school for the School's proportionate share of the cost of services provided or to be provided by the foregoing entities; Authorize the School's maintenance workers to perform any necessary repairs, construction or other maintenance work in the School where the entire cost (including labor and materials) is less than $5,000; Authorize a committee of the Board or appoint a qualified hearing examiner to hold hearings regarding recommendations of suspension or expulsion of students.

Authorize a committee of the Board or appoint a qualified hearing examiner to hold hearings regarding recommendations of suspension or dismissal of employees with or without cause. Specifically, the Board shall, via the approved policies of the school, convene to hear the recommendations of the Executive Director regarding any employee issue. Following the Executive Director, or the Executive Director's designee should the Executive Director be the employee at issue, the Board shall 1) make a determination based on the information obtained at that meeting; or 2) authorize a committee to gather additional evidence, as needed and appropriate, for the Board's review of the issue.

Thereafter the Board may render its final decision based on all evidence obtained and in conformity to the employee's Employment Agreement. The Board of Trustees shall also have the following responsibilities and powers: Monitor the performance of the School based on a variety of information, including student performance and parent and staff satisfaction; Serve as a Board of Appeals with respect to complaints arising out of the School's operation that cannot be resolved by the staff, the CEO or other school administrators; The Board may exercise whatever other powers may be necessary to further the mission and operation of the School.

ARTICLE IV
MEETINGS

4.1 Public Meetings: The Board of Trustees shall in all respects comply with Open Public Meeting Law (also known as the Sunshine Act of 1986) by making its meetings open to the public. Annual notice of regular meeting shall be advertised in a newspaper of general circulation, in accordance with the Sunshine Act of 1986.

4.2 Non-public Meetings: The Board of Trustees shall not make its meetings open to the public however, when such meetings concern the following issues: executive sessions regarding hiring, firing, and evaluations; meetings where auditors are conducting analysis of accounts and records; strategy sessions to negotiate collective bargaining agreements; and consultations with attorneys regarding litigation.

4.3 Special Meetings: Special meetings may be called by the President or by one third of the Board

4.4 Location: Meetings shall take place in the School. In the event it is not feasible to hold a meeting at the school, meetings may be held at any location that is convenient to the Board members that does not conflict with the requirements of the Sunshine Act of 1986.

4.5 Time: Meetings of the Board of Trustees shall be held once a month.

4.6 Executive Director: The Executive Director shall attend all meetings of the Board of Trustees. The Executive Director shall serve in an advisory capacity to the Board. The Executive Director shall not vote at meetings, nor shall the Executive Director's absence or presence be counted towards reaching quorum.

4.7 Reorganization: The Board shall hold its annual reorganization meeting in May or June, for the purpose of organization, election of members and officers, and whatever other business the Board may deem necessary.

4.8 Voting: Each Board member shall be entitled to one vote. Proxies shall not be permitted.

4.9 Conflict of Interest: No Board member or non-Board member serving on a Board committee shall vote on or participate in any Board or committee decision in which he/she has a conflict of interest except to disclose the conflict and respond to questions from other participants. A conflict of interest includes, without limitation, the substantial likelihood of any profit, financial gain or personal benefit accruing to the Board member or committee member or to any of his or her business relations or immediate family members.

4.10 Presumption of Assent: A member who is present at the meeting of the Board at which any action is taken shall be presumed to have concurred in the action taken unless the member's dissent is entered in the minutes of the meeting or unless the member files a written dissent to the action with the secretary/secretary designee before or promptly after adjournment.

4.11 Proxies: Proxies shall not be permitted

4.12 Quorum: The Board may not take action on any issue unless there is a quorum present. A quorum is a simple majority (50% plus one) of the Board members. A quorum shall be satisfied if a simple majority is present either in person or by electronic or telecommunications means, while still acting in accordance with the Sunshine Act of 1986.

4.13 Use of Communication Equipment: The Chairman of the Board may participate in a Board meeting by telephone conference as long as all persons participating in the meeting are able to hear and be heard and in which compliance with the Sunshine Act of 1986 is fulfilled.

ARTICLE V
COMMITTEES

5.1 Committees: The Board of Trustees shall operate in the committee of the whole format.
An Advisory Committee that includes members of the community, School staff and others, including, but not limited to Board of Trustees members, shall be established by the Board prior to the beginning of school each year, to advise the Board on issues the Board deems suitable.

The Board of Trustees may also establish such other committees, as it may from time to time deem necessary. Committees shall have and exercise only the power and authority specifically prescribed and granted by the Board. No committee shall have the power to: Fill vacancies on the Board; Adopt, amend or repeal these Bylaws; Amend or repeal any resolution of the Board; or Enter into or sign any contractual agreement without prior Board approval unless the Board President determines that the matter is too urgent to wait for the next meeting of the Board.

BY-LAWS

6.1 Force and Effect of By-laws: These by-laws are subject to the provisions of law of Tennessee. If any provision in these bylaws is inconsistent with the laws of Tennessee, applicable law shall govern to the extent of the inconsistency.

6.2 Amendment to By-laws: The Board of Trustees has the power to create, amend and/or repeal the bylaws of Academy of the Arts Charter High School at any regular or special meeting. Such action, as it concerns bylaws, may only be taken by a majority vote of all Board members. A quorum does not apply.

ARTICLE VII
MISCELLANEOUS.S.

7.1 Corporate Seal: The Board shall have a corporate seal in the form of a circle, inscribed with the name of the School, the year of its organization and the words “Corporate Seal, Tennessee”, and such other details as may be specified by the Board.

7.2 Books and Records: The School shall keep at its registered office or Principal place of business: correct and complete books and records of financial accounts; minutes of the proceedings of the Board of Trustees and Board committees; a current membership lists; and the original or a copy of its bylaws, including amendments to date, certified by the Secretary of the Board.

7.3 Dismissal of Employees: If problems occur with School employees such that the Executive Director believes the employee must be fired, the Executive Director shall explain in writing the reasons for making such a recommendation, and submit this the Board of Trustees. The Executive Director shall determine whether dismissal is appropriate. Once a recommendation has been made by the Executive Director, the Board of Trustees shall vote to approve or reject such recommendations

7.4 Commitment to Nondiscrimination: The School shall comply with all applicable federal, state, and local laws, rules and regulations, including, without limitation, all laws prohibiting discrimination on the basis of disability, age, race, creed, color, gender, sexual orientation, national origin, religion or ancestry.

7.5 Non-religious, Nonsectarian Status: The School agrees that it shall operate, in all respects, as a nonsectarian, non-religious, non-home-based public school.

7.6 Amendments: Any bylaw provisions that are amended, replaced or repealed by this Article shall continue to apply to any breach of performance of duty or any failure of performance of duty by any Board member to which this Article does not apply by reason of Section 8367 of the Pennsylvania Directors Liability Act.

7.7 Oath of Office: Every Board member, upon being appointed to the Board of Trustees, shall take the following oath:

“I do solemnly affirm that I will support, obey and defend the Constitution of the United States, and that I will discharge the duties of my office with fidelity.”

Attachment F: Code of Ethics - Board of Directors

Academy of the Arts Charter High School Board of Directors will operate in the most ethical and conscientious manner possible and to that end the Board will abide by the following Code of Ethics:

- Recognize the authority of the Board rests only with the Board as a whole and not with individual members and act accordingly.
- Ensure, uphold and abide by all laws, regulations, and rules pertaining to schools issued by the Tennessee State Board of Education, the courts, and any other relevant authority.
- Support the delegation of authority for the day-to-day administration of the charter school to the Executive Director and acting accordingly.
- Ensure and enact decision making grounded on the educational welfare and wellbeing of the children served by Academy of the Arts Charter High School without consideration to race, religion, color, sex, income level, or any other irrelevant characteristic.
- Ensure and encourage changes only through lawful and ethical processes. Use his or her independent judgement in reaching all decisions.
- Refrain from using his/her position on the Board of Directors for personal gain or profit.
- Periodically review and evaluate the effectiveness of policies on Academy of the Arts programs and performance. Work with other Board members to establish effective policies for Academy of the Arts Charter High School. Make decisions on policy matters only after full discussion at publicly held Board meetings.
- Attend and participate in regularly scheduled and called Board meetings. Express opinions before votes are cast, but after the Board vote, abide by and support all majority decisions of the Board.
- Comply with the Conflict of Interest Policy of the Board, all applicable laws and State Board of Education standard, rules, and guidelines.
- Exhibit personal conduct that reflects positively on the school.
- Make all reasonable efforts to support the school's mission and personnel.

Attachment F: Conflict of Interest – Board of Directors

Article I: Purpose. The purpose of the conflict of interest policy is to protect the interests of Academy of the Arts, Inc. ("Academy of the Arts"). This conflict of interest policy is designed to support directors, officers and employees of Academy of the Arts, Inc. ("Academy of the Arts") in the event of pondering entrance into a transaction or arrangement that might benefit the private interest of an officer or director of Academy of the Arts or might result in a possible excess benefit transaction. This conflict of interest policy is to help Board of Directors identify situations that present potential conflicts of interest and to provide Academy of the Arts with a procedure which, if observed, will allow a transaction to be treated as valid and binding even though a director, officer or employee has or may have a conflict of interest with respect to the transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interests applicable to nonprofit and charitable organizations.

Article II: Definitions. Section 2.1 Interested Person. Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person. Section 2.2 Financial Interest. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

An ownership or investment interest, other than de minimis, in any entity with which Academy of the Arts has a transaction or arrangement,
A compensation arrangement with Academy of the Arts or with any entity or individual with which Academy of the Arts has a transaction or arrangement, or
A potential ownership or investment interest, other than de minimis, in, or compensation arrangement with, any entity or individual with which Academy of the Arts is negotiating a transaction or arrangement.

ARTICLE III: Procedures

Section 3.1 Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of a financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

Section 3.2 Determining Whether a Conflict of Interest Exists. 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 governing board or committee decides that a conflict of interest exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists. Notwithstanding anything herein, a conflict of interest shall not exist and no review or action by any governing board or committee shall be necessary for one or more grants in an aggregate amount of Five Thousand Dollars ($5,000) or less in any single calendar year, from Academy of the Arts to an organization that is tax exempt under Section 501(c)(3) of the Internal Revenue Code, where a financial interest as described herein exists.

Procedures for Addressing a Conflict of Interest: (a) An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest. (b)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. (c) After exercising du

diligence, the governing board or committee shall determine whether Academy of the Arts can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest. (d) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in Academy of the Arts best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

Violations of the Conflicts of Interest Policy (a) If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose. (b) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

ARTICLE IV. Records of Proceedings. The minutes of the governing board and all 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 governing board's or committee's decision as to whether a conflict of interest in fact existed.

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

ARTICLE V: Compensation

A voting member of the governing board who receives compensation, directly or indirectly, from Academy of the Arts for services is precluded from voting on matters pertaining to that member's compensation.

A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Academy of the Arts for services is precluded from voting on matters pertaining to that member's compensation.

A voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Academy of the Arts, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

ARTICLE VI: Annual Statements Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

Has received a copy of the conflicts of interest policy,
Has read and understands the policy,
Has agreed to comply with the policy, and
Understands Academy of the Arts is charitable, in order to maintain its federal tax exemption, it must engage primarily in activities accomplishing one or more of its tax-exempt purposes.

ARTICLE VII: Periodic Reviews. To ensure Academy of the Arts operates in a manner consistent

with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- ✓ Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

- ✓ Whether partnerships, joint ventures, and arrangements with management organizations conform to Academy of the Arts written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

ARTICLE VIII. Use of External Experts. When conducting the periodic reviews as provided for in Article VII, Academy of the Arts may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Conflict of Interest Defined. For purposes of this policy, the following circumstances shall be deemed to create Conflicts of Interest:

Outside Interests:
A Contract or Transaction between Academy of the Arts and a Responsible Person or Family Member.
A Contract or Transaction between Academy of the Arts and an entity in which a Responsible Person or Family Member has a Material Financial Interest or of which such person is a director, officer, agent, partner, associate, trustee, personal representative, receiver, guardian, custodian, conservator or other legal representative.

Outside Activities:
A Responsible Person competing with Academy of the Arts in the rendering of services or in any other Contract or Transaction with a third party. Responsible Person's having a Material Financial Interest in; or serving as a director, officer, employee, agent, partner, associate, trustee, personal representative, receiver, guardian, custodian, conservator or other legal representative of, or consultant to; an entity or individual that competes with Academy of the Arts in the provision of services or in any other Contract or Transaction with a third party.

Gifts, Gratuities and Entertainment:
A Responsible Person accepting gifts, entertainment or other favors from any individual or entity that: Does or is seeking to do business with, or is a competitor of Academy of the Arts; or Has received, is receiving or is seeking to receive a loan or grant, or to secure other financial commitments from Academy of the Arts; Academy of the Arts is a charitable organization operating in Tennessee; Under circumstances where it might be inferred that such action was intended to influence or possibly would influence the Responsible Person in the performance of his or her duties. This does not preclude the acceptance of items of nominal or insignificant value or entertainment of nominal or insignificant value which are not related to any transaction or activity of Academy of the Arts.

Article IX. Review of policy.

a) Each new Responsible Person shall be required to review a copy of this policy and to acknowledge

in writing that he or she has done so.
Each Responsible Person shall annually complete a disclosure form identifying any relationships, positions or circumstances in which the Responsible Person is involved that he or she believes could contribute to a Conflict of Interest arising. Such relationships, positions or circumstances might include service as a director of or consultant to a nonprofit organization, or ownership of a business that might provide goods or services to Academy of the Arts. Any such information regarding business interests of a Responsible Person or a Family Member shall be treated as confidential and shall generally be made available only to the Chair, the Executive Director, and any committee appointed to address Conflicts of Interest, except to the extent additional disclosure is necessary in connection with the implementation of this Policy.

This policy shall be reviewed annually by each member of the Board of Directors. Any changes to the policy shall be communicated immediately to all Responsible Persons.

Academy of the Arts Charter School's conflict of Interest reporting form is shown below.

Name: _____Date:_____

Please describe below any relationships, positions, or circumstances in which you are involved that you believe could contribute to a Conflict of Interest (as defined in Academy of the Arts Policy on Conflicts of Interest) arising.

I hereby certify that the information set forth above is true and complete to the best of my knowledge. I have reviewed, and agree to abide by, the Policy of Conflict of Interest of Academy of the Arts Charter School that is currently in effect.

Signature: _____ Date _____

Elizabeth Moore

905 Walnut Bend Rd Arlington TN 38002 emoor10@my.wgu.edu

Professional Summary

Talented teacher with an exceptional ability to establish cooperative, professional relationships with parents, staff and administration. Clear communicator who prioritizes students' success as well as holistic
Development. A worker who enjoys working with students in a constructive and supportive environment.

Master of Science: Secondary Earth and Space Science
May 2020
Western Governors University – Salt Lake City, Utah

Master of Science: Middle School Science 5-9
November 2017
Western Governors University – Salt Lake City, Utah

Bachelor of Arts: Interdisciplinary Studies (K-8)
December 2013
Western Governors University - Salt Lake City, Utah

Certification /Licensure
TN Elementary Education K-6
Expires August 23
Middle School Science Endosement
Secondary Science: Earth and Space
Teaching Experience
Brunswick Day School. Lakeside Behavioral Health
7/2014-to present
Recovery Class Teacher

- Managed and work closely with treatment teams in the classroom to ensure a positive learning environment where our students succeed
- Evaluate students' needs and plan individual assignments and lesson plans for an average of 25 students from grade 6-12.
- Administer Star testing
- Contact students' schools
- Designed and implemented behavior monitoring strategies when needed

Brunswick Day School, Lakeside
2/2014-5/2014 Class Tutor

- Assisting the class teacher in daily activities

- Planning extra assignments for younger students and students with IEPs
- Helped to manage behavioral issues
- Managing students from 4 yrs. to 6th grade.

Germantown Elementary School- Germantown, TN
8/2013-11/2013
Student Teacher

- Student teaching was completed in a 5th grade classroom
- Preparing lesson plans
- Attending faculty meetings
- Attending PLC and grade level meetings
-

First Baptist Fisherville MDO, Memphis TN
3/2004-7/2013
Lead teacher

- Putting together a curriculum
- Preparing lesson plans
- Communicating with the parents regarding goings on in the class room
- Helping to implement monthly themes for the program when it was first started

Daniel W. Webb M.Ed.
6910 Braden Road
Arlington, Tennessee 38002
Cell: 901.870.0088
Email: getdaniel@yahoo.com

An effective operational and educational practitioner and gifted communicator with 30 years of progressive professional experience in Educational Leadership and Construction Management, with the required management skills, personal commitment, and proven career track record needed to ensure successful implementation of both team and corporate strategies.

Proven background in all aspects of the educational as well as the construction process. Possesses a unique perspective for instructing and leading so that all participants succeed and fulfill established goals. Passionate about building environments and establishing cultures that make a real measurable difference.

CAREER HISTORY

A&B Construction Company
Project Manager (Over $1,000,000.00)
May 2022 – Present

- Manage with complete oversight, multiple construction projects to ensure timelines are met to established end
- Travel to job sites and conduct site inspections for adherence to industry standards
- Manage and work closely with Job Superintendents to ensure all metrics are met
- Manage issues that arise on the job site to achieve positive results to keep the job progressing
- Work with design team selection and pre and all subcontractors to efficiently reach desired goals
- Apply both technical as well as tacit knowledge to the projects to reach a beneficial consensus
- Generate daily and weekly reports and communicate desired information to all shareholders.

Southwest Tennessee Community College
Project Manager (Temporary Full-Time)
March 2020 – April 2022

- Manage multiple construction projects to ensure the critical path is met
- Travel to campus sites and conduct site inspections for adherence to industry standards
- Review and negotiate corrections, scope of work, RFI/RFPs and change orders
- Work with design team selection and pre and post-construction team and contractors to efficiently reach desired goals
- Apply both technical as well as tacit knowledge to the projects to reach a beneficial consensus
- Generate weekly reports and communication on each project congruent with desired information.

Macon Road Baptist School System
Chief Operations Officer/ Construction Superintendent/ Financial Officer
August 1989 – July 2019

- Served as the senior executive in charge of all daily business operations and administration for the entire school system
- Reported directly to the Chief Executive Officer on all matters, and with other members of the executive leadership team to develop the school's vision, goals and growth strategies
- Reviewed and hired all staff and mentored employees to optimize their talents
- Located, negotiated, purchased and built a total of five expansion campuses; designed and developed three of these campuses from the ground up.
- Designed and remodeled existing facilities on two campuses and operated four independent campuses simultaneously; sold two of the campuses and handled all logistics involved with the sale.

CONSTRUCTION WORK EXPERIENCE

Development / Construction Superintendent Functions

- Schedule subcontractors, consultants, volunteers and vendors in critical path to ensure timely completion
- Perform quality control duties and responsibilities regarding the work being performed
- Communicate with project team regarding ASI's, RFI's, RFP's and Material Submittals
- Ensure that contractor and subcontractors are fully executing and complying with his contracted scope of work
- Coordinate required inspections with local jurisdictions where required
- Identify contractor and subcontractor non-compliance with safety, health, and environmental quality standards
- Identify conflicts in construction progress and communicate them to project team for resolution.
- Monitored daily logs kept by the contractor (written) of activities on the job site
- Perform Superintendent duties at multiple job sites, simultaneously
- Ensure contractor and subcontractor have corrected all deficiencies identified by project team
- Walk all units on project daily to monitor activities and assist in future planning
- Preside over weekly contractor and where needed, subcontractor meetings designed to coordinate the work
- Addressed non-compliance to subcontractors in regards to quality of work or scheduling
- Perform job progress and completion punch list identification and completion
- Preside over all negotiations from land purchase through the total construction

Secondary Construction Functions:

- Assist in budgeting, bidding, and award of subcontracts
- Assist in obtaining permits or approval of revisions
- Gather project material submittals and maintain records of approvals at the job site
- Identify areas of work that are outside of sub-contracted scope
- Preside at pre-construction meetings with each sub-contractor
- Opening the job site at beginning of the day and securing the job site at the end of the day
- Assist in placing sub-tier employees and volunteers

EDUCATION WORK EXPERIENCE

- Developed curriculum to meet developmental goals and instructional activities
- Prepared lesson materials, graded papers, managed the classroom, and evaluated and gave feedback to students 6th grade through Adults.
- Exercised open and respectful communication with all stakeholders
- Measured progress and accomplishments of students towards their academic achievements on a regular basis and provided progress reports as required
- Created and kept records on attendance, accidents, incidents, and other noteworthy events in accordance with licensing guidelines and program policies
- Attended conferences and workshops in order to further advance professional development
- Managed student behavior in accordance with outlined guidelines
- Provided a safe, thriving, and respectful environment for all students learners
- Developed a culture specifically designed to make every student feel welcomed, safe and valued

Secondary Education Functions:

- Developed ESL opportunities for Spanish speaking adults
- Created and presented workshops and breakout groups at teachers
- Assisted in the creation of a teacher-student mentoring-to-teach program across the state
- Created and instructed teachers and leadership in pedagogy across the state and around the world
- Developed and monitored practices in hiring sub-tier employees
- Assisted the State Fire Marshal's Office in bringing West Tennessee's private and rural schools up to current Life-Safety protocol
- Created and instructed professional development program for teachers

PROFESSIONAL SKILLS

- Can communicate clearly, effectively and professionally in a manner that will enable everyone to be fully engaged
- Possess a technical as well as tacit understanding of all aspects of educational practice
- Possess an insatiable desire to learn by reading, attending conferences, listening to and actively seeking colleague feedback
- Effective in using problem-solving skills; understand responsibility to work in a cost-effective manner for the good of the total project
- Passionate about reducing inequalities, and willing to go the extra mile to ensure fairness for all people groups.
- Possess emotional intelligence

EDUCATION

The University of Memphis
Degree: Master of Education
Major: Educational Leadership

Liberty University
Degree: Bachelor of Science
Major: Business Administration

Emily Giles

anewlifeherbs@gmail.com **901-497-1286**

1530 Sides Dr. Moscow, TN 30857

Work Experience

Owner and operater of A New Life Herbs, LLC 2015- present

- formulate and prepare herbal remedies
- manage an online store
- manage a full coffee bar and restaurant
- organize community events such as bible studies, educational classes, Work Life Program, recovery meetings, etc

Baptist Trinity - Physical Therapist Assistant 2005- 2016

- provided physical therapy for patients in the home setting through out all of Fayette County
- managed my own patient load and scheduling

Baptist East Hospital- Physical Therapist Assistant 2001-2005

- provided physical theraphy services on all floors of the hospital including the Skilled Nursing Facility

Volunteer

Director of Fayette County Work Life Program- 2017- present

- This is a program designed to help people that are struggling to find or hold onto meaningful employment. It is a 19 session course designed to build relationships and help people overcome their own obstacles. We assist our participants in finding work along with encouraging them to continue their education.

Team member of Judge Gallagher's Recovery Court 2019- present

Active member of Fayette Baptist Church 2013- present

Assisted with the Bus Ministry, Apartment Ministry, Recovery Ministry, Youth Ministry and all other outreach ministries.

Education

Trained Facilitator of the Work Life Program	2019
Darryl Patton's Herb School	2016- 2019
Southwest Community College	graduated in 2000
Associates Degree in Physical Therapy	
White Station High School	graduated in 1998
Diploma	

Referral

Diane Lucas	901-287-9679
Lois Doty	901-481-7693
Drew Murphy	901-828-2832

RENE' FUMICH

Rfumich63@gmail.com 901-500-7363

SUMMARY OF QUALIFICATIONS

- Proficient in use of various software programs, including the Microsoft Office suite of products, QuickBooks, Intacct, Abila, NetSuite, Paylocity, ADP & other accounting/payroll programs
- Experienced in payroll, accounts receivable, accounts payable, monthly general ledger reporting, year-end closing, budget preparation & management, entity set up, audit & tax review/supervision, non-profit accounting, procurement, grant reporting & management
- 2015-16 participant in Ops360 cohort in Memphis, TN

PROFESSIONAL EXPERIENCE

2018 - present KIPP Memphis Memphis, TN

Grants & Payroll Manager / Responsibilities included collaborating with Human Resources, Operations & Academic teams; managing payroll, grant budgets, grant reimbursement & compliance, and retirement; ensuring compliance with State & Federal regulations.

2018 - present Bornblum Jewish Community School Memphis, TN

Director of Finance (contract) / Responsibilities include Finance & Accounting, Operations and Human Resources. Specific responsibilities include accounts payable, accounts receivable, grant management, fundraising tracking and support, payroll, on-boarding new hires, budget preparation and monthly analysis, attending Finance committee meetings, managing employee benefits and various other duties as needed.

2017 - 2018 GRAD Academy Memphis Memphis, TN

Controller / Responsibilities included managing all aspects of Finance & Accounting as well as coordinating with Operations & Academics to ensure the efficient operation of the school. Left due to school closure.

2013 - 2017 Gestalt Community Schools Memphis, TN

Director of Finance & Accounting / Responsibilities included managing Finance team; collaborating with Human Resources, Operations & Academic teams; overseeing procurement, payroll, annual budget preparation, grant reimbursement & compliance, monthly financial statement preparation, monthly budget review with school leaders & leadership team, annual audit preparation; ensuring compliance with State & Federal regulations; coordinating

with scholar & staff recruitment efforts as well as school readiness for existing & new school openings.

2008 -2013 Self Employed / Contract Work Cordova, TN

2004 - 2008 Joseph Decosimo & Company, PLLC Memphis, TN
Tax Accountant / Intern Manager / Personal & Business Taxes / Payroll Taxes / Supervised interns & seasonal staff / Planned & implemented tax training for seasonal staff & tax department / Worked with real estate development clients to prepare books for year-end closing, cleaning up accounts, journal entries, updating fixed assets, year-end budget analysis

2001 - 2004 Jackson Hewitt Tax Service Memphis, TN
Assistant District Manager / Hired & supervised managers & staff at office locations / Approved accounts payable & payroll / Planned, supervised & taught tax schools / Handled purchasing of supplies, equipment & services for all offices / Prepared & managed annual budget for 8+ tax offices & district office

1998 – 2001 Dynamex, Inc (Backstreet Couriers) Memphis, TN
Accounting & Office Administrative Manager /Corporate Liaison / Handled all aspects of accounting for the local branch, including accounts payable, accounts receivable, payroll for employees & independent contractors, monthly & year-end journal entries, prepared & managed annual budget

1989 - 1997 Circle H Farms/Babcock Gifts Memphis, TN
Bookkeeping / Accounts Payable / Accounts Receivable / Payroll / Sales tax calculation & returns

EDUCATION

1985 - 1989 University of Memphis Memphis, TN
BBA in Accounting

1981 - 1982 Rhodes College Memphis, TN
Pursued BA in Foreign Languages

SHEILA CASSADY

Oakland, TN 38060
(901) 598-2770 - sheilavaughncassady@gmail.com

PROFESSIONAL SUMMARY

Hardworking Educator with over 20 years of distinguished gifted experience working with intellectually advanced students. Extensive knowledge of computer science and dedication to effective technology integration. Confident and detailed-oriented with dedication to organization and effective collaboration with various coworkers. Driven Educator with experience using innovative methods and materials to produce effective learning experiences. Dedicated Educator experienced in creating and fostering learning environments for students to raise confidence and expand knowledge base. Dedicated to monitoring students' progress and ensuring each meets goals within pre-determined timespan.

ACCOMPLISHMENTS

1. Achieved Distinguished Faculty Member of the Year through effectively organizing events to raise money to grant a wish in memory of a former student.
2. Awarded Teacher of the Year

SKILLS

- Group Facilitation
- Curriculum Development
- Recreational Activities
- Public Speaking
- Academic Standards Management
- Computer-Aided Training
- Group and Individual Instruction

WORK HISTORY

08/2016 to Current **Educator**
Fayette County Public Schools – Somerville, TN

- Chose materials and developed lesson plans to enhance skills for individual students.
- Built relationships and communicated with parents to provide best learning environment for children.
- Collaborated with adults and children to provide safe and educational experience.
- Developed and implemented engaging lesson plans to keep learner attention.
-

09/1995 to 08/2016 **Educator**

Saint Benedict School/Shelby County Schools – Memphis, TN

- Differentiated instruction to meet needs of diverse learners.
- Managed classroom activities, parent conferences, and lesson plans.
- Exemplified positive behavior for children by assisting with learning. moving around to manage classroom and maintaining safety.
- Assumed leadership roles in classes and summer activities.

EDUCATION

BBA: **Finance**
University of Memphis - Memphis, TN

Master of Arts: **Instructional And Curriculum Leadership (MAT)**
University of Memphis - Memphis, TN

AFFILIATIONS

President of the Fayette County Education Association

Volunteer for Make-A-Wish of the Mid-South

Binh Doan

binh.p.doan@gmail.com
968 Wilbec Rd, Memphis, TN 38117
603.785.4076

PROFESSIONAL EXPERIENCE

Memphis Education Fund, Director, Memphis, TN, 2021 - Present
Develop and maintain operations to allow for full utilization by Memphis Education Fund staff and tenants. Create, project manage, and implement strategies in support of the organization's overall mission of improving public education in Memphis.

Aurora Collegiate Academy, *Director of Operations,* Memphis, TN, 2018 – 2021
Manage and arrange all non-instructional services and functions of a K-5 charter school. Develop effective and efficient systems that allow academic team members to maximize instructional time. Supported with the acquisition and development of a new school facility, designed and developed a library and book lending system, developed and managed a fundraising campaign for new facility needs, and organized a mid-year move. For the 19-20 academic year, Aurora ranked in the top 3 of SCS public and charter schools based on the Operation Score Card and Financial Score Card. In 2020, Aurora was awarded Charter School of the Year by the Tennessee Charter School Center.

Memphis Education Fund, Fellow, Memphis, TN, Summer 2017
Tracked and analyzed voting data for local and state governing boards regarding specific policies. Reviewed and consolidated grant reports for compliance with pre-determined goals and metrics. Contributed to a policy campaign with the goal of increasing funding for school facilities.

Aurora Collegiate Academy, *Teacher,* Memphis, TN, 2014 – 2018
Developed and taught math and science curriculum for 2nd grade classes. Created a culturally responsive and safe environment for students to develop academically and creatively. Received and participated in peer observations, formal observations, and professional development opportunities. Developed and piloted small-group math instruction to meet student needs for personalized math instruction.

Teach For America, *Corps Member,* Memphis, TN, 2014 – 2016
Completed a two-month intensive institute to prepare to become an elementary teacher. Received training and professional development to become equipped with the skills and mindset to effectively teach in underserved communities.

UP Academy Lawrence, *Resident Teacher,* Lawrence, MA, 2013 – 2014
Completed a one-year teaching residency at a turn-around middle school in a high-need area of Massachusetts. Assisted seventh grade team in teaching, grading, and behavior management. Mentored and tutored students in math, language arts, science, and social studies.

EDUCATION

Christian Brothers University, Memphis, TN
Master of Education, August 2017
Completed a one-year master's program focused on teacher leadership and development. Capstone Research Project focused on comparing the effects of Zearn, a computer-based math program, on student math performance when used in tandem with EngageNY, a paper-based math curriculum.

DELYNN JOHNSON

(901) 326-0965
delynnj@gmail.com
155 Emma Rd., Oakland, TN 38060

PROFESSIONAL SUMMARY

As a mom of ten, as well as working outside the home, my complex day requires sound managerial skills and a consistent vision of desired end results. Multitasking, budgeting, logistics coordination and project management are only a few of many skills that I confront and overcome on a daily basis. I am great at taking a complex topic and breaking it into manageable, bite-size segments for others to able to quickly understand and implement.

SKILLS

Excellent communication skills	Organizational skills	Adaptability
Curriculum instruction	Formal and informal assessments	Conflict resolution
Multitasking	Cultural awareness	Behavior improvement

EXPERIENCE

Home-Based Educator

Oakland, TN, Aug 2005 - Current

- Researched and chose appropriate curriculum to meet children's abilities and grade levels
- Adapted teaching methods and instructional materials to meet students varying needs and interests
- Administered assessments to determine each students specific educational and social needs
- Kept students on task with proactive behavior modification and positive reinforcement strategies
- Motivated struggling students by encouraging exploration of new learning methods and diverse perspectives.

Election Officer

Fayette County Election Commission , Somerville, TN, Apr 2016 - Nov 2020

- Conducted the election fairly and lawfully while assisting voters in a courteous and respectful manner
- Managed the overall tasks, activities and poll workers in the polling location
- Demonstrated a working knowledge of laws, voting systems and operations, polling place procedures, problem-solving and conflict resolution skills
- Protected information from unauthorized access by consistently following optimal security protocols.
- Collaborated positively with employees and other staff members to maintain friendly, supportive, and cooperative work atmosphere.

Substitute Teacher

Fayette County Public Schools, Somerville, TN, Jan 2017 - Mar 2020

- Provided students with learning activities designed to help fulfill their potential

while carrying out the plans of the teacher.Developed lesson plans, graded assignments, and maintained administrative records to handle long-term teacher absences.Established a standard of classroom behavior and maintained classroom management Long-term substitute in SPED department -instructed students by using educational strategies and techniques to improve sensory and motor development, perception, memory, language, communication skills, social and emotional development.Used different teaching approaches and offered one-on-one instruction to help students with difficult concepts.

English as a Second Language (ESL) Teacher

Global Development and Consulting , Republic Of Macedonia , Aug 2005 - Oct 2012

- Conducted language surveys to determine the needs of the students.
- Developed curriculum, lectures, reading materials, and tests to improve classroom performance.
- Placed students in small groups and individual lessons that best suited their needs
- Planned and implemented lessons that consisted of skill-building techniques for reading, writing, listening, and speaking.
- Defined learning objectives, tracked progress, and adjusted academic programs to support student progress.

EDUCATION

BA History

University of Memphis, Memphis, TN

Minors: English, Emergency Medicine and Criminal Justice

LASHEBA W. HILLIARD, Ed. D. | Cell: 662.816.1994 | Email: dr.lwhilliard@gmail.com| Cordova, TN 38016

EDUCATION

Grand Canyon University, Department of Education
Ed.D., Organizational Leadership with an Emphasis in Behavioral Health, 2019

Walden University
Master of Science, Special Education, 2011

University of Mississippi
Bachelor of Arts, Special Education, 2007
Endorsement: Mild to Moderate disabilities

PROFESSIONAL WORK EXPERIENCES

Clinical Instructor
Instruction and Curriculum Leadership Department, 2021-Present
The University of Memphis, Memphis, TN

Adjunct Professor, Special Education
College of Education, 2020-Present
Grand Canyon University, Phoenix, AZ

Special Education Lead Teacher
Inclusion ELA, Westside Middle School, 2019-2020
Frayser Community Schools, Memphis, TN

IDEA Compliance/Special Education Lead Teacher
Functional Skills/Self-Contained, Martin Luther King, Jr Preparatory High School, 2014-2019
Frasyer Community Schools, Memphis, TN

Special Education Teacher
Resource/Inclusion/Self-Contained, Kingsbury Middle School, 2007-2014
Shelby County School District, Memphis, TN

Behavioral Youth Counselor
Counselor for youth with behavioral disorders, Youth Villages Summer and Fall of 2007
Memphis, TN

PUBLICATIONS

Dissertation

Hilliard, L. W. (2019). *A case study on urban secondary school teachers' perspectives on cultural responsiveness* (Publication No. 2331977107) [Doctoral dissertation, Grand Canyon University]. ProQuest Dissertations & Theses Global.

Work in Progress

Articles
Cultural Responsiveness Classroom Management
Anticipated Summer 2022

The influence of Adverse Childhood Experiences has on adulthood
Anticipated Summer 2022

TEACHING EXPERIENCES

- Special Education
- Asynchronous/Synchronous instruction
- Mild/Moderate Disabilities
- Specific Learning Disabilities
- Autism Spectrum Disorders
- Applied Behavior Analysis
- Behavior Disorders
- Social Emotional Learning
- ADHD/ADD
- Special Education Assessment
- Cultural Responsiveness
- Classroom Management
- Diversity, Equity, and Inclusion

CERTIFICATIONS (Academic/Non-Academic)

- Professional Tennessee Education License
- Professional Mississippi Education License
- Crisis Prevention Institute Certification
- Passed the Professional School Counselor Praxis Exam
- Leading for Equity, Diversity, and Inclusion in Higher Education Certification
- Empowerment Life Coach Certification
- Work-Based Learning Certification

COMMUNITY SERVICES

- Special Olympics
- Operation Big Book Bag school supply drive

- Boys and Girls Club
- Shelby County School Parent Ambassador
- Macon-Hall PTO Member
- Girl Scouts of America, Cordova Unit
- Life Church Champion Club for students with exceptionalities
- Founding Board Member for the Academy of the Arts Charter School in Somerville, TN

COMMUNITY PRESENTATIONS

- The ABCs of ASD, virtual presentation, April 2021
- Cultural Responsiveness in Higher Education, April 2021
- Bullying and Suicide in our Black youth, New Hope M.B. Church, December 2019
- Special Education Parent Workshop, Oxford and Lafayette Community, May 2019
- Women and Girl Empowerment session, Oxford, Mississippi, June 2018

LEADERSHIP DEVELOPMENT

Special Population Lead/Teacher/Leadership Team
Westside Middle School, 2019-2020

IDEA Compliance/Mentor/Lead Teacher
MLK Preparatory High School, 2014-2019

Special Education Chairperson/School Improvement Plan member
Kingsbury Middle School, 2010-2014

Vice President/Membership Chairperson
Theta Iota Sigma Alumnae Chapter of Sigma Gamma Rho Sorority, Inc., 2018-present

PROFESSIONAL DEVELOPMENTS

- Special Education 101
- Classroom Management
- Special Education Disabilities
- Social Emotional Learning Techniques
- State/Federal Compliance Mandates
- Behavioral Disorders
- Cultural Responsiveness techniques in the urban classroom
- Virtual IEP Meetings Procedures

ACADEMIC SERVICE

- Special Education Panel Discussion for Special Education Novice and Preservice Teachers, University of Memphis, 2022
- Autism Camp for High School Seniors, Southwest Community College, 2022
- Praxis Elementary Exam 5543 (Special Education), 2022
- Peer Reviewer for EBSCO, 2022
- CEC Poster Session on Culturally Responsive Classroom Management, 2022
- Autism Camp for High School Seniors, Southwest Community College, 2021
- CEC L.I.V.E Virtual Teacher Slam presentation, 2021
- Assisted with writing the IDEA Partnership for Systemic Change Grant, 2020
- Organized a Transition Fair with Postsecondary opportunities for students with disabilities, 2019
- University of Walden University, Student Teacher Supervisor 2012
- University of Memphis, Student Teacher Supervisor, 2011

PROFESSIONAL ORGANIZATIONS/ASSOCIATIONS

- National Society of Leadership and Success
- Delta Kappa Gamma International Professional Society
- Junior League of Memphis
- National Association of Special Education Teachers
- Council for Exceptional Children
- Division of Emotional and Behavioral Health
- Division on Autism and Developmental Disabilities
- Tennessee Education Association
- The University of Mississippi Alumni Association
- Sigma Gamma Rho Sorority, Inc.

REFERENCES

Shameka Gipson
IDEA/Compliance Director
Frayser Community Schools
Shameka.Gipson@fraysercs.org
901-864-4111

Dr. Deatrice White
Federal Programs Director
North Panola School District
dwhite2teach@gmail.com
662-544-7117

Tarryel Cooper
Assistant Principal
MLK College Preparatory High School

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Nichelle C. Robinson, Ed.D.
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901-678-2377

Rosalynn Lampkin-Jones, Ed. S.
Special Education PDC
Mississippi Department of Education
rojones@mdek12.org
662-420-9850

Danielle Jones Ware

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Senior Banking Professional

Career Overview

20 years of progressive experience in the banking and lending industry with a focus on Commercial Lending, Mortgage Lending, and Underwriting. A substantiated history of managing multi-million dollar portfolios, leading teams, collaboration, and executive problem solving.

Professional Experience

Hope Federal Credit Union May 2021 – Present
Vice President, Senior Credit Officer

- Provides leadership and management of the credit, policy and loan closing functions of Commercial Lending and Community Economic Development.
- Provides leadership and strategic direction to all areas of responsibility including origination, processing, underwriting and closing/funding.
- Provides guidance, insights, and feedback on structuring, underwriting, and presentation of new loan requests and/or loan modifications
- Provides oversight the Commercial Loan Portfolio.
- Coach, manage, and develop the Commercial Credit Analysts, Credit Officer, and members of the Commercial Lending team.
- Developing a new product suite for C&I Lending with a focus primarily for Small Business Owners.
- Coordinates loan and investment closings with the internal departments.
- Closely work with Portfolio Management and Special Assets to improve efficiencies, reduce risks, restructure problem loans, enhance policies and procedures.
- Participates as an active / voting member of the Credit and Risk Committees with an overall goal to increase profits while minimizing risk, identifying mitigants, and providing optimal structuring.
- Leads and supports Strengthening HOPE initiative by being committed to the mission and engaged with associates in the organization. In addition, participate / facilitate financial workshops within the communities.
- Actively participate on several project teams to improve efficiencies, increase productivity, increase profits, minimize risk and implement controls.
- Oversees the National Credit Union Association (NCUA) exam process, which includes collaborating responses with Compliance, for the Commercial Lending team.
- Maintain expert knowledge of financial compliance and banking regulations for internal and external audit purposes
- Manage vendor relationships.

First Horizon Bank September 2006 - May 2021
Commercial Portfolio Manager II / Project Manager (October 2019-May 2021)

- Underwrote and approve (or reject) commercial loan requests for both new and existing credit relationships with aggregate exposure up to $25MM.
- Underwrote a variety of deals including Real Estate, equipment and unsecured facilities; products consisted of: term loans, lines of credit, letters of credit, ACH and P-card.
- Spread and Analyze financial statements using financial analysis software, Moody's Risk Analysis and/or the global cash flow model, to determine the degree of risk to the bank and the ability to repay up to $5MM in transaction size.
- Analyze and monitor credit risk exposure, limits and credit risk results via the scorecard.
- Analyze and properly mitigate risk. Risk range from a variety of attributes such as industry type, red flags, variances and subject matters that are not within policy.
- Provide a clear and concise loan decision and recommendation based on a review of all necessary underwriting criteria/policy and prepare related credit memos in support of the decision and recommendations.
- Effectively communicated loan decisions, including terms and conditions, to our line partners.
- Participated in several bank initiatives, which included serving as a committee member for the C2U2 merger project.

First Tennessee Bank / First Horizon Bank
Commercial Underwriter II, Credit Analyst II,
Centralized Commercial Underwriting Unit (Sept. 2012 – May 2015)

- Performed underwriting including approvals and rejects of commercial loans for new and existing customers with up to a TTBA (Total to be approved) of up to $25MM
- Managed and supported the commercial underwriting unit with analysis, decision making, and gathering financial documents to complete the underwriting process
- Evaluated and assessed credit reports and risks to make decision regarding approving or denying loans via the scorecard and Moody's Risk Analysis model
- Accomplishment: Named top cross-seller in the unit.

Certified Mortgage Loan Processor III/Underwriter Trainee (Feb. 2011 – Sept. 2012)

- Reviewed new loan applications and documents for liens, collateral assets, credit blemishes, and risks in accordance to federal, state, and bank regulations
- Prepared and organized all relevant documents and forms and submitted to the underwriting
- Oversaw and processed $2M in monthly mortgage loan contracts and performed underwriting
- Investigated legal property descriptions, title vesting, liens, and restrictions
- Worked with real estate agents and underwriting to review and clarify loan requests
- Achieved excellent perform reviews and customer satisfaction scores; 4.5 average score
- Accomplishments: Completed Credit Training

Letter of Credit Analyst (March 2008 – Feb. 2011)

- Analyzed import, export, and standby letters of credit according to International Chamber of Commerce (ICC) guidelines
- Operated in compliance with Office of Foreign Affairs Control (OFAC), ICC, and all governing entities and agencies

- Communicated with foreign banks, beneficiaries, and customers regarding the bank's obligations
- Transmitted wire transfers from foreign accounts and reconciled accounts for up to $500K

Lead Clerk/Supervisor ETS Balancing (Sept. 2006 – March 2008)
- Designed and developed required documents, process maps, workflows, and data diagrams for the new ETS Balancing Tellers; coached, trained, and mentored 14 ETS Balancers
- Established the methodologies and systematic workflow required for the ETS Balancers positions
- Created standard operating procedures and work manuals as guides to job performance
- Collaborated with the Branch Manager and department managers to define, streamline, scale, and established operations, processes, and procedures as well as SLAs
- Analyzed and developed processes to eliminate and mitigate losses and exposure to risk
- Created all policies and procedures in accordance with federal government, state, local, and all regulatory compliance agencies
- Accomplishment: Performed cost benefit, gap, business rule, root cause, and risk assessment analyses to determine technology needs and software requirements

Tri-State Bank of Memphis June 2018 – October 2019
Vice President, Loan and Credit Administration Manager
- Oversaw daily operations and execution of the loan servicing and credit department. Focused on processing commercial and personal loans for the local historic bank with over $93MM in assets
- Managed, led, and developed 3 members of the Loan Servicing team to review, analyze, support, and sustain the full loan processing lifecycle
- Key member of the Loan Committee designed to collaborate, evaluate, and approve or deny loan requests based on economic factors, financials, and credit worthiness
- Attended and contributed to Board of Directors meetings regarding the new strategies, Tri-State's performance, financial reports, strategic planning and forecasting
- Managed and oversaw a $20MM portfolio of loans which primarily included participation, religious organization and personal loans.
- Maintain expert knowledge of financial compliance and banking regulations for internal and external audit purposes
- Created a mortgage suite to offer mortgage lending to clients. Worked with external and internal vendors to upgrade software, create process and procedures and work with regulators to ensure the bank operated and performed these credits within compliance. Accomplishment: After completion of the first originated mortgage loan it was audited by the FDIC and received a satisfactory rating.

Orion Federal Credit Union Dec. 2016 – April 2018
Commercial Real Estate Portfolio Manager
- Led the Commercial Real Estate team overseeing and expanding the portfolio for the local credit union with over $800MM in total assets
- Coached, managed, and developed the Commercial Credit Analysts, Commercial Loan Processors, and the Commercial Loan Originators teams
- Developed and identified new lending products to attract and retain customers as well as create new business development opportunities and grow revenue

- Updated Orion's banking policies and procedures in accordance to National Credit Union Association's regulations as well as federal and state financial laws
- Presented monthly reports and financial summaries to the Executive Team, Board of Directors and Supervisory Committee
- Oversaw commercial lending functions of existing and new loans including managing accounts, strengthening relationships, identifying credit risk, approvals and denials
- Created reports, analysis, and comprehensive credit memos and reviews for all portfolio assets
- Tracked closing documents, construction loan disbursements and participation loans
- Oversaw a $96MM loan portfolio
- Accomplishment: I underwrote, financed and oversaw the 'Hickman Building' project – downtown Memphis. In addition, I implemented a new business suite of loan products

First State Bank (Simmons First Bank) May 2015 – Dec. 2016

Consumer Lending Supervisor, Centralized Underwriting Unit

- Managed approval or denial of consumer, real estate, personal loans, and credit lines
- Restructured credit requests and existing loans based on financial hardships or changes
- Utilized TRID rules to create and implement new compliance procedures; trained the staff
- Maintained expert knowledge of federal, state, and local economic and financial trends
- Analyzed sales contracts, appraisals, titles, insurance coverages and any liens
- Mentored and coached the staff and administered performance reviews and corrective actions
- Accomplishments: Started as an Underwriter, promoted to market leader within 3 months of hire. Followed by being promoted to the Consumer Lending Supervisor

Professional Development/Community Outreach

- Women Business Enterprise Council Alcorn State / SBA – Advisory Board Member
- Academy of the Arts Charter School – Founding Board Member
- Acuity Public School Charter School – Founding Board Member
- Firstpower Council – 2x appointee
- AGAPE, Junior Achievement, YMCA Big Brother/Big Sister Program – volunteer/mentor

Certifications

Risk Management Association Credit Certifications ● First Tennessee Credit Training ● CU Business Group Credit and Management Training

Education

- Barret School of Banking – Memphis, TN Year 1 (2021)
- University of Phoenix – Bachelor of Science / Business Management

CHARLENE WOOLDRIDGE, Ph. D. Telephone: 901-309-4185 (H)
1201 Fox Green Cove

Cellular Phone: 901-355-9514
Cordova, TN 38016-9516 cwready2read@yahoo.com

Career Summary

My professional experience includes the management of human, financial, and physical resources to achieve organizational effectiveness and operational efficiency. I am skilled in strategic planning and budgeting for maximum return on investments; customer service management, and quality improvements of systems, processes, policies and procedures.

Professional Experience

FAYETTE-WARE COMPREHENSIVE HIGH SCHOOL, Somerville, TN **8/2006 to 2/2020**
Secondary Education Teacher (Marketing) – create and write online lesson/unit plans, teach and assess student performance, advise CTSO's, serve on committees (internal and external), mentor new teachers, hold parent-teacher conferences, attend student and professional development conference and staff in-services.

DATATEL, INC., Fairfax, VA - Director/Manager of Human Capital Management 4/97 to 1/03

Responsibilities included identifying prospects and client's information management systems needs and directing the marketing functions for an integrated Human Resource Information System (HRIS) to address user requirements. Led cross-functional teams from the inception of new product ideas through general delivery – market research phase, cost-benefit analysis, user specifications, product development and beta testing that supported an increase in new sales and customer satisfaction.

- Sphere headed an on time and within budget general delivery of an e-Recruitment Module and a Web-enabled Payroll Self-service Module for human resource professionals to meet their hiring goals while meeting a strategic corporate goal with the potential to an average $1.5 to $2.5 million per new sale.
- Designed and implemented a repeatable process for tracking client success rates for migrating to new product releases, and established new benchmarks by institution types and Carnegie Classifications to be shared internally and positioned as a leader with industry thought leaders and professional organizations.

SYSTEMS & COMPUTER TECHNOLOGY CORPORATION, Malvern, PA **9/95 to 4/97**

Human Resources Consultant

Major responsibilities included human resource management consulting with key decision-makers in higher education on a vendor of choice for an integrated information management system to address critical business needs.

- Served as an internal consultant to the human resources customer service teams - proposal team, client training and product development team.
- Educated human resource information system steering committee members - end users, functional managers and chief information technology (IT) and chief finance officers (CFO's) - on the benefits and return on investment and in favor of an integrated Enterprise Management System solution over a best-of breed solution which led to new sales contracts in excess of $ 2 million dollars per sale.

OHIO UNIVERSITY, Athens, Ohio - Associate Director of Human Resources
6/91 to 9/95

Duties included performing human resource management functions and services for over 3,400 employees such as recruiting & staffing, labor and employee relations, employee benefits and compensation on the main campus.

- Helped to improve the overall efficiency of the university's civil service recruitment and employment practices - to comply with state and federal statutes, recruited balanced applicant pools - that shortened the hire process by 50% which significantly reduced hiring costs.
- Assisted the Budget Officer in controlling head count , recruited and recommended new hires and replacements to match the university's strategic hiring goals - to increase faculty tenure and a higher return on investment.
- Assisted the Director of HR in designing and implementing a new compensation system for civil service and administrative employees - using a point-factor method for analysis and job evaluation.

- Planned, conducted and coordinated pre-retirement planning programs – which educated employees and spouses on the diverse aspects of retirement income options — qualified and unqualified – which revealed the need for an alternative retirement plan to attract new tenured faculty and administrators.

OHIO UNIVERSITY**, Athens, Ohio** 3/88 to 6/91

Director, Student Financial Assistance Office/Programs

Responsibilities included the overall management and fiduciary responsibilities for student aid programs, office management, and staffing and employee development. Represented the University on the state of Ohio Loan Commission and advocated increased in funding levels and reduced administrative requirements – universal loan application, need analysis and processing.

- Managed a budget in excess of $1.5 million, supervised 25 full-time employees and managed student aid funds in excess of $57 million that helped finance the cost of education for over 15,000 students.
- Served as the spokesperson for the Office of Student Financial Assistance on the campus-wide steering committee to select and purchase a new information management system.

KETTERING UNIVERSITY (formerly General Motors Institute), Flint, MI, **7/73 to 3/88**
Director of Counseling & Student Development Services
Served as the first professional counselor and African American, to initiate and organize a "Counseling Center" that incorporated student developmental and academic support services for engineering and management students in the history of a corporate privately owed college?

- Provided personal assessments, career advising and career exploration and development
- Coordinated other academic support services – tutorial services and faculty mentor program
- Served as advisor to student organizations, served on campus service projects and community projects – economic development.

BENTON HARBOR HIGH SCHOOL, BENTON HARBOR, MI, **1972-1973**
Secondary Education Vocational Education Teacher

- Duties included delivering classroom instructions (teaching cooperative principles and concepts), and prepared student for their first employment assignment.

- Prepared vocational students for the world of word and advised college bound students with employment skills to supplement the financing of their college education and to transition for secondary education to college life.
- Recruited employment on the job-training opportunities for student's and evaluated student's performance at their employment sites.

- Partnered with local employers and managed a network of employment opportunities for mutual benefits of the employer and students while meeting workforce development employment needs.

EDUCATION

The Ohio University, Athens, OH, Ph. D., Educational Leadership & Administration, June 1995

Dissertation Topic: Performance Management Systems in Administrative Services

Area of Four-year Public and Private Institutions

Michigan State University, East Lansing, MI, Masters of Labor & Industrial Relations, August 1984

Western Michigan University, Kalamazoo, MA, Counseling & Student Personnel April 1973

Western Michigan University, Kalamazoo, MI, B.S. Business & Distributive Education August 1972

PROFESSIOANL PUBLICATIONS

Winter 1996 **The Ohio University On-campus preretirement education programs: A case study, College & University Personnel Journal, 46(4), pp. 33-40.**

August 1993 **"Initial view of non-academic performance appraisals", Association of Management, Eleventh Annual Conference Proceedings, Atlanta, GA, Co-author, Dr. Louis Spataro, (August 5-6).**

Spring 1991 Graduate Courses That Help Students Grow, Financial Aid Transcript, National Association of Student Aid Administrators, co-authored with J. Russo.

Professional Organizations (past) – Memberships and Affiliations

- The National Society of Human Resource Management (SHRM) and local chapters: Greater Leesburg, VA and Memphis, TN
- The National Association for College and University Personnel Association-HR (CUPA-hr) professionals
- The International Human Resource Information Management (IHRIM) association for HR professionals
- The National Association of College and University Business Officers (NACUBO)
- The National Association of Student Financial Aid Administrators (NASFAA)
- American Association of University Women (AAU)

ATTACHMENT F7: Additional Board Policies

Overview. The Board of Directors holds the charter and is an organized group of volunteers who, collectively, are legally and ethically accountable to the community and the state for the health, vitality, and effectiveness of our organization. Governance encompasses legal responsibilities, general and academic oversight, planning and policy-making, and meeting fiduciary requirements. The responsibility of the Board are to: Support and advocate for mission and vision of the school. Evaluate and review the stated mission and purpose that articulates the organization's goals, means, and primary constituents served. Select, support and evaluate the Executive Director. Ensure the Executive Director is qualified for the position, and ensure chief executive has the moral and professional support necessary to further the stated mission and goals of the school. Ensure effective planning. Actively participate in overall planning process and assist in implementing and monitoring the plan's goals. Monitor and strengthen programs and services. Determine alignment of programming with mission of the school and monitor their effectiveness. Ensure adequate financial resources. Secure adequate resources for organization to fulfill mission. Protect assets and provide proper financial oversight. Assist in developing the annual budget and ensure proper financial controls are in place. Build a competent board. Define prerequisites for candidates, orient new members, and annually evaluate board's performance. Ensure legal and ethical integrity. Ensure adherence of school to legal standards / ethical norms. Enhance the school's public standing. Clearly articulate the school's mission, accomplishments, and goals to public and garner support from community. The Board will establish a Board Policy Manual which contains policies used to effectively govern the organization to create a high-quality public charter school for students in Memphis.

Section 1 - Mission, Legal Status, Non-discriminatory Policy

1.1 Mission, Vision, and Principles of Design. Through rigorous academics, high-quality instruction, and character development Academy of the Arts Charter High School educates students through the performing arts while providing them with the academic and entrepreneurial skills to succeed in college and life. Academy of the Arts provides a rigorous academic environment supported by high-quality instruction. All members of our community - leaders, board members, facilitators, families and students – value art education, entrepreneurial training and giving students choice in their educational career. Academy of the Arts will prepare students to become proficient readers, writers, and thinkers so that they can be successful in high school and beyond.

1.2 School Legal Status. Academy of the Arts Charter School is proposed to be a Fayette County Schools District charter school. Academy of the Arts will operate pursuant to a charter being granted by the Fayette County Schools District, a department of the Tennessee Department of Education, upon charter application approval. Academy of the Arts Charter School is a public school, and its status as a nonprofit corporation does not affect its status as a public school. However, for governance, finance, and administrative purposes, Academy of the Arts operates as a Tennessee nonprofit corporation.
The nonprofit's Articles of Incorporation and non-profit status are provided as addendum to this manual.

1.3 Non-Discrimination Policy. The officers, directors, committee members, employees, and persons served by this corporation shall be selected entirely on a nondiscriminatory basis with respect to age, sex, race, religion, national origin, and sexual orientation. It is the policy of Academy of the Arts Charter School not to discriminate on the basis of race, creed, ancestry, marital status, gender, sexual orientation, age physical ability, veteran's status, political service or affiliation, color, religion, or national origin in admissions, hiring, selection or appointment to any office.

Section 2 – The Board

2.1 Decision Making. Academy of the Arts y Charter School has been created to serve students. All decisions by the Board of Directors and the administration should be made within the parameters of the mission and vision of the school, always keeping in mind the interest of students.

2.2 Policy Making. The Board shall be solely responsible for adopting, repealing or amending policies for Academy of the Arts Charter School. Action by the Board shall be accomplished as set forth in the bylaws. Except in cases of special need, the Board shall follow the following procedure in adopting, repealing or amending policies at Memphis Merit Academy: **First Reading**. The proposed policy shall be submitted for approval on first reading at a regular or special meeting of the Board called for that purpose. The proposed policy shall be contained in the Board packet distributed prior to the meeting. At first reading the Board shall receive public comment and comments from the sponsor of the proposed policy. A vote of the Board will be taken after the reading, and if the amendment receives a simple majority vote of the Directors present at the meeting, it will be placed on the agenda for a second reading at the next meeting of the Board. **Second Reading.** If the proposed policy is approved on first reading, it will be placed on the agenda and considered at the next regular or special meeting of the Board called for that purpose. No amendment shall be adopted at second reading unless the amendment receives a two-thirds vote of the Directors present at the meeting. If the proposed policy is adopted upon second reading it shall become a policy of Academy of the Arts, and the Policy Manual shall be amended accordingly. **Special Need**. Upon a two-thirds (2/3) vote of the Directors present at a regular or special meeting called for that purpose, a special need may be declared. If a special need is declared, a policy may be adopted on first reading. A proposed policy should reference the policy provision it will be amending. Ideally, the entire policy will be reprinted with new language in all caps, and language to be deleted lined out. New policies should include the proposed table of contents, policy title, and code number.

2.3 Board Review of Administrative Procedures. The Board recognizes its role of ensuring the fiscal and organizational health of the school through oversight and continuous progress monitoring. The Executive Director shall be responsible for day-to- day administration of affairs of Academy of the Arts and shall manage all activities of the school as prescribed by the Board. The Board need not review administrative policies and regulations in advance of issuance except as required by law. The Board should approve in advance any highly sensitive matters of policy and/or regulations that have the potential to impact its duties and obligations to Academy of the Arts and/or the Tennessee Department of Education. To that end, the Executive Director shall exercise his or her discretion to identify and bring to the Board's attention any such policies and regulations prior to issuance. Administrative policies and regulations should reference existing Board policy when applicable. The Board reserves the right to review administrative policies and regulations at its discretion. However, the Board shall revise or veto such regulations only when, in its judgment, such regulations are inconsistent with the Board's policies.

2.4 Summary of Tennessee Open Meeting Law. The Board will abide by the Open Meeting Law prescribed in Tennessee Law. The Open Meetings Act, commonly referred to as "Sunshine Law," is found in T.C.A. § 8-44-101 et seq. Any action taken in a meeting in violation of any of foregoing requirements is void. T.C.A. § 8-44-105. The requirements of this law are as follows: All meetings of any governing body are declared to be public meetings and must be open to the public at all times. T.C.A. § 8-44-102; Adequate public notice of all regular and special meetings must be given. T.C.A. § 8-44-103; The minutes of the meetings must be recorded and open to public inspection and at a minimum must contain a record of the persons present, all motions, proposals and resolutions offered, the results of any votes taken, and a record of individual votes in the event of a roll call. T.C.A. § 8-44- 104(a); and All votes must be by public vote, public ballot, or public roll call; secret votes are prohibited. T.C.A. § 8-44-104(b).

2.5 Board Attendance Policy. Purpose. This policy was developed with the recognition that Board membership is voluntary and that individual members contribute their time and energy in different ways. Because Board meetings are the only forum during which the Board can discuss and vote on major school

policies and decisions, attendance at these meetings carries special importance. All Board members will receive a copy of this policy to ensure that everyone is properly informed about the expectations for Board attendance. **Definitions.** "Notified" Absence: For absence to be "notified," a Board member must notify the person running the meeting (usually Chair or Vice-Chair) by 12:00pm the day of the meeting that s/he will be absent. "Un-notified" Absence: For absence to be "un-notified," a Board member failed to notify the person running the meeting (usually Chair or Vice-Chair) by 12:00pm of meeting day that s/he will be absent. **Unsatisfactory Attendance**. If any of the following conditions exist, an individual board member will be considered to have unsatisfactory attendance: (1) the member has two "un-notified" absences in a row; (2) the member has three "notified" absences in a row; or (3) the member misses one third of the total number of Board meetings during one of their term years. **Process for Responding to Unsatisfactory Attendance.** The Board Vice Chair will keep track of Board member attendance through Board meeting minutes and will provide this information to the Chair. The Chair will directly contact a Board member at risk of potentially violating the policy to issue both verbal and written warning as well as discuss the problem. If a Board member does violate the policy, the Chair will bring this to the Board's attention for discussion, after which point a majority vote will be held to determine possible Board termination.

2.5 Public Attendance at Board Meetings. Academy of the Arts will provide opportunities for any member of the community to express interest in and concern for the school. Accordingly, all community members will have access and be notified well in advance of all open meetings of the Board. A pre-scheduled time for public comment shall be a part of every regular Board meeting. The Board reserves the right to establish reasonable time limits for such public comment. Meetings are closed to the public only when the Board is meeting in executive session. An executive session may be called only to discuss matters not appropriate for public discussion, as defined under Tennessee law. An executive session may be called only upon the affirmative vote of two-thirds of the quorum present. No formal action of the Board may be taken in any executive session. Persons who wish to make requests, presentations, or proposals to the Board should direct any inquiry to the Executive Director, who will respond according to the following procedures: The Executive Director will consult with the Board Chair and, if appropriate, other Board members about including the request on the agenda for the next regularly scheduled Board meeting. If the item is included on the agenda, the Board will receive in their packet for the next regularly scheduled meeting written information directly from the person making the request. If specific Board action is being requested, that action should be in the written document. The person may present their information orally to the Board when the agenda item is discussed. The Board reserves right to establish reasonable time limits for public comment and presentations. Notice of meetings of the Academy of the Arts Board shall be posted in the school offices and on the school website at least 7 days prior to the meeting and in full compliance with all public meeting laws in the state of Tennessee.

2.7 Standing Committees. Academic Achievement Committee will be responsible for reviewing school assessment policies and procedures and ensuring that those policies conform to district and state standards. The Committee is responsible for reviewing results of school assessment programs and reporting findings to the Board. **Finance Committee** will be responsible for reviewing and submitting an annual balanced budget to the Board and, after Board approval, making the budget available to the public. The Committee will oversee preparation of the annual report, including audited financial statements, and other exhibits required by the Tennessee Department of Education, and make them available to the public as stated in Tennessee law. **Governance Committee** will be responsible for setting criteria for Board election and identifying and evaluating candidates for the Board of Directors. The Committee will present a slate of candidates for election to the Board at least once annually. Election will be by a simple majority of the sitting Board and will conduct the Board self-evaluation, described in Section 2.13.

2.8 Ad-Hoc-Committees. The Academy of the Arts Charter School Board of Directors reserves, per its bylaws, the ability to appoint ad-hoc committees of an advisory nature regarding pertinent business of the board comprised of board members or community members appointed by the board.

2.9 Board Fundraising Policy. The Board of Directors is a 100% giving Board. Board members are expected to give or fundraise a dollar amount to be determined by the Board annually. Board members are expected to be involved in fundraising by using their personal and business connections when appropriate, by soliciting funds when appropriate, by serving on fund-raising committees, and by attending fund-raising events.

2.10 Board Election Procedures. The Governance Committee shall prepare and submit to the Board a report of the nominees it recommends for election to the Board. The number of seats available shall be determined in accordance with the by-laws. Whenever possible, nominated board member credentials will be presented one meeting prior to their election. Board members will be elected by a 2/3 vote of the quorum present at the meeting during which elections are held. Each director shall serve from the next scheduled Board meeting after the election until the end of his or her term as determined by the Board.

2.11 Board Self Evaluation. Efficient and effective performance of the Board can have significant impact on the school's success and is an essential component of good governance. The Board through the Governance Committee will conduct an annual assessment of its own work. This Committee shall determine the format of the assessment, but it must include a formal written survey/self-assessment tool. The evaluation process should be designed to encourage constructive feedback aimed at improvement.

2.12 Indemnification Policy. The school will purchase and maintain Directors and Officers Liability Insurance (D&O), liability insurance payable to the directors and officers of a corporation, or to the organization itself, as indemnification (reimbursement) for losses or advancement of defense costs if insured suffers such a loss as a result of legal action brought for alleged wrongful acts in capacity as directors and officers. The corporation will not provide indemnification for items arising from individual's participation in excess benefit or self-dealing transaction. Indemnification may be denied in a proceeding brought by or on behalf of the corporation (except for expenses), if it is determined that the indemnitee did not meet the standard of conduct required. This indemnification includes expenses (including attorneys' fees), judgments, fines, and amounts paid in settlement actually and reasonably incurred in connection with such action, suit, or proceeding if s/he acted in good faith and in a matter s/he reasonably believed to be in or not opposed to the best interests of the Corporation. With respect to criminal action or proceeding, s/he must have had no reasonable cause to believe conduct was unlawful.

Section 3 – Ethics

3.1 Confidentiality Policy. It is the policy of Academy of the Arts that directors and employees may not disclose, divulge, or make accessible confidential information belonging to, or obtained through their affiliation with Academy of the Arts to any person, including relatives, friends and business and professional associates, other than to persons who have a legitimate need for such information and to whom Academy of the Arts has authorized disclosure. Directors and employees shall use confidential information solely for the purpose of performing services as a director or employee for Academy of the Arts. This policy is not intended to prevent disclosure where disclosure is required by law. Directors must exercise good judgment and care at all times to avoid unauthorized or improper disclosures of confidential information. Conversations in public places, such as restaurants, elevators, and airplanes, should be limited to matters that do not pertain to information of a sensitive or confidential nature. In addition, directors and employees should be sensitive to the risk of inadvertent disclosure and should for example, refrain from leaving confidential information on desks or otherwise in plain view and refrain from the use of speaker phones to discuss confidential information if the conversation could be heard by unauthorized persons. At the end of a director's term in office or upon termination of an employee's employment, he or she shall return, at the request of Academy of the Arts all documents, papers, and other materials, regardless of medium, which may contain or be derived from confidential information, in his or her possession.

Section 4 – Leadership

4.1 Executive Director Policy. The Board shall rely on its Chair and the Head of School to provide professional and administrative leadership. The Executive Director shall be hired by and report directly to the Board. The Executive Director will be responsible for the day-to-day administration of the school's affairs and will manage and direct all activities of the organization as prescribed by the Board. The Executive Director will have the power to hire and discharge employees of the school and will oversee and direct their activities in carrying out the work of the school. The Executive Director is the Board's only link to operational achievement and conduct, so that all authority and accountability of staff, as far as the board is concerned, is considered the authority and accountability of the Executive Director. The Executive Director will, directly or indirectly, supervise all other staff members employed by the school and is responsible for selecting staff members, conducting staff evaluations, and recommending compensation levels. Accordingly: (1) The Board will never give instructions to persons who report directly or indirectly to the Executive Director. (2) The Board will refrain from evaluating any staff other than the Executive Director. (3) The Board will use the performance of the school as a primary indicator of the school leader's performance. **Annual Executive Director Performance Evaluation.** Charter schools receive autonomy over fiscal management and the academic program in exchange for accountability, which measures the school's attainment of specific mission-oriented academic, operational, and governance goals. The Board of Directors' key responsibility is to manage the school through the performance of the Executive Director of Academy of the Arts demy Charter School. There are three core purposes of the evaluation: to recognize areas of particular strength and success, to identify areas for improvement and/or focus, articulate areas for improvement and/or focus, and to inform the board's request for a plan of action from the school leader that addresses how the goals in the charter will be met. Annually, the Board will convene an ad hoc Executive Director Evaluation Committee, to consist of three members to include the Board Chair, Treasurer, and member of the Academic Accountability Committee. The Committee will conduct the evaluation in accordance with its Executive Director Protocol (which provides guidelines for: how to gather information to inform the evaluation; a timeline for evaluation activities that aligns with the school year; and what to include in the written evaluation).

4.2 Leadership Sustainability Policy. The Academy of the Arts charter school will have a sustainability policy that: Ensures ongoing and continuous development of leadership capacity at the Executive Director and Board levels; Responds in a timely and effective manner to an emergency leadership transition; Responds in a timely and effective manner to a planned leadership transition.

Section 5 – Media Policy

5.1 Media Policy. This Media Policy applies to all employees of Academy of the Arts y as well as members of the Board of Directors. This policy covers all external news media including broadcast, electronic, and print. To ensure the quality and consistency of organizational information disseminated to media sources, the following policy shall be enforced: (1) All media contacts are to be handled by the Executive Director, or his or her designee, regardless of who the media representative is or whom he or she represents or how innocuous the request. (2) All press releases or other promotional materials are to be approved by the Executive Director or his or her designee prior to dissemination. (3) If a reporter, producer, or other news media person should contact an employee of Academy of the Arts or a member of the Board of Directors, the individual who is contacted should refer the media person to the Executive Director.

Section 6 – Finance and Accounting

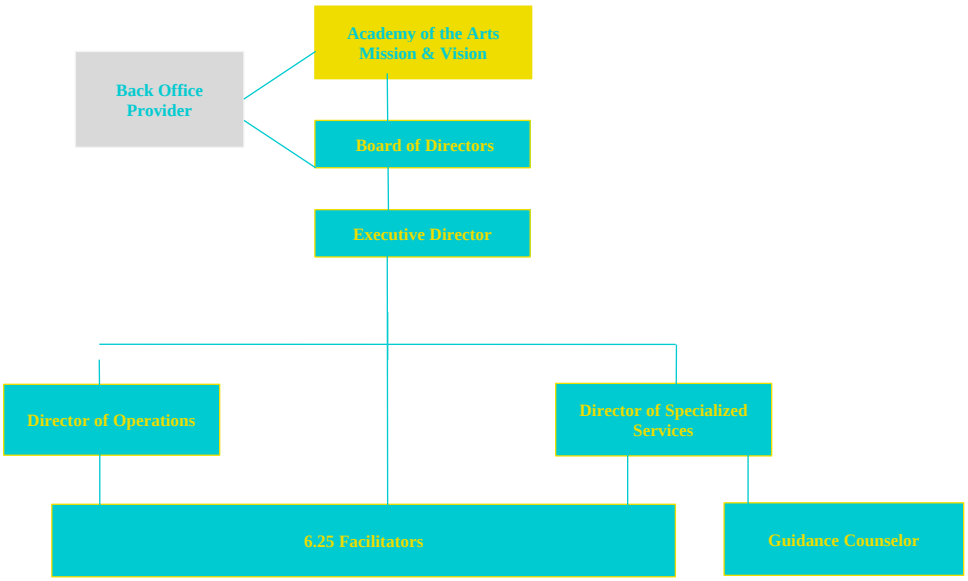
The Board will ratify, annually review and maintain a separate Fiscal Policy Manual to cover the robust breadth and depth of fiscal compliance and governance. This Policy Manual will contain clear policies to provide for legal compliance, best practices in alignment with Generally Accepted Accounting Principles and best-in-class fiscal governance. To establish these policies, Academy of the Arts will consult with a

back-office provider in creating a draft financial policy handbook which will ultimately be approved by the Board. The policies and procedures will detail the internal institutional controls necessary in reporting, procurement, purchasing, and all transactional approvals. The Executive Director, Director of Operations, and Treasurer will serve as the three chief financial agents of the organization; all processes requiring the disbursement and management of funds will require the proper segregation of duties and double approvals necessary to ensure fiscal oversight, and compliance with the law and GAAP. Minimally, the policies will outline: (1) Preparation of financial statements such as Balance Sheets, Cash Flow, YTD Actuals to ensure timely, accurate review by the Finance Committee and Board of Directors; (2) Budgeting creating and approval process which allow for thorough review by the Finance Committee and approval for timely submission to the authorizer; (3) Securing a reputable auditor, and engaging in an annual audit;

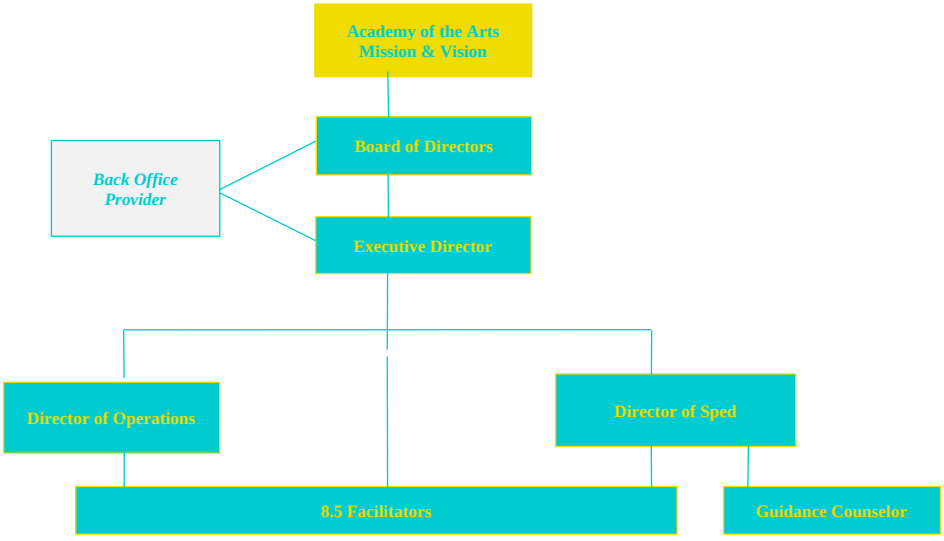
Bank account management and segregation of duties between issuing and signing checks, opening and closing accounts, and completing monthly reconciliations; (5) Petty cash management policy and deposit policy; (6) Contracting and RFP thresholds processes and policies; (7) Purchasing controls and segregation of duties. Management and the Treasurer will collaborate with a back-office provider to create a draft financial policy manual, to be reviewed by the Finance Committee and ultimately approved by the Board. **Purchasing.** Any equipment with an estimated value of $10,000 or more shall be purchased through competitive bidding or comparative pricing by at least three vendors whenever possible per Tennessee state legislation. Comparative pricing or competitive bidding should also be used periodically for regularly purchased materials, supplies, services, and insurance. **(1) Property**. The Board chair must approve the purchase or disposition of any asset with a value of $10,000 or less. The purchase or sale of any asset of higher value shall be approved by the Board. Purchase or sale of any real estate must be approved by the Board. **(2) Risk Management Policy**. Academy of the Arts is committed to protecting its human, financial, and goodwill assets and resources through the practice of effective risk management. The Board of Directors and management are dedicated to safeguarding the safety and dignity of its paid and volunteer staff, its clients, and anyone who has contact with the organization. To this end, the board will ensure that the organization has a risk management plan for the organization that is reviewed and updated on an annual basis

ATTACHMENT G: Organizational Charts

Year 1 of Operations (2023 – 2024) – Enrollment of 90 Students:
Year 1 staff will include 1 Executive Director, 1 Director of Operations, 1 Director of Specialized Services, 1 Guidance Counselor, 6 full time facilitators and 1 music facilitator at .25 of the time.

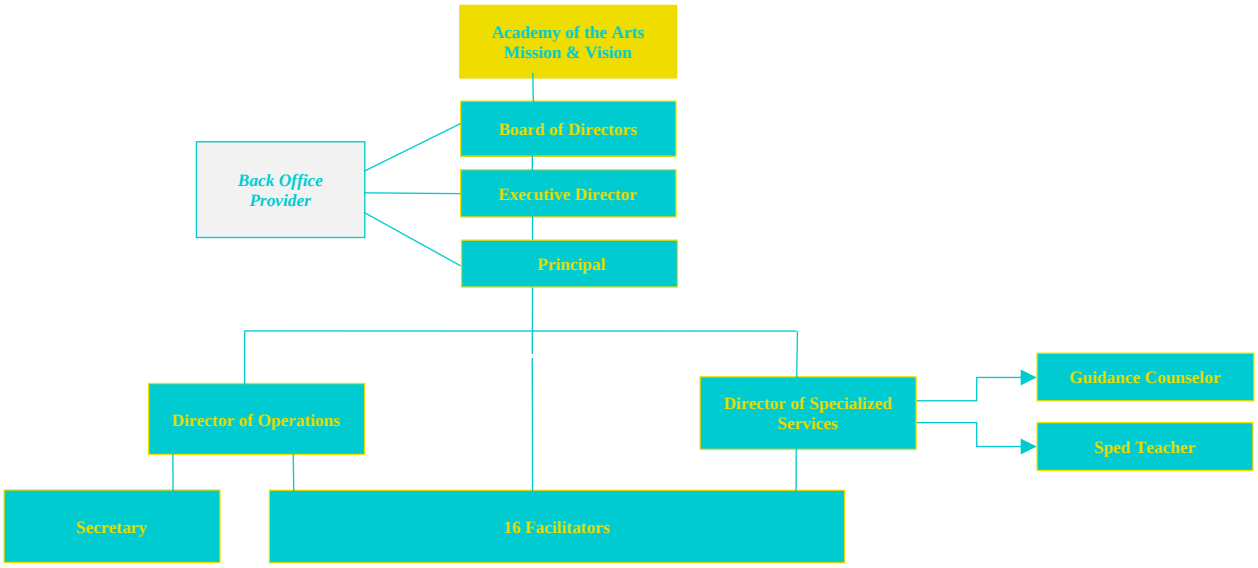


Year 2 of Operations (2024 – 2025) – Enrollment of 190 Students:
Year 2 staff will include 1 Executive Director, 1 Director of Operations, 1 Director of Specialized Services, 1 Guidance Counselor, 8 full time facilitators and 1 music facilitator at .50 time.



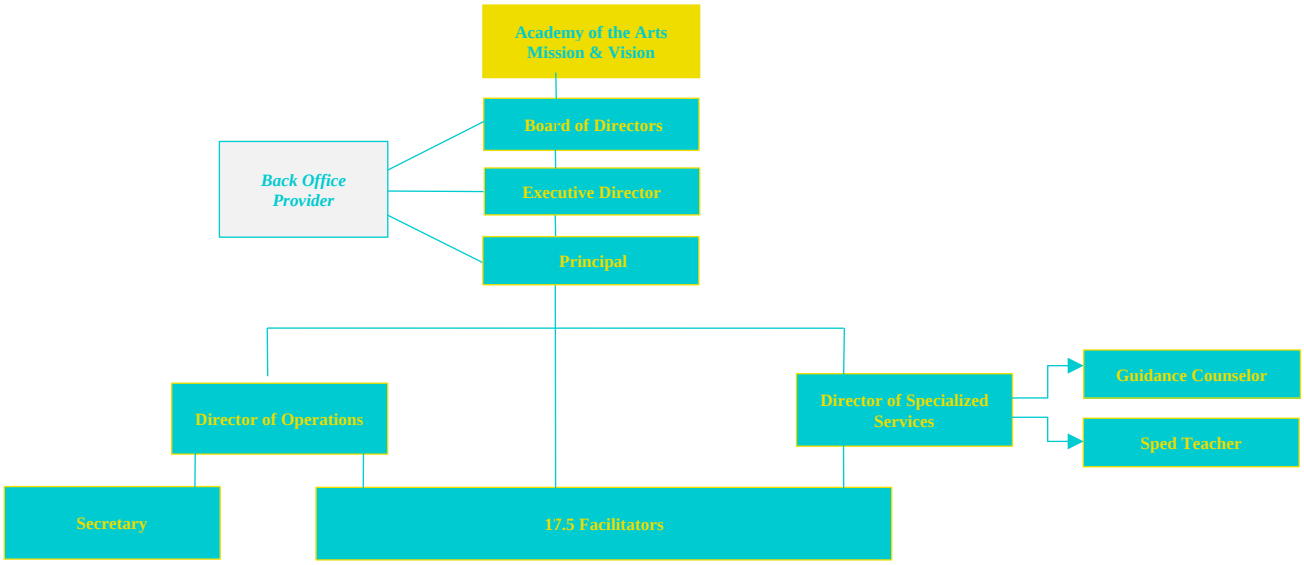
Year 3 of Operations (2025 – 2026) – Enrollment of 300 Students:

Year 3 staff will include 1 Executive Director, 1 Director of Operations, 1 Director of Specialized Services, 1 Guidance Counselor, 1 Principal, 1 Secretary and 16 full time facilitators.

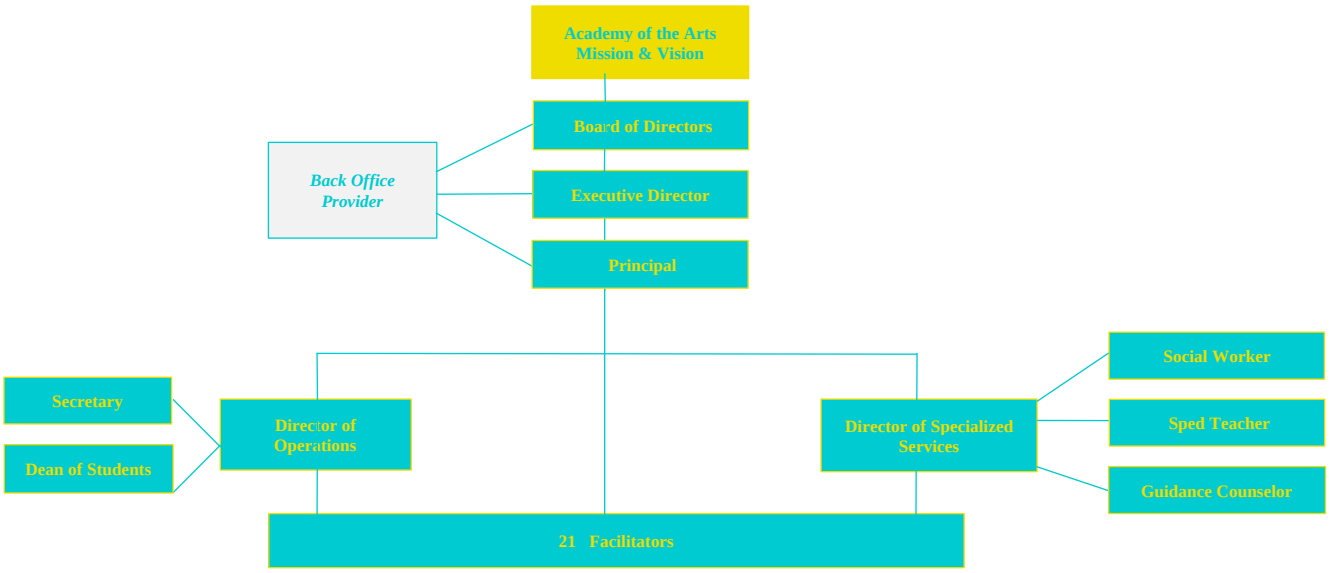


Year 4 of Operations (2026 – 2027) – Enrollment of 420 Students:

Year 3 staff will include 1 Executive Director, 1 Director of Operations, 1 Director of Specialized Services, 1 Guidance Counselor, 1 Principal, 1 Secretary, 1 Special Education Teacher, 17 full time facilitators and a .50 music facilitator.



Year 7 of Operations (2029 – 2030) – Enrollment of 480 Students/ MAX CAPACITY:
Year 3 staff will include 1 Executive Director, 1 Director of Operations, 1 Director of Specialized Services, 1 Guidance Counselor, 1 Principal, 1 Secretary, 1 Special Education Teacher, 21 full time facilitators, 1 Dean of Culture and 1 Social Worker.



Position	*Year 0 (2022 -2023)	Year 1 (2023-2024)	Year 2 (2024-2025)	Year 3 (2025 - 2026)	Year 4 (2026–2027)	*Year 6 (2028 - 2029) MAX*
Executive Director	1	1	1	1	1	1
*Principal	0	0	0	1	1	1
Director of Operations	1	1	1	1	1	1
Director of Specialized Services	0	1	1	1	1	1
Guidance Counselor	0	1	1	1	1	1
Social Worker	0	0	0	0	0	1
Dean of Culture	0	0	0	0	0	1
Sped Teacher	0	0	0	1	1	1
Secretary	0	0	0	1	1	1
English Facilitator	0	1	1	2	2	2
Math Facilitator	0	1	1	2	2	2
Science Facilitator	0	1	1	2	2	2
Social Studies Facilitator	0	1	1	2	2	2
Nurse	0	0	0	1	1	1
Building Engineer	0	0	0	0	1	1
Dance Facilitator	0	1 *Teaches PE*	1	2	2	2
Visual Art Facilitator	0	1 * *Teaches Fashion*	1	1	1	2
Fashion Design Facilitator	0	0 * *Visual art teacher*	1	1	1	2
Film/Media/Theater	0	1 *Teaches Tech*	1	2	2	2
Music Facilitator	0	.25	.50	1	1.50	2
Technology	0	0 * *F/M/T credit*	0 **F/M/T credit*	1	1	2
P.E./Health	0	0 **Dance credit*	0 **Dance Credit*	1	1	1
NOTES:		***Dance/PE *VA/FD *Film &Media /Tech**		*2nd F/M/T supports w/technology		
TOTAL:	**2**	**11.25**	**12.5**	**25**	**25.50**	**32**

Mecca Kai Jackson

4525 Hickory Creek Drive (215)900-2705
Bartlett, TN 38135 ms.mecca7@gmail.com

Core Strengths:

*Personable, articulate, professional; compassionate about achieving curriculum goals.
*Energetic, organized, positive & self-motivated with the ability to speak and write effectively.
*Ability to adapt quickly to challenges and changing environment.

SKILL HIGHLIGHTS

- Curriculum Management; Professional Development; Coaching
- Public Speaking; Community Relations; Budget Management
- Educational Leadership; Problem Resolution; Talent and Recruitment

CORE ACCOMPLISHMENTS

Leadership:

- Selected by the Philadelphia Eagles for the 2019 school playground build
- Increased academic indicators including Y.O.Y. reading levels in K-2 student results
- Implemented new social and emotional learning "Mutt-i-gree" program; first school in Pennsylvania to pilot the program
- Developed and implemented new school wide safety protocols to decrease incidents on campus and brought innovative technology systems such as "Raptor" to schools

PROFESSIONAL EXPERIENCE

Principal, 6/2017 to 7/2020
Allen M. Stearne Elementary School, Phila., PA.

- Review and evaluate performance of classroom teachers and support staff
- Create an instructional coaching model for professional development
- Assess levels of student services and special programs
- Lead development of curriculum and instructional excellence
- Facilitate effective implementation of Common Core State Standards
- Lead all recruitment strategies to select and hire highly effective staff
- Managed and coached a leadership team to strategically hit school wide goals

Apprentice School Leader Principal, 6/2015 to 6/2017
Philadelphia and Camden

- Trained with Mastery Charter Schools to open and lead a new school in Camden, NJ
- Wrote and conducted Mid-Year reviews for teachers
- Wrote and conducted End of Year evaluations for teachers
- Conducted co-observations with Assistant Principals daily
- Facilitated and lead planning meetings with grade teams
- Coached teachers around ELA and Math programs
- Facilitated weekly leadership team meetings

Principal, 6/2014 to 6/2016
Charles Sumner Family School, Camden, NJ

- Managed a K-8 school with 575 students and 80 teachers and support staff
- Implemented new school-wide procedures & facilitated bi-weekly professional development
- Coordinated bi-weekly PLC team meetings for each grade level
- Organized student recognitions to ensure a positive school culture and climate
- Developed teams such as safety team, ScIP team, social committee anti-bullying team to build community

Principal, 6/2013 to 6/2014
Lincoln Charter School, York, PA.

- Managed a K-5 elementary school with 750 students and 104 staff members
- Developed new attendance policies for staff and students
- Completed monthly board reports and presented during open meetings to Board of Trustees
- Introduced new technology programs to the school
- Purchased and implemented new My Math curriculum for students
- Maintained partnerships with local community
- Provided coaching to strand leads and lead teachers
- Restructured "*New Teacher Induction Program*"

Assistant Principal of Instruction, 6/2011 to 6/2013
Delaware Valley Charter High School, Phila., PA.

- Supported the instructional program with. 640 students and 70 teachers and support staff
- Decreased student lateness by 10%
- Achieved A.Y.P. in 2011-2012
- 100% graduation rate in 2012
- Developed and facilitated new teacher induction program
- Developed and maintained partnerships with local community organizations such as York House and BuildOn
- Responsible for the selection of instructional materials
- Enhanced communication within the school

Educator, 6/2000 to 6/2011
School District of Philadelphia, Phila., PA.

- Implemented rigorous daily instruction to students in grades K-8
- Maintained a positive classroom environment for all students
- Communicated regularly with parents and guardians regarding student academic progress

EDUCATION

Doctorate in Educational Leadership & Change - Candidate
Anticipated Completion Date May, 2023
Baylor University (Waco, TX)

M.A. Educational Leadership, 2009
Arcadia University (Glenside, PA)

M.A. Secondary English Education, 2005
Arcadia University (Glenside, PA)

B.A. Communications/ Broadcast Journalism, 2000
Pennsylvania State University, (Main Campus)

-PROFESSIONAL AFFILIATIONS

- Member, High Tech High – New School Creation Fellow (2020 Cohort)
- Member, The Academy of School Leaders - Neubauer Fellow (Cohort 4)
- Member, Black Women's Educational Alliance (B.W.E.A.) - Philadelphia Chapter
- Member, The Links Incorporated - South Jersey (NJ) Chapter

ATTACHMENT I: Employee Manual

Equal Opportunity Employer

It is the policy of Academy of the Arts Charter High School to seek and employ the best qualified personnel without regard to sex, race, religion, color, creed, national origin, citizenship, sexual orientation, veteran status age, marital status, or disability. It is further this organization's policy to ensure equal opportunity for the advancement of staff members and equal treatment in the areas of upgrading, training, promotion, transfer, layoff, and termination. AACHS will comply with all federal equal employment opportunity laws and other applicable federal laws, including the American with Disabilities Act (ADA) of 1990, and Tennessee State Division of Human Rights laws.

Consistent with this policy, AACHS is committed to:

Recruit, hire and promote on the basis of an individual's qualifications and competence for the job;
Make the necessary, reasonable accommodations to enable a qualified person with a disability to perform the essential functions of a job; Protect the disabled individual's right to privacy and confidentiality to the extent possible; and Full compliance with all requirements of applicable law, including those relating to employee benefits.

Non –Discrimination Policy/Anti-Harassment Policy

Academy of the Arts is committed to providing a professional work environment that is positive, supportive, loving and free from sexual harassment and other types of discriminatory harassment. All employees are expected to show respect to their co-workers and conduct themselves in a professional manner. The non-discrimination policy and anti-harassment policy covers all employees.

> Non-Discrimination Policy - Academy of the Arts prohibits any form of unlawful discrimination based on race, color, age, national origin, disability, veteran status, marital status, gender identity, sexual orientation or any other characteristic protected by the law.
>
> Anti-Harassment Policy - Academy of the Arts prohibits any form of unlawful harassment based on race, religion, national origin, disability, veteran status, marital status, gender identity, sexual orientation or any other characteristic protected by the law. Harassment may include, but is not limited to derogatory, offensive or vulgar comments or jokes and distribution of written or graphic material containing such comments or jokes. Sexual harassment is considered to be the following: Unwelcome sexual advances; requests for sexual favors; and all other verbal or physical conduct of a sexual or otherwise offensive nature, especially when: Submission to such conduct is made either explicitly or implicitly a term or condition of employment; Submission to or rejection of such conduct is used as the basis for decisions affecting an individual's employment; or such conduct has the purpose or effect of creating an intimidating, hostile or offensive work environment.

Qualifications

Academy of the Arts will conduct national searches for the best facilitators and staff.
While the school Principal has final authority to hire staff members, he or she may delegate conduct of the hiring process to other administrators or committees. All job applicants must fill out completely and sign an application for employment. In addition, all job applicants must:

- ✓ Provide an up-to-date resume;
- ✓ Supply proof of teaching certification and qualification pursuant to No Child Left Behind (NCLB) (such as college matriculation, copies of school transcripts); and
- ✓ Be interviewed by the Executive Director, Principal or his or her delegate.

As part of the interview process, prospective teachers will write essays, participate in phone, group, and individual panel interviews. Video of instruction may be substituted. The hiring process will include the following additional mandatory steps:

- At least two references checked, credentials verified, qualifications confirmed;

- Documentation of employment eligibility, i.e., proof of identity and legal authority to work in the United States;
- Fingerprinting and a criminal background check and clearance; and
- The candidate's signature on an offer letter confirming the offered position. Refusal to comply with any of the above requirements or the falsification of information, or the inability to provide proof of legal authority to work in the U.S. will result in the individual not being hired or the job offer being rescinded.

Full-Time and Part-Time Employment

Employees shall receive annual letters of employment that state the terms of their employment. Employees may be hired as regular full-time employees, and as such will be eligible for all benefits provided by the school. The organization also may hire part-time staff. Part-time staff is those who are employed for less than 40 hours per work-week. Part-time employees are not eligible for benefits, unless their contract specifically provides for benefits. Time-off from work, without pay, for part-time employees may be granted by the Executive Director, Principal or his or her designee. Academy of the Arts Charter High School will verify that all of our employees are authorized for employment in the United States. All employees will complete an I-9 form.

Fingerprinting and Criminal Background

Academy of the Arts faculty, staff (including temporary staff) and consultants working in the school must pass a fingerprint and criminal background check as a condition of employment. Consultants who are either independent contractors or agents of a company who have unsupervised access to students and whose work involves spending time in the school also must be fingerprinted and have a criminal background check. Classroom volunteers who have a consistent, regular presence in the school and who work with children in an unsupervised capacity must undergo fingerprinting and criminal background checks.

It is not the policy of AACHS to require fingerprinting and background checks on parent classroom volunteers for general community activities with children, as they do not have consistent, regular, unsupervised access to students. No employee may start working until clearance is received.

Employment at Will

An employee's relationship with Academy of the Arts Charter High School is an employment "at will". Accordingly, the employee or the school may terminate the employment relationship at any time with or without cause. However, no person other than the Executive Director has the authority to enter into any agreement for employment for any specific period of time and any such agreement must be in writing.

Drug-Free Workplace

All employees are required to notify the Executive Director or Principal within five days of any criminal conviction if it occurred either in or out of the workplace. Employees will be notified that the unlawful manufacture, distribution, possession or uses of controlled substances are prohibited in the workplace.

Smoking

All facilities of Academy of the Arts Charter High School will be smoke-free.

Performance Evaluation

Facilitators: Annually, each teacher will undergo a thorough, summative performance review with the Principal. Along with a detailed written review and assessment of job performance, teachers will receive a rating that falls in one of the following four rating categories: Highly Effective, Effective, Developing, and Ineffective. A teacher's rating shall be based on: Professional observations and evaluations of teaching and teacher performance by the Executive Director or Principal using Charlotte Danielson's Framework for Teaching; student achievement measures such as growth on state assessments and authentic artifacts in student learning, graded using rubrics developed by AACHS.

Termination

Offenses which can result in teacher dismissal may include, but are not limited to:

- Repeated teacher ratings of Ineffective or Developing

- Failure to meet goals in Teacher Improvement Plan
- Repeated absence attendance or lateness
- Corporal punishment of a student
- Verbal, physical, and/or sexual abuse of a student
- Sexual harassment of an employee
- Lack of ability to have collegial relations with colleagues or administrators
- Possession, use, sale, purchase, or distribution on school property, or reporting to work under the influence, of a drug and/or alcohol
- Falsifying or altering records
- Theft of school property
- Sabotaging or willfully damaging school equipment or the property of other employees.
- Insubordination involving, but not limited to, defaming, assaulting, or threatening to assault a supervisor, and refusing to carry out the order of a supervisor
- Fighting or provoking a fight on school premises
- Working for another employer while on leave without consent of the school
- Carrying concealed weapons on school property or during any school-sponsored event
- Failure to perform professional duties.

Salaries and Compensation Packages

Individual base salaries will be determined based on position responsibilities, qualifications, experience, and years of service. All teachers will be provided with a four percent (4) contribution to the 401(k) plan of their choice.

Final Pay

Employees who leave the service of Academy of the Arts Charter High School for any reason shall be entitled to all pay that may be due them, with the following qualifications:

1. Employees will be advised of their rights under the Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA) to continue health care coverage for themselves and their dependents at group rates at their own expense for up to 18 months.
2. An employee who is terminated or who resigns must return all office keys, identification, security cards and codes, any borrowed school property, including personal laptop and office materials and supplies, in such employee's possession to the Executive Director or Principal. Failure to return AACHS's items will result in delay in payment of final pay until all of AACHS's property is returned.
3. No information or copies of information, including but in no way limited to files, memos, computer-stored items, lists, or other similar information, may be taken by such employee without the express permission of the Executive Director or Principal.
4. The final date of employment is the final date on which the employee serves his or her duties at AACHS. It shall never be construed as the date upon which the employee receives his or her final pay.

Severance Pay

Employees shall not be entitled to severance pay.

Exit Interviews

All employees are strongly encouraged to participate in an exit interview before leaving AACHS.

Faculty Responsibilities

Instructional faculty are required to be present for all scheduled school related activities and classroom instruction for the entire academic year. Typically, the academic year is from the last week of August through the first/second week of June. Teachers are expected to participate in15 days of professional development during the summer months. Faculty should expect to be at school at least thirty minutes prior to the beginning the instructional day to thirty minutes beyond the end of the instructional day. When not in the classroom or performing scheduled duties, faculty members are expected to be at school to attend all school meetings and assemblies, and to be available to students. The AACHS phone is answered from 7:30 a.m. until 4:00 p.m. on regular school days. The office is open from 8:00 a.m. to 3:30 p.m. on normal school days. Summer office ours are from 9:00 a.m. to 3:00 p.m.

- *Communication*: All staff are expected to check their emails and voicemails at least 3 times a day. All non-emergency emails and voice mails that require a reply should be responded to in 48 hours. No papers, flyers, surveys or other information may be distributed in the school without written approval from an administrator.
- *Media*: All media contacts are to be handled by the Executive Director, or their designee, regardless of who the media representative is or whom he or she represents or how innocuous the request. All press releases or other promotional materials are to be approved by the Executive Director or their designee prior to dissemination. If a reporter, producer or other news media person should contact an employee of Academy of the Arts Charter High School or a member of the Board of Directors, the individual who is contacted should refer the media person to the Executive Director. This policy is in place to ensure the quality and consistency of organizational information disseminated and covers all external news media including broadcast, electronic and print.
- *Cellphones:* During any time where staff are responsible for monitoring students, they are prohibited from using cell phones or personal digital assistants for any reason. This includes when facilitators are teaching or monitoring groups such as lunch, fire drills or while representing the school at official functions.
- *Dress Code:* All staff members are expected to be the example for students and model appropriate behaviors in the work place, inclusive of dress. All staff are expected to dress appropriate daily maintaining well-groomed attire. Staff are expected wear a minimum of "business casual" attire daily, unless they are participating in a schoolwide dress down day.

Leave and Absences

AACHS does not distinguish between Personal Leave, Bereavement Leave or Sick Leave. All staff members must request of the Executive Director or Principal the use of leave, giving advance notice whenever possible, and all instructional staff should make every reasonable attempt to use leave so as to disrupt classroom instructional time as little as possible. All employees should use their best judgment in determining what constitutes "reasonable" leave taking. As a general guideline, the school shall consider three days in the case of bereavement, five days for illness, and three personal days annually "reasonable." Additional days may be considered reasonable with sufficient explanation.

All absences and lateness must be reported directly to the Director of Operations or his/her designee by telephone by 6:30 a.m. In addition, all facilitators are expected to call their classroom colleagues and report their absence. Teacher teams are expected to keep up-to-date lesson plans, which can be referred to in case of an absence. When an absence is planned faculty members should communicate, in writing, to the Executive Director or Principal and Director of Operations, the day(s) he/she will be absent. If a faculty member knows that he or she will be absent far enough in advance, it is the faculty member's responsibility to make every effort to see that classes and other obligations are covered by their team. Faculty must call the Director of Operations each day they are absent unless the staff member is on an approved leave of absence. Failure to call in daily may result in disciplinary action, up to and including termination. Employees who are absent for three (3) or more days and have not contacted the Director of Operations will be considered to have abandoned their employment, and school records will reflect that the individual voluntarily terminated his or her employment with Academy of the Arts.

Faculty with excessive absenteeism and/or tardiness cannot perform their jobs effectively and disrupt the operation of the school. Therefore, excessive absenteeism or lateness may be cause for disciplinary action up to and including termination. Failure to notify the Director of Operations before the start of school or failure to call his/her designee will be considered an unexcused absence and will be subject to disciplinary action up to and including termination. Teachers who must be absent for reasons other than illness must communicate, in writing, and arrange for their absence in advance with the Executive Director or Principal.

Handling Emergencies

All staff members are expected to familiarize themselves with the building facilities and the location of fire-fighting equipment; they are also encouraged to take the Red Cross training for first aid and child CPR offered periodically at the school. In emergency situations, staff shall use their best judgment in following these procedures. If anyone needs immediate medical attention, use the school phone or cell phone to call the main office and request whoever answers to contact 911. If the person has stopped breathing, tell the office to send someone trained in CPR to the classroom immediately. Be prepared to provide the following information:

- Your location and name;
- Child/person's name and age; and
- The child/person's condition and what if anything happened to cause the condition Do not allow the person/student to be left unattended by an adult.

The person who answers the office phone will contact 911, the nurse and the Executive Director or Principal. The staff member also will designate a staff person to wait outside the facility for the ambulance and emergency officials to arrive at the school entrance and escort them to the classroom. The person assigned to the main office will stay in the office in case the EMS needs to contact the school and make sure a copy of the Emergency Contact Form and Before Providing Care Form are given to the appropriate medical emergency staff and the attending faculty member. The main office will notify the student's family as soon as possible. Their contact information can be found on the Emergency Contact Form.

Crisis Management Planning

DEFINITIONS

Crisis Management is that part of a school's approach to safety which focuses more narrowly on a time-limited, problem –focused intervention to identify, confront and resolve the crisis, restore equilibrium and support appropriate adaptive responses.

Crises shall include but not be limited to situations involving the death of a student, staff member, or a member of a student's immediate family by suicide, substance abuse, illness or accident. The school director shall have the authority to determine what is a crisis incident and to convent the Crisis Management Team.

Critical Incidents shall include situations involving threats of harm to students, personnel or facilities. Critical incidents include but are not limited to natural disasters, fire, use of weapons/explosive, and the taking of hostages. Such incidents require an interagency response involving law enforcement and/or emergency services agencies.

The purpose of Crisis Intervention is to:

- Ensure that traumatic events are not ignored.
- Provide assistance to those students, staff and parents in dealing with emotional responses usually associated with traumatic events.
- Decrease the spread of rumors by sharing facts.
- Provide support and counseling to minimize the effects or the traumatic event within the school.

Crisis Levels:
LEVEL 1: In-house, requiring the intervention of one staff person
LEVEL 2: In-house, requiring the intervention of more than one staff person
LEVEL 3: Involving the need for outside interventions.

TRAINING FOR STAFF, STUDENTS, PARENTS & OTHERS

The Executive Director/School Director or a designee shall meet not less than one time yearly with the school staff at which time an orientation will take place. All concerned persons will be familiarized with the Crisis Plan at this time. Various drills are mandated periodically throughout the school year. Students are trained in the correct procedures for both of these potential dangers. Volunteers and parents are informed that a Crisis Plan is on file in the school office.

Crisis Management Plan

- Important information will be gathered as quickly as possible.
- Students' safety will be a priority.
- The Executive Director/School Director will be notified immediately.
- The Executive Director/School Director will be the primary spokesperson for the media only after speaking with AACHS School Board.
- The Executive Director/School Director will be deemed the spokesperson for the staff.

- School personnel will emphasize to parents and staff that they have the right to refuse speaking to the media.

PREVENTION & CURRICULUM

School Climate

- The school provides parents with a yearly survey in order for them to access the school climate.
- Results are used to evaluate and revise the existing safety plan.
- AACHS staff affords students the opportunity to provide feedback regarding school climate.

Discipline Plan

- The Parent/Student Handbook is disseminated to each child/parent each year. A signed notice of receipt is kept on file in each child's homeroom.
- Training is provided for faculty and staff by the school Executive Director/School Director.
- Students understand and respond to the discipline plan.
- Parents are aware of the discipline plan and their supporting role.
- The plan is consistently and fairly enforced for all students.
- All faculty/staff are visible throughout the school day to support the discipline plan.

Conflict Resolution/Peer Mediation/Mentoring Programs

- Instructors teach conflict resolution as a part of the curriculum.

PRIORITIZED PROCEDURES

Intruder:

Signs will be posted at the school entrance requesting that all visitors stop at the front office to receive a visitor's pass. Facilitators will be asked to monitor hallways as they are moving from area to area and escort anyone without a pass to the office.

Irate person:

- If the irate person is in the office or hallway, the administration will attempt to calm the person or ask them to move outside the building.
- If the irate person refuses to calm down, local police will be called by the office staff to assist administration.
- Should the irate parent enter the building and cause a scene in the classroom, the teacher must alert the administration by sending a student with the Red Card. Armed Individual (with or without hostages):
- Teachers will be alerted over the telephone/intercom system that our building be placed in Lockdown.
- Office personnel will be in charge of calling 911.
- Teachers should lock classroom doors and windows. Teachers and students should remain in the classroom and move away from the door so they are not visible to the intruder. Teachers and students will remain in this lockdown mode until an administrator instructs them otherwise.
- The administration will attempt to communicate with the individual in a calm manner to determine demands.

Administration will communicate demands to the police. Administration will turn the situation over to authorities at the appropriate time.

Shooting/Weapons:

Should gunshots be directed toward the school's campus from a moving vehicle or an individual outside the building:

Procedure when indoors:

- Take cover under table, desks, etc.
- Stay away from windows.
- Move from under light fixtures or other suspended objects. Procedure when outdoors:
- Lie flat on the ground and do not move.
- Remain still until you are positive the perpetrator is gone or you are directed to move.

After the incident, teachers and students must write down all details that can be remembered

Fighting or Riots:

Procedure for stopping a fight:

- If the fight begins inside the classroom and the teacher needs assistance, another child will be directed to call or carry the "red card" to the office.
- Personnel will be speak loudly and let the participants know that the behavior should stop immediately.
- Other teachers should assist if they hear or see an incident occurring.
- If students began to gather at the scene, personnel should specifically call the names of students they see and demand that they step away.
- Teachers should yell for help if they the fight persists and especially if weapons are involved.
- Once students are separated, teachers should not use further confrontational behavior by making accusations toward those who were fighting.
- Students should be removed from the area and taken as quickly as possible to the office.
- Students should be given an opportunity to cool down in a calm setting.

Procedure for handling a riot:

- All personnel are encouraged to be sensitive to the emotional climate of the campus and attempt to diffuse any possible eruption of problems.
- In the event of a riot inside the building, the fire evacuation plan will be followed to remove students from the building. Students will remain outside until the Executive Director/School Director directs them that it is safe to return.
- In the event of a riot outside of the building, the lockdown procedures will be put into place to keep students safe from harm.
- Law enforcement will be notified of the disturbance and meet with the Executive Director/School Director at a predetermined site for information.

Fire

- At least one fire drill will be held at AACHS each quarter that school is in session.
- The fire drill shall require complete evacuation of the main.
- The fire alarm will sound to notify occupants in the building that an evacuation is needed.
- In event of a power failure, a bullhorn will be used.

A fire drill evacuation plans will be posted in all rooms. All exit doors will remain unlocked from the inside and clear of obstructions at all times.

RECOVERY AFTER THE CRISIS

The Role of the Executive Director/School Director and Staff

Executive Director/School Director's Role

- Support response efforts and be available for media.
- Be visible, available, and supportive to empower staff.
- Provide direction for teachers to alter the curriculum. Specifically, consider testing, if postponement is necessary.
- When appropriate, contact family of the deceased and inform staff and students about funeral arrangements.

Counselor/Instructional Facilitator's Role

- Be available by canceling other activities.
- Locate counseling assistance by checking community resources, and system "Crisis Plan."
- Provide individual and group counseling.
- Coordinate and greet support staff members and then take them to their assigned location.

- Contact parents of affected students with suggestions for support and further referrals.
- When appropriate, follow the schedule of the deceased and visit classrooms of close friends.
- Support the faculty and provide counseling as needed.
- Keep records of affected students and provide follow-up services.
- Establish a self-referral procedure. Make referral forms available.
- Review and distribute open-ended questions to assist teachers with classroom discussion.
- When applicable, assign a counselor or responsible adult to follow the deceased student's schedule for the remainder of the day.
- Monitor grounds for students leaving the building without permission.
- Arrange routine for the masses of parents who will pick up their children early.
- Ensure that students who are closest to the victims are picked up by parents at school.
- When appropriate, notify bus drivers of the victims in order for them to adjust and be aware of student emotions.
- When appropriate, notify feeder school so they can prepare siblings and other students regarding the crisis.

Teacher's Role

- Provide accurate information to students, which may dispel rumors.
- Lead classroom discussions, when warranted, that focus on helping students to cope with loss.
- Answer questions without providing unnecessary details.
- Recognize and honor the various religious beliefs that may help the students to cope.
- Be understanding and receptive to students' expressions of various emotions.
- Be careful of the use of TV broadcasts in the classroom. Live newscasts can be traumatizing.
- Identify students who need counseling and refer to building support personnel.
- Provide activities to reduce trauma, such as artwork, music, and writing.
- Alter the curriculum as needed.
- Discuss funeral procedures when appropriate.
- Know how to get assistance from other professionals should the need arise.

EMERGECNY CODES

Codes of red, gray, black, blue, green and yellow are utilized when there is an immediate danger to students and/or staff. The Emergency Management Plan will be implemented immediately when any codes are communicated. When there is no apparent, immediate danger to students or staff, an announcement may be more appropriate.

Codes Description

RED	Fire Alarm (Follow evacuation procedures)
GRAY	Tornado (conditions are favorable in/close to the watch area)
GREEN	All clear
YELLOW	A danger exists in the community- SOFT LOCKDOWN
BLUE	Serious/volatile situation exists- HARD LOCKDOWN
BLACK	Tornado has been cited and/or imminent. The local tornado sirens may/may not sound. (Follow Tornado procedures)

Reporting Responsibilities

As school personnel staff members are MANDATED to report SUSPECTED child abuse or neglect. We need not be certain that a child is being abused; we need only to suspect abuse or neglect in order to report it. The following examples of "Red Flags" should be reported to the Executive Director or Principal immediately:

- A child who talks about wanting to hurt or kill him or herself;
- Any injury, mark or bruise that looks concerning and for which there is no viable explanation. Note: only one adult should ask the child how the injury occurred. Avoid excessive questioning. If you prefer, you may ask the Executive Director or Principal to do the questioning;
- A child who complains that he/she cannot sit down because they have been spanked;
- Inappropriate sexualized behavior, either acting out or knowledge that is not age appropriate;
- A child who expresses fear or concern about going home, or about someone in his / her home or about something happening at home.

If you suspect that a child is being abused or maltreated you should contact the Guidance Counsel in person as well as provide them with written documentation by using the Confidential Report of an Allegation of Child Abuse. Once this is completed it is every teacher's responsibility to report the suspicion to child services with consultation of the Executive Director or Principal. Do not let a child that you suspect may be a victim of abuse leave school at the end of the day without first talking to the Executive Director or Principal.

In addition, all employees are REQUIRED to report any allegations of child abuse in an educational setting to the Executive Director or Principal. The term educational setting means the building and grounds of any school as well as vehicles used to transport students to and from school, field trips and extracurricular activities as well as the sites where those activities take place. The Executive Director or Principal should be notified of any such concerns and complete a Confidential Report of an Allegation of Child Abuse in an Educational Setting.

Confidentiality Policy

School employees are required to preserve the confidentiality of any and all records containing personally identifiable information of students. Student records are confidential by virtue of the Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities in Education Act (IDEA), state privacy laws and other laws and regulations. School employees may not disclose personally identifiable information about school students unless they have been given clearance by the Principal and are certain that the disclosure is permitted by law. All student records maintained in the central school office as well as in individual teacher's classrooms must be secured at all times. Only those employees with a legitimate need for access to a student's records may access such records absent written parental permission. Therefore, absent a special reason, only faculty members who provide instruction or other services to a student should have access to his/her records. In addition, school employees who have access to social security numbers of school personnel are required to preserve the confidentiality of such information and only disclose the information for legitimate or necessary business purposes.

School Calendar and Holidays

Each year the school will establish a school calendar that complies with the Tennessee State Education Law relating to compulsory attendance. Academy of the Arts has discretion with regard to the dates of attendance. Unless exempted by the Executive Director, Principal or Director of Operations, all staff are expected to be in attendance on all days indicated by the school calendar, including Summer Institute. The school calendar should be consulted for dates on which the School is closed.

Weather Days and Other Closings

The School may be closed due to inclement weather or other situations. An orderly process for notification of public media outlets and, if practical, parents shall be developed and implemented when necessary. The school will be closed on any regular school day when the Fayette County School District cancels school due to inclement weather. At the discretion of the Executive Director, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days to what was scheduled to be the end of the school year.

Military Leave

Members of the United States Army, Navy, Air Force, Marine, Coast Guard, National Guard, Reserves or Public Health Service will be granted an unpaid leave of absence for military service, training or related obligations in accordance with the Unified Services Employment and Re-employment Act of 1995 (USERRA).

ACKNOWLEDGEMENT OF RECEIPT OF EMPLOYEE MANUAL

I have received my copy of the Employee Manual, which outlines the personnel policies of Academy of the Arts Charter High School. I will familiarize myself with the information in the Manual and agree to observe these policies in all aspects.

I recognize that the Manual does not constitute a contractual agreement and that either the Academy of the Arts or I may terminate my employment at any time for any reason, with or without cause, and I understand that no manager or representative of the school, other than the Executive Director has any authority to enter into any employment agreement for a specified period of time or to make any promises or comments contrary to the foregoing.

_____ _____

Employee's Signature Date

_____

Employee's Printed Name

ATTACHMENT J: Insurance Coverage



Bankers Insurance, LLC
630 Peter Jefferson Pkwy, Ste. 300
Charlottesville, VA 22911

May 14, 2021

To Whom It May Concern:

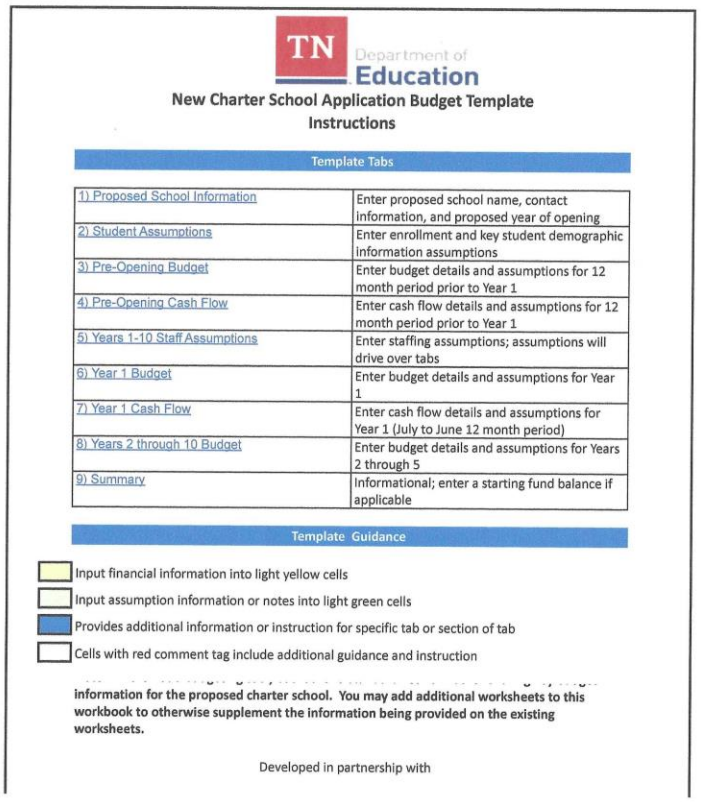
Please be advised that I am assisting Mecca Jackson on behalf of Academy of the Arts, LLC in acquiring commercial insurance in Tennessee for the Academy of the Arts Charter High School.

I can confirm that we will be able to help her place K-12 Voluntary Student Accident Insurance to cover injuries to students participating in interscholastic athletics.

If I can be helpful to you in any way, please do not hesitate to contact me.

Sincerely,

Jay Stalfort, CIC
Commercial Sales Executive
(434) 327-1638
jastalfort@bankersinsurance.net



Department of Education

New Charter School Application Budget Template Instructions

Template Tabs

1) Proposed School Information	Enter proposed school name, contact information, and proposed year of opening
2) Student Assumptions	Enter enrollment and key student demographic information assumptions
3) Pre-Opening Budget	Enter budget details and assumptions for 12 month period prior to Year 1
4) Pre-Opening Cash Flow	Enter cash flow details and assumptions for 12 month period prior to Year 1
5) Years 1-10 Staff Assumptions	Enter staffing assumptions; assumptions will drive over tabs
6) Year 1 Budget	Enter budget details and assumptions for Year 1
7) Year 1 Cash Flow	Enter cash flow details and assumptions for Year 1 (July to June 12 month period)
8) Years 2 through 10 Budget	Enter budget details and assumptions for Years 2 through 5
9) Summary	Informational; enter a starting fund balance if applicable

Template Guidance

Input financial information into light yellow cells

Input assumption information or notes into light green cells

Provides additional information or instruction for specific tab or section of tab

Cells with red comment tag include additional guidance and instruction

information for the proposed charter school. You may add additional worksheets to this workbook to otherwise supplement the information being provided on the existing worksheets.

Developed in partnership with

Instructions

Page 1 of

Academy of the Arts Charter High School
New Charter School Application Budget Template
Proposed School Information

Proposed School Name	Academy of the Arts Charter High School
Lead Sponsor Name	Mecca Jackson
Lead Sponsor E-mail Address	ms.mecca7@gmail.com
Lead Sponsor Phone Number	(215) 900-2705
CMO/EMO Affiliation	N/A
Proposed Authorizer	Fayette County Public Schools
Proposed Opening Grade Level(s)	9th Grade
Proposed Final Grade Level(s)	12th Grade
Proposed First Year of Operations	2023-24

	Year 1	Year 2	Year 3	Year 4	Year 5
Anticipated Enrollment	90	190	300	420	450

Note: These cells auto-populate after completing Tab 2.

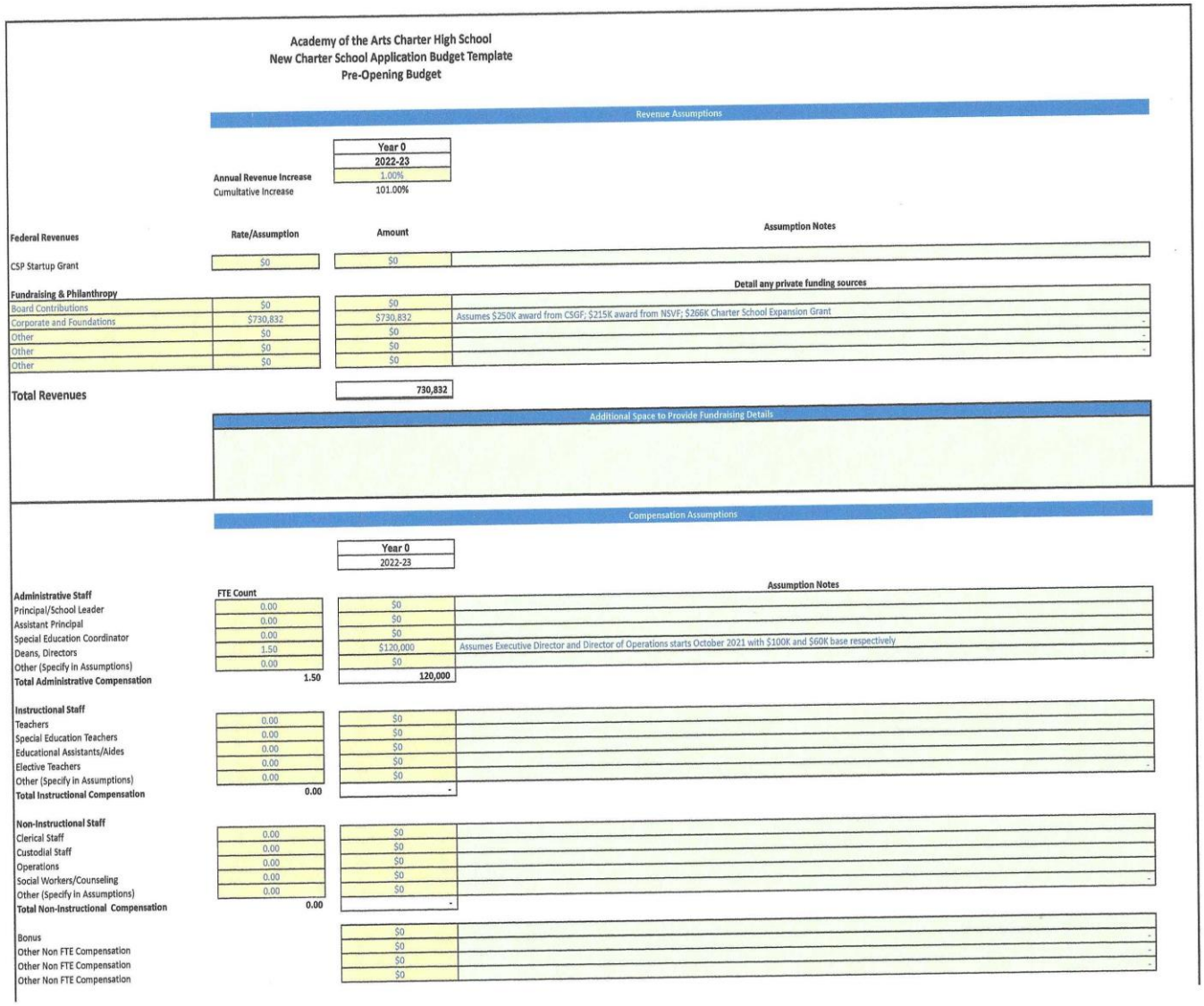
Academy of the Arts Charter High School
New Charter School Application Budget Template
Student Assumptions

	Enrollment Assumptions				
	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28
Pre-Kindergarten (Informational Only)	0	0	0	0	0
Kindergarten	0	0	0	0	0
1st Grade	0	0	0	0	0
2nd Grade	0	0	0	0	0
3rd Grade	0	0	0	0	0
4th Grade	0	0	0	0	0
5th Grade	0	0	0	0	0
6th Grade	0	0	0	0	0
7th Grade	0	0	0	0	0
8th Grade	0	0	0	0	0
9th Grade	90	100	110	120	120
10th Grade	0	90	100	110	120
11th Grade	0	0	90	100	110
12th Grade	0	0	0	90	100
Total Enrollment (excluding Pre-Kindergarten)	**90**	**190**	**300**	**420**	**450**
Change in Net Enrollment	**90**	**100**	**110**	**120**	**30**

	# of Classes By Grade				
	Year 1	Year 2	Year 3	Year 4	Year 5
Pre-Kindergarten (Informational Only)	0	0	0	0	0
Kindergarten	0	0	0	0	0
1st Grade	0	0	0	0	0
2nd Grade	0	0	0	0	0
3rd Grade	0	0	0	0	0
4th Grade	0	0	0	0	0
5th Grade	0	0	0	0	0
6th Grade	0	0	0	0	0
7th Grade	0	0	0	0	0
8th Grade	0	0	0	0	0
9th Grade	8	5	5	5	5
10th Grade	0	5	5	5	5
11th Grade	0	0	5	5	5
12th Grade	0	0	0	5	5
Total # of Classes	**8**	**10**	**15**	**20**	**20**
Change in Net # of Classes	**8**	**2**	**5**	**5**	**0**

	Other Key Assumptions Enter Estimated Percentages				
SPED %	11%	11%	11%	11%	11%
SPED Count	**10**	**21**	**33**	**46**	**49**
ELL %	2%	2%	2%	2%	2%
ELL Count	**2**	**4**	**6**	**8**	**9**

Anticipated Paid %	22%	22%	22%	22%	22%
Anticipated Reduced %	10%	10%	10%	10%	10%
Anticipated Free %	67.78%	67.89%	68.00%	68.10%	68.00%
Anticipated Paid Count	**20**	**42**	**66**	**92**	**99**
Anticipated Reduced Count	**9**	**19**	**30**	**42**	**45**
Anticipated Free Count	**61**	**129**	**204**	**286**	**306**
Total Free and Reduced Count	**70**	**148**	**234**	**328**	**351**
School Days	180	180	180	180	180
Attendance Rate	92%	92%	92%	92%	92%



Academy of the Arts Charter High School
New Charter School Application Budget Template
Pre-Opening Budget

Revenue Assumptions

		Year 0 2022-23
Annual Revenue Increase		1.00%
Cumulative Increase		101.00%

Federal Revenues	Rate/Assumption	Amount	Assumption Notes
CSP Startup Grant	$0	$0	
Fundraising & Philanthropy			**Detail any private funding sources**
Board Contributions	$0	$0	
Corporate and Foundations	$730,832	$730,832	Assumes $250K award from CSGF; $215K award from NSVF; $266K Charter School Expansion Grant
Other	$0	$0	-
Other	$0	$0	-
Other	$0	$0	-
Total Revenues		730,832	

Additional Space to Provide Fundraising Details

Compensation Assumptions

	FTE Count	Year 0 2022-23	Assumption Notes
Administrative Staff			
Principal/School Leader	0.00	$0	
Assistant Principal	0.00	$0	
Special Education Coordinator	0.00	$0	
Deans, Directors	1.50	$120,000	Assumes Executive Director and Director of Operations starts October 2021 with $100K and $60K base respectively
Other (Specify in Assumptions)	0.00	$0	-
Total Administrative Compensation	1.50	120,000	
Instructional Staff			
Teachers	0.00	$0	
Special Education Teachers	0.00	$0	
Educational Assistants/Aides	0.00	$0	
Elective Teachers	0.00	$0	
Other (Specify in Assumptions)	0.00	$0	-
Total Instructional Compensation	0.00	-	
Non-Instructional Staff			
Clerical Staff	0.00	$0	
Custodial Staff	0.00	$0	
Operations	0.00	$0	
Social Workers/Counseling	0.00	$0	-
Other (Specify in Assumptions)	0.00	$0	
Total Non-Instructional Compensation	0.00	-	
Bonus		$0	-
Other Non FTE Compensation		$0	-
Other Non FTE Compensation		$0	-
Other Non FTE Compensation		$0	

Total FTE Count	1.50	
Total Compensation		120,000

Employer Benefits & Tax Assumptions

	Base Assumption	Year 0 2022-23	Assumption Notes
Social Security	6.20%	$7,440	Assumes 6.2% of all wages
Medicare	1.45%	$1,740	Assumes 1.45% of all wages
State Unemployment	3.50%	$1,008	Assumes 3.5% of eligible employees
Disability/Life Insurance	$0	$0	
Workers Compensation Insurance	1.80%	$2,160	Assumes 1.8% of wages
Other Fringe Benefits	$0	$0	
Medical Insurance	$5,000	$7,500	Assumes $5K annually per employee for medical, dental and vision
Dental Insurance	$0	$0	
Vision Insurance	$0	$0	
Other Retirement	10.63%	$12,756	State Retirement: Assumes 10.63% of all wages
Total Employer Benefits & Taxes		32,604	

Operating Expenses

		Year 0 2022-23	Assumption Notes
Contracted Services			
Advertising	$1,000	$1,000	Assumes $1K annually for marketing/advertising
Audit Services	$0	$0	
Bank Charges	$500	$500	Assumes $500 annually for account fees
Contracts with SPED Providers	$0	$0	
Evaluation & Testing	$0	$0	
Financial Services	$2,000	$12,000	Assumes $2K/mo Jan - June for back-office services (AP, payroll, accounting, financial reporting, budgeting, etc.)
Authorizer Fees	$2,500	$2,500	Assumes $2.5K for application fee
Legal Fees	$2,500	$2,500	Assumes $2.5K annually
Health Services	$0	$0	
Payments to Schools - Breakfast and Lunch	$0	$0	
Field Trips	$0	$0	
Internet and Website Fees	$750	$750	Assumes $750/mo in Jun for phone/internet bundle services + website fees
Payroll Services	$150	$225	Assumes $150/FTE annualized
Staff Recruitment	$3,000	$3,000	Assumes $3K annually for postings, fairs, travel, stipends to recruit specific certified staff
Other	$0	$0	
Supplies & Materials			
Copier Lease and Usage	$0	$0	
Library Books	$0	$0	
Office Supplies	$1,800	$1,800	Assumes $1.8K annually for staplers, pens, shelves, etc.
Curriculum	$20,000	$20,000	Assumes $20K of support from Arts Impact (includes professional development)
Instructional Supplies and Materials	$0	$0	
Printing Paper	$0	$0	
Gifts & Awards - Students	$0	$0	
Staff Laptops	$500	$1,000	Assumes $500/staff member
Student Laptops	$0	$0	
Gifts & Awards - Teachers and Staff	$0	$0	
Arts Program Supplies	$0	$0	
Postal Charges	$500	$500	Assumes $500 annually
Student Activities	$0	$0	
Other	$0	$0	
Other	$0	$0	
Facility Related Expenses			
Rent	$0	$0	
Utilities	$500	$1,500	Assumes $500/mo Apr-Jun
Custodial Supplies	$50	$150	Assumes $50/mo Apr-Jun
Janitorial Services	$200	$600	Assumes $200/mo Apr-Jun
Waste	$200	$600	Assumes $200/mo Apr- Jun
Staff Furniture	$400	$800	Assumes $400/staff

Student Furniture	$16,400	$16,400	Assumes $200/student purchased in Y0 for Y1
Internet/Network Equipment	$10,000	$10,000	Assumes $10K for internet infrastructure installation
Other Equipment	$0	$0	
Building Decorum	$0	$0	
Building Purchase	$185,000	$185,000	Assumes purchase of church property
IT Support	$0	$0	
Maintenance & Repair Services - Building	$0	$0	
Building Renovations	$150,000	$150,000	Assumes renovations for property
Other	$0	$0	
Other Charges			
Insurance	$3,000	$3,000	Assumes $3K annually for D and O and liability insurance
Background Checks	$40	$80	Assumes $40/new employee
Student Recruitment	$2,500	$2,500	Assumes $2.5K annually
Parent Meetings	$500	$500	Assumes $500 annually
Transportation	$0	$0	
Debt Service			
Other	$0	$0	-
Other	$0	$0	-
Other	$0	$0	-
Other	$0	$0	-
Other	$0	$0	-
Total Operating Expenses		416,905	
Total Expenses		569,509	

Academy of the Arts Charter High School
New Charter School Application Budget Template
Pre-Opening Cash Flow

Cash Flow Summary

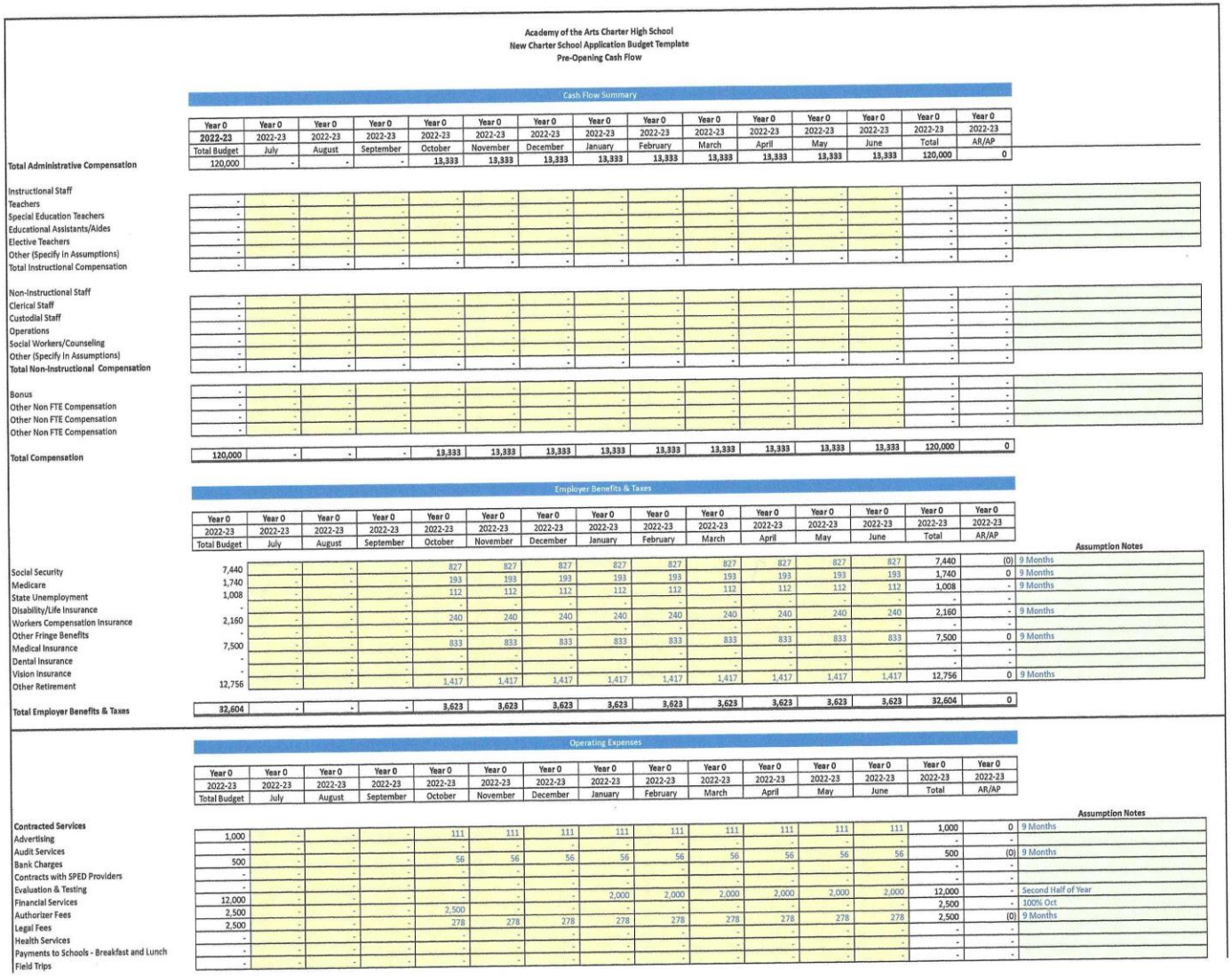
	Year 0 2022-23 Total Budget	Year 0 2022-23 July	Year 0 2022-23 August	Year 0 2022-23 September	Year 0 2022-23 October	Year 0 2022-23 November	Year 0 2022-23 December	Year 0 2022-23 January	Year 0 2022-23 February	Year 0 2022-23 March	Year 0 2022-23 April	Year 0 2022-23 May	Year 0 2022-23 June	Year 0 2022-23 Total	Year 0 2022-23 AR/AP
Beginning Cash	-	-	65,000	65,000	65,000	258,875	241,249	223,624	213,890	204,237	194,583	181,930	172,276		
Revenues															
Federal Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Philanthropy	730,832	250,000	-	-	215,000	-	-	44,305	44,305	44,305	44,305	44,305	44,305	730,832	(0)
Total Revenues	730,832	250,000	-	-	215,000	-	-	44,305	44,305	44,305	44,305	44,305	44,305	730,832	(0)
Expenses															
Staffing	120,000	-	-	-	13,333	13,333	13,333	13,333	13,333	13,333	13,333	13,333	13,333	120,000	0
Employer Benefits & Taxes	32,604	-	-	-	3,623	3,623	3,623	3,623	3,623	3,623	3,623	3,623	3,623	32,604	0
Contracted Services	22,475	-	-	-	2,969	469	469	2,969	2,969	2,969	2,969	2,969	3,719	22,475	(0)
Supplies & Materials	23,300	-	-	-	1,200	200	200	3,617	3,617	3,617	3,617	3,617	3,617	23,300	0
Facility-Related Expenses	365,050	185,000	-	-	-	-	-	30,000	30,000	30,000	30,000	30,000	30,050	365,050	-
Other Charges	6,080	-	-	-	-	-	-	497	417	417	3,417	417	917	6,080	(0)
Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	569,509	185,000	-	-	21,125	17,625	17,625	54,039	53,959	53,959	56,959	53,959	55,259	569,509	0
Operating Income (Loss)	161,323	65,000	-	-	193,875	(17,625)	(17,625)	(9,733)	(9,653)	(9,653)	(12,653)	(9,653)	(10,953)	161,323	(0)
Changes in Accounts Receivable		-	-	-	-	-	-	-	-	-	-	-	-	-	
Changes in Accounts Payable		-	-	-	-	-	-	-	-	-	-	-	-	-	
Line of Credit Proceeds															
Line of Credit Repayments															
Other Balance Sheet Activity		-	-	-	-	-	-	-	-	-	-	-	-	-	
Ending Cash		65,000	65,000	65,000	258,875	241,249	223,624	213,890	204,237	194,583	181,930	172,276	161,323		

Details of Cash Flow

	Year 0 2022-23 Total Budget	Year 0 2022-23 July	Year 0 2022-23 August	Year 0 2022-23 September	Year 0 2022-23 October	Year 0 2022-23 November	Year 0 2022-23 December	Year 0 2022-23 January	Year 0 2022-23 February	Year 0 2022-23 March	Year 0 2022-23 April	Year 0 2022-23 May	Year 0 2022-23 June	Year 0 2022-23 Total	Year 0 2022-23 AR/AP	Assumption Notes
Revenues																
Federal Revenues																
CSP Startup Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fundraising & Philanthropy																
Board Contributions	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	#ERROR!
Corporate and Foundations	730,832	250,000	-	-	215,000	-	-	44,305	44,305	44,305	44,305	44,305	44,305	730,832	(0)	$250 in July, $215K in Oct, $258K Jan- Jun
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	#ERROR!
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	#ERROR!
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	#ERROR!
Total Revenues	730,832	250,000	-	-	215,000	-	-	44,305	44,305	44,305	44,305	44,305	44,305	730,832	(0)	

Compensation

	Year 0 2022-23 Total Budget	Year 0 2022-23 July	Year 0 2022-23 August	Year 0 2022-23 September	Year 0 2022-23 October	Year 0 2022-23 November	Year 0 2022-23 December	Year 0 2022-23 January	Year 0 2022-23 February	Year 0 2022-23 March	Year 0 2022-23 April	Year 0 2022-23 May	Year 0 2022-23 June	Year 0 2022-23 Total	Year 0 2022-23 AR/AP	Assumption Notes
Compensation																
Principal/School Leader	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Assistant Principal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Special Education Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Deans, Directors	120,000	-	-	-	13,333	13,333	13,333	13,333	13,333	13,333	13,333	13,333	13,333	120,000	0	9 Months
Other (Specify in Assumptions)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	



Academy of the Arts Charter High School
New Charter School Application Budget Template
Pre-Opening Cash Flow

Cash Flow Summary

	Year 0 2022-23 Total Budget	Year 0 2022-23 July	Year 0 2022-23 August	Year 0 2022-23 September	Year 0 2022-23 October	Year 0 2022-23 November	Year 0 2022-23 December	Year 0 2022-23 January	Year 0 2022-23 February	Year 0 2022-23 March	Year 0 2022-23 April	Year 0 2022-23 May	Year 0 2022-23 June	Year 0 2022-23 Total	Year 0 2022-23 AR/AP
Total Administrative Compensation	120,000	-	-	-	13,333	13,333	13,333	13,333	13,333	13,333	13,333	13,333	13,333	120,000	0
Instructional Staff															
Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Educational Assistants/Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Elective Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (Specify in Assumptions)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Instructional Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Instructional Staff															
Clerical Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodial Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Social Workers/Counseling	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (Specify In Assumptions)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Non-Instructional Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Bonus	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Non FTE Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Non FTE Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Non FTE Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Compensation	120,000	-	-	-	13,333	13,333	13,333	13,333	13,333	13,333	13,333	13,333	13,333	120,000	0

Employer Benefits & Taxes

	Year 0 2022-23 Total Budget	Year 0 2022-23 July	Year 0 2022-23 August	Year 0 2022-23 September	Year 0 2022-23 October	Year 0 2022-23 November	Year 0 2022-23 December	Year 0 2022-23 January	Year 0 2022-23 February	Year 0 2022-23 March	Year 0 2022-23 April	Year 0 2022-23 May	Year 0 2022-23 June	Year 0 2022-23 Total	Year 0 2022-23 AR/AP	Assumption Notes
Social Security	7,440	-	-	-	827	827	827	827	827	827	827	827	827	7,440	(0)	9 Months
Medicare	1,740	-	-	-	193	193	193	193	193	193	193	193	193	1,740	0	9 Months
State Unemployment	1,008	-	-	-	112	112	112	112	112	112	112	112	112	1,008	-	9 Months
Disability/Life Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Workers Compensation Insurance	2,160	-	-	-	240	240	240	240	240	240	240	240	240	2,160	-	9 Months
Other Fringe Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Medical Insurance	7,500	-	-	-	833	833	833	833	833	833	833	833	833	7,500	0	9 Months
Dental Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Vision Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Retirement	12,756	-	-	-	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	12,756	0	9 Months
Total Employer Benefits & Taxes	32,604	-	-	-	3,623	3,623	3,623	3,623	3,623	3,623	3,623	3,623	3,623	32,604	0	

Operating Expenses

	Year 0 2022-23 Total Budget	Year 0 2022-23 July	Year 0 2022-23 August	Year 0 2022-23 September	Year 0 2022-23 October	Year 0 2022-23 November	Year 0 2022-23 December	Year 0 2022-23 January	Year 0 2022-23 February	Year 0 2022-23 March	Year 0 2022-23 April	Year 0 2022-23 May	Year 0 2022-23 June	Year 0 2022-23 Total	Year 0 2022-23 AR/AP	Assumption Notes
Contracted Services																
Advertising	1,000	-	-	-	111	111	111	111	111	111	111	111	111	1,000	0	9 Months
Audit Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Bank Charges	500	-	-	-	56	56	56	56	56	56	56	56	56	500	(0)	9 Months
Contracts with SPED Providers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Evaluation & Testing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Financial Services	12,000	-	-	-	-	-	-	2,000	2,000	2,000	2,000	2,000	2,000	12,000	-	Second Half of Year
Authorizer Fees	2,500	-	-	-	2,500	-	-	-	-	-	-	-	-	2,500	-	100% Oct
Legal Fees	2,500	-	-	-	278	278	278	278	278	278	278	278	278	2,500	(0)	9 Months
Health Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Payments to Schools - Breakfast and Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

Academy of the Arts Charter High School
New Charter School Application Budget Template
Pre-Opening Cash Flow

Cash Flow Summary

	Year 0 2022-23 Total Budget	Year 0 2022-23 July	Year 0 2022-23 August	Year 0 2022-23 September	Year 0 2022-23 October	Year 0 2022-23 November	Year 0 2022-23 December	Year 0 2022-23 January	Year 0 2022-23 February	Year 0 2022-23 March	Year 0 2022-23 April	Year 0 2022-23 May	Year 0 2022-23 June	Year 0 2022-23 Total	Year 0 2022-23 AR/AP	
Internet and Website Fees	750	-	-	-	-	-	-	-	-	-	-	-	750	750	-	100% Jun
Payroll Services	225	-	-	-	25	25	25	25	25	25	25	25	25	225	-	9 Months
Staff Recruitment	3,000	-	-	-	-	-	-	500	500	500	500	500	500	3,000	-	Second Half of Year
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Supplies & Materials																
Copier Lease and Usage	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Library Books	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Office Supplies	1,800	-	-	-	200	200	200	200	200	200	200	200	200	1,800	-	9 Months
Curriculum	20,000	-	-	-	-	-	-	3,333	3,333	3,333	3,333	3,333	3,333	20,000	-	Second Half of Year
Instructional Supplies and Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Printing Paper	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Gifts & Awards - Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Staff Laptops	1,000	-	-	-	1,000	-	-	-	-	-	-	-	-	1,000	-	100% Oct
Student Laptops	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Gifts & Awards - Teachers and Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Arts Program Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Postal Charges	500	-	-	-	-	-	-	83	83	83	83	83	83	500	0	Second Half of Year
Student Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Facility Related Expenses																
Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Utilities	1,500	-	-	-	-	-	-	-	-	-	-	-	1,500	1,500	-	100% Jun
Custodial Supplies	150	-	-	-	-	-	-	-	-	-	-	-	150	150	-	100% Jun
Janitorial Services	600	-	-	-	-	-	-	-	-	-	-	-	600	600	-	100% Jun
Waste	600	-	-	-	-	-	-	-	-	-	-	-	600	600	-	100% Jun
Staff Furniture	800	-	-	-	-	-	-	-	-	-	-	-	800	800	-	100% Jun
Student Furniture	16,400	-	-	-	-	-	-	-	-	-	-	-	16,400	16,400	-	100% June
Internet/Network Equipment	10,000	-	-	-	-	-	-	-	-	-	-	-	10,000	10,000	-	100% June
Other Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Building Decorum	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Building Purchase	185,000	185,000	-	-	-	-	-	-	-	-	-	-	-	185,000	-	100% July
IT Support	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Maintenance & Repair Services - Building	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Building Renovations	150,000	-	-	-	-	-	-	30,000	30,000	30,000	30,000	30,000	-	150,000	-	Jan - May
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Charges																
Insurance	3,000	-	-	-	-	-	-	-	-	-	3,000	-	-	3,000	-	100% Apr
Background Checks	80	-	-	-	-	-	-	80	-	-	-	-	-	80	-	100% Jan
Student Recruitment	2,500	-	-	-	-	-	-	417	417	417	417	417	417	2,500	(0)	Second Half of Year
Parent Meetings	500	-	-	-	-	-	-	-	-	-	-	-	500	500	-	100% June
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Debt Service																
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Operating Expenses	416,905	185,000	-	-	4,169	669	669	37,083	37,003	37,003	40,003	37,003	38,303	416,905	(0)	
Total Expenses	569,509	185,000	-	-	21,125	17,625	17,625	54,039	53,959	53,959	56,959	53,959	55,259	569,509	0	

4) Pre-Opening Cash Flow

Academy of the Arts Charter High School
New Charter School Application Budget Template
Year 1-5 Staff Assumptions

FTE Assumptions

	Year 1	Year 2	Year 3	Year 4	Year 5
Fiscal Year	2023-24	2024-25	2025-26	2026-27	2027-28
Enrollment	90	190	300	420	450
# of Classes	8	10	15	20	20
Administrative Staff					
Principal/School Leader	0.00	0.00	0.00	0.00	0.00
Assistant Principal	0.00	0.00	0.00	0.00	0.00
Special Education Coordinator	0.00	0.00	0.00	0.00	0.00
Deans, Directors	2.00	2.00	3.00	3.00	3.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00
Total Administrative FTE	**2.00**	**2.00**	**3.00**	**3.00**	**3.00**
Instructional Staff					
Teachers	8.25	10.00	19.00	19.50	19.50
Special Education Teachers	1.00	1.00	2.00	2.00	2.00
Educational Assistants/Aides	0.00	0.00	0.00	0.00	0.00
Elective Teachers	0.00	0.00	0.00	0.00	0.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00
Total Instructional FTE	**9.25**	**11.00**	**21.00**	**21.50**	**21.50**
Non-Instructional Staff					
Clerical Staff	0.00	0.00	0.00	0.00	0.00
Custodial Staff	0.00	0.00	0.00	0.00	0.00
Operations	0.00	0.00	1.00	1.00	1.00
Social Workers/Counseling	1.00	1.00	1.00	1.00	1.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00
Total Non-Instructional FTE	**1.00**	**1.00**	**2.00**	**2.00**	**2.00**
Total FTE	**12.25**	**14.00**	**26.00**	**26.50**	**26.50**

Compensation Assumptions

		Year 1	Year 2	Year 3	Year 4	Year 5	
		2023-24	2024-25	2025-26	2026-27	2027-28	
	Annual Increase	1.50%	1.50%	1.50%	1.50%	1.50%	
	Cumulative Increase	101.50%	103.02%	104.57%	106.14%	107.73%	
Administrative Staff	**Base Assumption**						**Assumption Notes**
Principal/School Leader	$0	-	-	-	-	-	
Assistant Principal	$0	-	-	-	-	-	
Special Education Coordinator	$0	-	-	-	-	-	
Deans, Directors	$80,000	162,400	164,836	242,309	245,943	249,632	Assumes Executive Director $100K and Director of Operations $60K, Principal start in Y3 $75K with 1.5% COLA
Other (Specify in Assumptions)	$0	-	-	-	-	-	
Total Administrative Compensation		**162,400**	**164,836**	**242,309**	**245,943**	**249,632**	
Instructional Staff							
Teachers	$40,000	330,000	406,000	782,971	815,629	827,864	Assumes core, art, foreign language and elective teachers at $40K with 1.5% COLA
Special Education Teachers	$45,000	45,000	45,675	91,360	92,731	94,121	Assumes Director of Student Supports starts in Y1 at $45K; second SPED teacher added in Y3 with 1.5% COLA
Educational Assistants/Aides	$0	-	-	-	-	-	
Elective Teachers	$0	-	-	-	-	-	
Other (Specify in Assumptions)	$0	-	-	-	-	-	

Total Instructional Compensation		375,000	451,675	874,331	908,360	921,985	
Non-Instructional Staff							
Clerical Staff	$0	-	-	-	-	-	-
Custodial Staff	$0	-	-	-	-	-	-
Operations	$35,000	-	-	35,000	35,525	36,058	Assumes Secretary starts in Y3 at $35K with 1.5% COLA in Y4+
Social Workers/Counseling	$45,000	45,000	45,675	46,360	47,056	47,761	Assumes Guidance/College Counselor to start in Y1 at $45K
Other (Specify in Assumptions)	$0	-	-	-	-	-	-
Total Non-Instructional Compensation		45,000	45,675	81,360	82,581	83,819	
Bonus		-	-	-	-	-	-
Other Non FTE Compensation		-	-	-	-	-	-
Other Non FTE Compensation		-	-	-	-	-	-
Other Non FTE Compensation		-	-	-	-	-	-
Total Compensation		582,400	662,186	1,198,000	1,236,883	1,255,437	

Employer Benefits & Tax Assumptions

	Base Assumption	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28	Assumption Notes
Social Security	6.20%	$36,109	$41,056	$74,276	$76,687	$77,837	Assumes 6.2% of all wages
Medicare	1.45%	$8,445	$9,602	$17,371	$17,935	$18,204	Assumes 1.45% of all wages
State Unemployment	3.50%	$6,048	$8,064	$12,600	$13,608	$13,608	Assumes 3.5% of eligible employees
Disability/Life Insurance	$0	$0	$0	$0	$0	$0	-
Workers Compensation Insurance	1.80%	$10,483	$11,919	$21,564	$22,264	$22,598	Assumes 1.8% of wages
Other Fringe Benefits	$0	$0	$0	$0	$0	$0	-
	Health Insurance Annual Increase	5.00%	5.00%	5.00%	5.00%	5.00%	
	Cumulative Increase	105.00%	110.25%	115.76%	121.55%	127.63%	
Medical Insurance	$5,000	$61,250	$73,500	$143,325	$153,385	$161,055	Assumes $5K annually per employee for medical, dental and vision with 5% inflation
Dental Insurance	$0	$0	$0	$0	$0	$0	-
Vision Insurance	$0	$0	$0	$0	$0	$0	-
TCRS Certified Legacy	10.63%	$61,909.12	$70,390.37	$127,347.38	$131,480.70	$133,452.91	State Retirement: Assumes 10.63% of all wages
TCRS Certified Hybrid	9.00%	$0.00	$0.00	$0.00	$0.00	$0.00	
TCRS Classified Legacy	6.00%	$0.00	$0.00	$0.00	$0.00	$0.00	
TCRS Classified Hybrid							
Other Classified Retirement							
Other Retirement							

Academy of the Arts Charter High School
New Charter School Application Budget Template
Year 1 Budget

Revenue Assumptions

	Year 1
	2023-24
Annual Revenue Increase	1.00%
Cumulative Increase	101.00%

	Rate/Assumption		Assumption Notes
State Revenues			
Basic Education Program	$7,400	$612,720	Assumes $7.4K/ADM (83) funding rate
BEP Transportation Component	$300	$24,840	Assumes $300/ADM (83) transportation funding rate
BEP Capital Outlay	$300	$24,840	Assumes $300/ADM (83) funding rate
Other	$0	$0	-
Other	$0	$0	-
Federal Revenues	$0	$0	-
Title I	$300	$21,000	Assumes $300/FRL (70) funding rate
Title II	$0	$0	
Title III	$0	$0	
NSLP	$637	$57,348	Assumes $3.54/day reimbursement for lunch expense
E-Rate	$150	$13,500	Assumes $150/student
CSP Startup Grant	$0	$0	
IDEA	$0	$0	
Breakfast	$337	$30,294	Assumes $1.87/day reimbursement for breakfast expense
School Activity Revenues			
Other	$0	$0	-
Other	$0	$0	-
Other	$0	$0	-
Other	$0	$0	-
Other	$0	$0	-
Fundraising & Philanthropy			
Board Contributions	$0	$0	
Corporate and Foundations	$450,000	$450,000	Assumes $250K award from CSGF and $200K from NSVF
Other	$0	$0	-
Other	$0	$0	-
Other	$0	$0	-
Total Revenues		1,234,542	

Compensation

	Year 1
	2023-24

	FTE Count		Assumption Notes
Administrative Staff			
Principal/School Leader	0.00	-	
Assistant Principal	0.00	-	
Special Education Coordinator	0.00	-	
Deans, Directors	2.00	162,400	Assumes Executive Director and Director of Operations with 1.5% COLA
Other (Specify in Assumptions)	0.00	-	
Total Administrative Compensation	**2.00**	162,400	
Instructional Staff			
Teachers	8.25	330,000	Assumes core, art, foreign language, and elective teachers at $45K with 1.5% COLA
Special Education Teachers	1.00	45,000	Assumes Director of Student Supports starts in Y1 at $45K with 1.5% COLA
Educational Assistants/Aides	0.00	-	
Elective Teachers	0.00	-	
Other (Specify in Assumptions)	0.00	-	
Total Instructional Compensation	**9.25**	375,000	
Non-Instructional Staff			
Clerical Staff	0.00	-	
Custodial Staff	0.00	-	
Operations	0.00	-	
Social Workers/Counseling	1.00	45,000	Assumes guidance/college counselor to start in Y1 at $45K with 1.5% COLA
Other (Specify in Assumptions)	0.00	-	
Total Non-Instructional Compensation	**1.00**	45,000	
Bonus		-	
Other Non FTE Compensation		-	
Other Non FTE Compensation		-	
Other Non FTE Compensation		-	
Total Compensation		**582,400**	

Employer Benefits & Taxes

	Year 1	Assumption Notes
	2023-24	
Social Security	36,109	Assumes 6.2% of all wages
Medicare	8,445	Assumes 1.45% of all wages
State Unemployment	6,048	Assumes 3.5% of eligible employees
Disability/Life Insurance	-	
Workers Compensation Insurance	10,483	Assumes 1.8% of wages
Other Fringe Benefits	-	
Medical Insurance	61,250	Assumes $5K annually per employee for medical, dental and vision
Dental Insurance	-	
Vision Insurance	-	
TCRS Certified Legacy	61,909	State Retirement: Assumes 10.63% of all wages
TCRS Certified Hybrid	-	
TCRS Classified Legacy	-	
TCRS Classified Hybrid		
Other Classified Retirement		

Other Retirement			-
Total Employer Benefits & Taxes		**184,244**	

		Operating Expenses	
		Year 1 2023-24	
Contracted Services			**Assumption Notes**
Advertising	$1,000	$1,000	Assumes $1K annually for marketing/advertising with 1.5% inflation
Audit Services	$2,000	$2,000	Assumes $2K for 990 with 1.5% inflation
Bank Charges	$500	$500	Assumes $500 annually for bank account fees with 1.5% inflation
Contracts with SPED Providers	$400	$4,000	Assumes $400/SPED student for speech, OT, related services with 1.5% inflation
Evaluation & Testing	$80	$7,200	Assumes $80/student annually for iReady and STAR with 1.5% inflation
Financial Services	$65,000	$65,000	Assumes $65K annually for back-office services (AP, payroll, accounting, financial reporting, budgeting, etc.)
Authorizer Fees	$35,000	$35,000	Assumes $35K max authorizer fee
Legal Fees	$2,500	$2,500	Assumes $2.5K/year + 1.5% inflation
Health Services	$20	$1,800	Assumes $20/student for Wellchild with 1.5% inflation
Payments to Schools - Breakfast and Lunch	$974	$87,642	Assumes $1.87/day for breakfast and $3.54 for lunch through Preferred Meals and Healthy School Food Collaborative
Field Trips	$2,500	$2,500	Assumes $2.5K/grade
Internet and Website Fees	$750	$9,000	Assumes $750/mo for phone/internet bundle services + website fees with 1.5% inflation
Payroll Services	$150	$1,838	Assumes $150/FTE with 1.5% inflation
Staff Recruitment	$3,000	$3,000	Assumes $3K annually for postings, fairs, travel, stipends to recruit specific certified staff with 1.5% inflation
Other	$0	$0	
Supplies & Materials			
Copier Lease and Usage	$10,000	$10,000	Assumes purchase of $10K/copier
Library Books	$25	$2,250	$25/student for classroom libraries
Office Supplies	$400	$4,800	Assumes $400/mo for staplers, pens, shelves, etc.
Curriculum	$20,500	$20,500	Assumes $20,000 of support from Arts Impact + $500 for Mutt-I-Gree Program
Instructional Supplies and Materials	$100	$9,000	Assumes $100/student
Printing Paper	$50	$4,500	Assumes $50/student
Gifts & Awards - Students	$10	$900	Assumes $10/student for incentives and recognition awards
Staff Laptops	$500	$5,500	Assumes $500/new staff member
Student Laptops	$200	$18,000	Assumes $200/student
Gifts & Awards - Teachers and Staff	$100	$1,225	Assumes $100/FTE for staff appreciation, etc.
Arts Program Supplies	$5,000	$5,000	Assumes $5K/grade level for supplies needed for the Arts programs
Postal Charges	$500	$500	Assumes $500 annually
Student Activities	$1,000	$1,000	Assumes $1K in Y1 and $500K with each additional grade
Other	$0	$0	-
Other	$0	$0	-
Facility Related Expenses			
Rent	$0	$0	
Utilities	$1,500	$18,000	Assumes $1.5K/mo
Custodial Supplies	$200	$2,400	Assumes $200/mo
Janitorial Services	$1,500	$18,000	Assumes $1500/mo
Waste	$200	$2,400	Assumes $200/mo
Staff Furniture	$400	$4,400	Assumes $400/new staff
Student Furniture	$200	$18,000	Assumes $200/student purchased in Y1 for Y2
Internet/Network Equipment	$0	$0	
Other Equipment	$1,000	$8,000	Assumes $1K/classroom

Building Decorum	$1,500	$1,500	Assumes $1.5K annually for signage, posters, etc.
Building Purchase	$0	$0	
IT Support	$320	$3,840	Assumes $300/month for IT support + $20/student for Powerschool
Maintenance & Repair Services - Building	$10,000	$10,000	Assumes $10K annually
Building Renovations	$0	$0	-
Other	$0	$0	-
Other Charges			
Insurance	$10,000	$10,000	Assumes $10K annually for D and O and liability insurance
Background Checks	$40	$440	Assumes $40/new employee
Student Recruitment	$2,500	$2,500	Assumes $2.5K annually for recruitment and retention
Parent Meetings	$150	$1,500	Assumes $150/mo for 10 months
Transportation	$50,000	$50,000	Assumes $50K/bus with 40% participation
Debt Service			
Other	$0	$0	-
Other	$0	$0	-
Other	$0	$0	-
Other	$0	$0	-
Other	$0	$0	-
Total Operating Expenses		457,135	
Total Expenses		1,223,778	

Academy of the Arts Charter High School
New Charter School Application Budget Template
Year 1 Cash Flow

Cash Flow Summary

	Year 1 2023-24 Total Budget	Year 1 2023-24 July	Year 1 2023-24 August	Year 1 2023-24 September	Year 1 2023-24 October	Year 1 2023-24 November	Year 1 2023-24 December	Year 1 2023-24 January	Year 1 2023-24 February	Year 1 2023-24 March	Year 1 2023-24 April	Year 1 2023-24 May	Year 1 2023-24 June	Year 1 2023-24 Total	Year 1 2023-24 AR/AP
Beginning Cash	**161,323**	**161,323**	**266,973**	**225,341**	**395,060**	**360,491**	**345,260**	**330,029**	**311,881**	**278,233**	**262,086**	**245,938**	**163,550**		
Revenues															
State Revenues	662,400	-	66,240	66,240	66,240	66,240	66,240	66,240	66,240	66,240	66,240	-	66,240	662,400	-
Federal Revenues	122,142	-	-	-	12,071	12,071	12,071	12,071	12,071	12,071	12,071	12,071	25,571	122,142	0
School Activity Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Philanthropy	450,000	250,000	-	200,000	-	-	-	-	-	-	-	-	-	450,000	-
Total Revenues	1,234,542	250,000	66,240	266,240	78,311	78,311	78,311	78,311	78,311	78,311	78,311	12,071	91,811	1,234,542	0
Expenses															
Staffing	582,400	48,533	48,533	48,533	48,533	48,533	48,533	48,533	48,533	48,533	48,533	48,533	48,533	582,400	0
Employer Benefits & Taxes	184,244	15,354	15,354	15,354	15,354	15,354	15,354	15,354	15,354	15,354	15,354	15,354	15,354	184,244	0
Contracted Services	222,980	6,653	23,425	16,225	33,725	16,225	16,225	18,725	34,225	16,725	16,725	16,725	7,380	222,980	(0)
Supplies & Materials	83,175	35,783	14,723	10,573	3,876	2,301	2,301	2,301	2,301	2,301	2,301	2,301	2,111	83,175	0
Facility-Related Expenses	86,540	36,753	4,853	4,853	4,853	4,591	4,591	4,591	4,591	4,591	4,591	4,591	3,091	86,540	0
Other Charges	64,440	1,273	983	983	6,539	6,539	6,539	6,956	6,956	6,956	6,956	6,956	6,806	64,440	(0)
Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	1,223,778	144,350	107,872	96,522	112,880	93,542	93,542	96,459	111,959	94,459	94,459	94,459	83,275	1,223,778	0
Operating Income (Loss)	10,764	105,650	(41,632)	169,718	(34,569)	(15,231)	(15,231)	(18,148)	(33,648)	(16,148)	(16,148)	(82,388)	8,536	10,764	(0)
Changes in Accounts Receivable		-	-	-	-	-	-	-	-	-	-	-	-	-	
Changes in Accounts Payable		-	-	-	-	-	-	-	-	-	-	-	-	-	
Line of Credit Proceeds		-	-	-	-	-	-	-	-	-	-	-	-	-	
Line of Credit Repayments		-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Balance Sheet Activity		-	-	-	-	-	-	-	-	-	-	-	-	-	
Ending Cash		266,973	225,341	395,060	360,491	345,260	330,029	311,881	278,233	262,086	245,938	163,550	172,087		

Details of Cash Flow

Revenues

	Year 1 2023-24 Total Budget	Year 1 2023-24 July	Year 1 2023-24 August	Year 1 2023-24 September	Year 1 2023-24 October	Year 1 2023-24 November	Year 1 2023-24 December	Year 1 2023-24 January	Year 1 2023-24 February	Year 1 2023-24 March	Year 1 2023-24 April	Year 1 2023-24 May	Year 1 2023-24 June	Year 1 2023-24 Total	Year 1 2023-24 AR/AP	Assumption Notes
Revenues																Assumption Notes
State Revenues																
Basic Education Program	612,720	$0	$61,272	$61,272	$61,272	$61,272	$61,272	$61,272	$61,272	$61,272	$61,272	$0	$61,272	612,720	-	BEP Schedule
BEP Transportation Component	24,840	$0	$2,484	$2,484	$2,484	$2,484	$2,484	$2,484	$2,484	$2,484	$2,484	$0	$2,484	24,840	-	BEP Schedule
BEP Capital Outlay	24,840	$0	$2,484	$2,484	$2,484	$2,484	$2,484	$2,484	$2,484	$2,484	$2,484	$0	$2,484	24,840	-	BEP Schedule
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Federal Revenues																
Title I	21,000	$0	$0	$0	$2,333	$2,333	$2,333	$2,333	$2,333	$2,333	$2,333	$2,333	$2,333	21,000	0	9 Months
Title II	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Title III	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
NSLP	57,348	$0	$0	$0	$6,372	$6,372	$6,372	$6,372	$6,372	$6,372	$6,372	$6,372	$6,372	57,348	0	9 Months
E-Rate	13,500	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$13,500	13,500	-	100% June
CSP Startup Grant	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
IDEA	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Breakfast	30,294	$0	$0	$0	$3,366	$3,366	$3,366	$3,366	$3,366	$3,366	$3,366	$3,366	$3,366	30,294	0	9 Months
School Activity Revenues																
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	

Fundraising & Philanthropy																
Board Contributions	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Corporate and Foundations	450,000	$250,000	$0	$200,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	450,000	-	$250K in July, $200K in September
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Revenues	**1,234,542**	**250,000**	**66,240**	**266,240**	**78,311**	**78,311**	**78,311**	**78,311**	**78,311**	**78,311**	**78,311**	**12,071**	**91,811**	**1,234,542**	**0**	

Compensation

	Year 1 2023-24 Total Budget	Year 1 2023-24 July	Year 1 2023-24 August	Year 1 2023-24 September	Year 1 2023-24 October	Year 1 2023-24 November	Year 1 2023-24 December	Year 1 2023-24 January	Year 1 2023-24 February	Year 1 2023-24 March	Year 1 2023-24 April	Year 1 2023-24 May	Year 1 2023-24 June	Year 1 2023-24 Total	Year 1 2023-24 AR/AP	Assumption Notes
Compensation																
Principal/School Leader	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Assistant Principal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Special Education Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Deans, Directors	162,400	13,533	13,533	13,533	13,533	13,533	13,533	13,533	13,533	13,533	13,533	13,533	13,533	162,400	0	12 Months
Other (Specify in Assumptions)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Administrative Compensation	**162,400**	**13,533**	**13,533**	**13,533**	**13,533**	**13,533**	**13,533**	**13,533**	**13,533**	**13,533**	**13,533**	**13,533**	**13,533**	**162,400**	**0**	
Instructional Staff																
Teachers	330,000	27,500	27,500	27,500	27,500	27,500	27,500	27,500	27,500	27,500	27,500	27,500	27,500	330,000	-	12 Months
Special Education Teachers	45,000	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	45,000	-	12 Months
Educational Assistants/Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Elective Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other (Specify in Assumptions)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Instructional Compensation	**375,000**	**31,250**	**31,250**	**31,250**	**31,250**	**31,250**	**31,250**	**31,250**	**31,250**	**31,250**	**31,250**	**31,250**	**31,250**	**375,000**	**-**	
Non-Instructional Staff																
Clerical Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Custodial Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Operations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Social Workers/Counseling	45,000	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	45,000	-	12 Months
Other (Specify in Assumptions)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Non-Instructional Compensation	**45,000**	**3,750**	**3,750**	**3,750**	**3,750**	**3,750**	**3,750**	**3,750**	**3,750**	**3,750**	**3,750**	**3,750**	**3,750**	**45,000**	**-**	
Bonus	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Non FTE Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Non FTE Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Non FTE Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Compensation	**582,400**	**48,533**	**48,533**	**48,533**	**48,533**	**48,533**	**48,533**	**48,533**	**48,533**	**48,533**	**48,533**	**48,533**	**48,533**	**582,400**	**0**	

Employer Benefits & Taxes

	Year 1 2023-24 Total Budget	Year 1 2023-24 July	Year 1 2023-24 August	Year 1 2023-24 September	Year 1 2023-24 October	Year 1 2023-24 November	Year 1 2023-24 December	Year 1 2023-24 January	Year 1 2023-24 February	Year 1 2023-24 March	Year 1 2023-24 April	Year 1 2023-24 May	Year 1 2023-24 June	Year 1 2023-24 Total	Year 1 2023-24 AR/AP	Assumption Notes
Social Security	36,109	3,009	3,009	3,009	3,009	3,009	3,009	3,009	3,009	3,009	3,009	3,009	3,009	36,109	0	12 Months
Medicare	8,445	704	704	704	704	704	704	704	704	704	704	704	704	8,445	-	12 Months
State Unemployment	6,048	504	504	504	504	504	504	504	504	504	504	504	504	6,048	-	12 Months
Disability/Life Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Workers Compensation Insurance	10,483	874	874	874	874	874	874	874	874	874	874	874	874	10,483	(0)	12 Months
Other Fringe Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Medical Insurance	61,250	5,104	5,104	5,104	5,104	5,104	5,104	5,104	5,104	5,104	5,104	5,104	5,104	61,250	0	12 Months
Dental Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Vision Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TCRS Certified Legacy	61,909	5,159.09	5,159.09	5,159.09	5,159.09	5,159.09	5,159.09	5,159.09	5,159.09	5,159.09	5,159.09	5,159.09	5,159.09	61,909	0	12 Months
TCRS Certified Hybrid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TCRS Classified Legacy	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TCRS Classified Hybrid		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Classified Retirement		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Retirement		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Employer Benefits & Taxes	**184,244**	**15,354**	**15,354**	**15,354**	**15,354**	**15,354**	**15,354**	**15,354**	**15,354**	**15,354**	**15,354**	**15,354**	**15,354**	**184,244**	**0**	

Operating Expenses

Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24

	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	Assumption Notes
Contracted Services																
Advertising	1,000	83	83	83	83	83	83	83	83	83	83	83	83	1,000	0	12 Months
Audit Services	2,000	-	-	-	-	-	-	2,000	-	-	-	-	-	2,000	-	100% Jan
Bank Charges	500	42	42	42	42	42	42	42	42	42	42	42	42	500	(0)	12 Months
Contracts with SPED Providers	4,000	-	400	400	400	400	400	400	400	400	400	400	-	4,000	-	Aug - May
Evaluation & Testing	7,200	-	7,200	-	-	-	-	-	-	-	-	-	-	7,200	-	100% Aug
Financial Services	65,000	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	65,000	(0)	12 Months
Authorizer Fees	35,000	-	-	-	17,500	-	-	-	17,500	-	-	-	-	35,000	-	October and February
Legal Fees	2,500	208	208	208	208	208	208	208	208	208	208	208	208	2,500	0	12 Months
Health Services	1,800	-	180	180	180	180	180	180	180	180	180	180	-	1,800	-	Aug - May
Payments to Schools - Breakfast and	87,642	-	8,764	8,764	8,764	8,764	8,764	8,764	8,764	8,764	8,764	8,764	-	87,642	0	Aug - May
Field Trips	2,500	-	227	227	227	227	227	227	227	227	227	227	227	2,500	0	11 Months
Internet and Website Fees	9,000	750	750	750	750	750	750	750	750	750	750	750	750	9,000	-	12 Months
Payroll Services	1,838	153	153	153	153	153	153	153	153	153	153	153	153	1,838	-	12 Months
Staff Recruitment	3,000	-	-	-	-	-	-	500	500	500	500	500	500	3,000	-	Second Half of Year
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Supplies & Materials																
Copier Lease and Usage	10,000	833	833	833	833	833	833	833	833	833	833	833	833	10,000	0	12 Months
Library Books	2,250	-	2,250	-	-	-	-	-	-	-	-	-	-	2,250	-	100% Aug
Office Supplies	4,800	400	400	400	400	400	400	400	400	400	400	400	400	4,800	-	12 Months
Curriculum	20,500	6,833	6,833	6,833	-	-	-	-	-	-	-	-	-	20,500	-	100% Jul, Aug, & Sep
Instructional Supplies and Materials	9,000	1,800	1,800	1,800	1,800	225	225	225	225	225	225	225	225	9,000	-	80% Jul, Aug, Sept, & Oct
Printing Paper	4,500	375	375	375	375	375	375	375	375	375	375	375	375	4,500	-	12 Months
Gifts & Awards - Students	900	-	90	90	90	90	90	90	90	90	90	90	-	900	-	Aug - May
Staff Laptops	5,500	5,500	-	-	-	-	-	-	-	-	-	-	-	5,500	-	100% July
Student Laptops	18,000	18,000	-	-	-	-	-	-	-	-	-	-	-	18,000	-	100% July
Gifts & Awards - Teachers and Staff	1,225	-	-	-	136	136	136	136	136	136	136	136	136	1,225	-	9 Months
Arts Program Supplies	5,000	2,000	2,000	100	100	100	100	100	100	100	100	100	100	5,000	-	80% July & Aug
Postal Charges	500	42	42	42	42	42	42	42	42	42	42	42	42	500	(0)	12 Months
Student Activities	1,000	-	100	100	100	100	100	100	100	100	100	100	-	1,000	-	Aug - May
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Facility Related Expenses																
Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Utilities	18,000	3,000	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	-	18,000	-	12 Months, 1 Month Early
Custodial Supplies	2,400	200	200	200	200	200	200	200	200	200	200	200	200	2,400	-	12 Months
Janitorial Services	18,000	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000	-	12 Months
Waste	2,400	200	200	200	200	200	200	200	200	200	200	200	200	2,400	-	12 Months
Staff Furniture	4,400	4,400	-	-	-	-	-	-	-	-	-	-	-	4,400	-	100% July
Student Furniture	18,000	18,000	-	-	-	-	-	-	-	-	-	-	-	18,000	-	100% July
Internet/Network Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Equipment	8,000	8,000	-	-	-	-	-	-	-	-	-	-	-	8,000	-	100% July
Building Decorum	1,500	300	300	300	300	38	38	38	38	38	38	38	38	1,500	-	80% Jul, Aug, Sept, & Oct
Building Purchase	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
IT Support	3,840	320	320	320	320	320	320	320	320	320	320	320	320	3,840	-	12 Months
Maintenance & Repair Services - Bui	10,000	833	833	833	833	833	833	833	833	833	833	833	833	10,000	0	12 Months
Building Renovations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Charges																
Insurance	10,000	833	833	833	833	833	833	833	833	833	833	833	833	10,000	0	12 Months
Background Checks	440	440	-	-	-	-	-	-	-	-	-	-	-	440	-	100% July
Student Recruitment	2,500	-	-	-	-	-	-	417	417	417	417	417	417	2,500	(0)	Second Half of Year
Parent Meetings	1,500	-	150	150	150	150	150	150	150	150	150	150	-	1,500	-	Aug - May
Transportation	50,000	-	-	-	5,556	5,556	5,556	5,556	5,556	5,556	5,556	5,556	5,556	50,000	(0)	9 Months
Debt Service																
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Operating Expenses	457,135	80,463	43,985	32,635	48,993	29,655	29,655	32,572	48,072	30,572	30,572	30,572	19,388	457,135	(0)	
Total Expenses	1,223,778	144,350	107,872	96,522	112,880	93,542	93,542	96,459	111,959	94,459	94,459	94,459	83,275	1,223,778	0	

Academy of the Arts Charter High School
New Charter School Application Budget Template
Year 2 Through 5 Budget

Revenue Assumptions

	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28
Annual Revenue Increase	1.00%	1.00%	1.00%	1.00%	1.00%
Cumultative Increase	101.00%	102.01%	103.03%	104.06%	105.10%

	Assumption						Assumption Notes
State Revenues							
Basic Education Program	$7,474	612,720	$1,306,455	$2,083,452	$2,946,001	$3,187,994	Assumes $300/ADM (92% of enrollment) transportation funding rate + 1% inflation rate
BEP Transportation Component	$303	24,840	$52,964	$84,464	$119,432	$129,243	Assumes $7.4K/ADM (92% of enrollment) funding rate + 1% inflation rate
BEP Capital Outlay	$303	24,840	$52,964	$84,464	$119,432	$129,243	Assumes $300/ADM (92% of enrollment) funding rate + 1% inflation rate
Other	$0	-	$0	$0	$0	$0	-
Other	$0	-	$0	$0	$0	$0	-
Federal Revenues							
Title I	$300	21,000	$44,400	$70,200	$98,400	$105,300	Assumes $300/FRL (78% of enrollment) funding rate
Title II	$0	-	$0	$0	$0	$0	
Title III	$0	-	$0	$0	$0	$0	
NSLP	$637	57,348	$121,068	$191,160	$267,624	$286,740	Assumes $3.54/day reimbursement for lunch expense
E-Rate	$150	13,500	$20,000	$20,000	$20,000	$20,000	Assumes $150/student in Y1, $20K annually in Y2+ with no inflation
CSP Startup Grant	$0	-	$0	$0	$0	$0	
IDEA	$0	-	$0	$0	$0	$0	
Breakfast	$337	30,294	$63,954	$100,980	$141,372	$151,470	Assumes $1.87/day reimbursement for breakfast expense
School Activity Revenues							
Other	$0	-	$0	$0	$0	$0	-
Other	$0	-	$0	$0	$0	$0	-
Other	$0	-	$0	$0	$0	$0	-
Other	$0	-	$0	$0	$0	$0	-
Other	$0	-	$0	$0	$0	$0	-
Fundraising & Philanthropy							
Board Contributions	$0	-	$0	$0	$0	$0	
Corporate and Foundations	$0	450,000	$0	$0	$0	$0	-
Other	$0	-	$0	$0	$0	$0	-
Other	$0	-	$0	$0	$0	$0	-
Other	$0	-	$0	$0	$0	$0	-
Total Revenues		**1,234,542**	**1,661,806**	**2,634,721**	**3,712,262**	**4,009,990**	

Compensation

	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28	Assumption Notes
Administrative Staff						
Principal/School Leader	-	-	-	-	-	
Assistant Principal	-	-	-	-	-	
Special Education Coordinator	-	-	-	-	-	
Deans, Directors	162,400	164,836	242,309	245,943	249,632	Assumes Executive Director $100K (Y0) and Director of Operations $60K (Y0), Principal $75K start in Y3 with 1.5% COLA
Other (Specify in Assumptions)	-	-	-	-	-	-
Total Administrative Compensation	**162,400**	164,836	242,309	245,943	249,632	
Instructional Staff						
Teachers	330,000	406,000	782,971	815,629	827,864	Assumes core, art, foreign language and elective teachers at $40K (Y1) with 1.5% COLA
Special Education Teachers	45,000	45,675	91,360	92,731	94,121	Assumes Director of Student Supports starts in Y1 at $45K; second SPED teacher added in Y3 with 1.5% COLA
Educational Assistants/Aides	-	-	-	-	-	
Elective Teachers	-	-	-	-	-	

Other (Specify in Assumptions)	-	-	-	-	-	-
Total Instructional Compensation	375,000	451,675	874,331	908,360	921,985	
Non-Instructional Staff						
Clerical Staff	-	-	-	-	-	
Custodial Staff	-	-	-	-	-	
Operations	-	-	35,000	35,525	36,058	Assumes Secretary starts in Y3 at $35K with 1.5% COLA
Social Workers/Counseling	45,000	45,675	46,360	47,056	47,761	Assumes guidance/college counselor at $45K with 1.5% COLA
Other (Specify in Assumptions)	-	-	-	-	-	-
Total Non-Instructional Compensation	45,000	45,675	81,360	82,581	83,819	
Bonus	-	-	-	-	-	
Other Non FTE Compensation	-	-	-	-	-	-
Other Non FTE Compensation	-	-	-	-	-	-
Other Non FTE Compensation	-	-	-	-	-	-
Total Compensation	582,400	662,186	1,198,000	1,236,883	1,255,437	

Employer Benefits & Taxes

	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28	Assumption Notes
Social Security	36,109	41,056	74,276	76,687	77,837	Assumes 6.2% of all wages
Medicare	8,445	9,602	17,371	17,935	18,204	Assumes 1.45% of all wages
State Unemployment	6,048	8,064	12,600	13,608	13,608	Assumes 3.5% of eligible employees
Disability/Life Insurance	-	-	-	-	-	
Workers Compensation Insurance	10,483	11,919	21,564	22,264	22,598	Assumes 1.8% of wages
Other Fringe Benefits	-	-	-	-	-	-
Medical Insurance	61,250	79,500	143,325	153,385	161,055	Assumes $5K annually per employee for medical, dental and vision
Dental Insurance	-	-	-	-	-	
Vision Insurance	-	-	-	-	-	
TCRS Certified Legacy	61,909	70,390	127,347	131,481	133,453	State Retirement: Assumes 10.63% of all wages
TCRS Certified Hybrid	-	-	-	-	-	
TCRS Classified Legacy	-	-	-	-	-	
TCRS Classified Hybrid						
Other Classified Retirement						
Other Retirement						
Total Employer Benefits & Taxes	184,244	214,531	396,483	415,359	426,754	

Operating Expenses

		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28	Assumption Notes
Annual Expense Increase		1.50%	1.50%	1.50%	1.50%	1.50%	
Cumultative Increase		101.50%	103.02%	104.57%	106.14%	107.73%	
Contracted Services							
Advertising	$1,000	1,000	$1,015	$1,030	$1,046	$1,061	Assumes $1K annually for marketing/advertising with 1.5% inflation
Audit Services	$15,000	2,000	$15,000	$15,225	$15,453	$15,685	Assumes $15K for consolidated audit/990 with 1.5% inflation
Bank Charges	$500	500	$508	$515	$523	$531	Assumes $500 annually for account fees with 1.5% inflation
Contracts with SPED Providers	$400	4,000	$8,526	$13,599	$19,240	$20,803	Assumes $400/SPED student for speech, OT, related services with 1.5% inflation
Evaluation & Testing	$80	7,200	$15,428	$24,725	$35,135	$38,209	Assumes $80/student annually for IReady and STAR with 1.5% inflation
Financial Services	$65,000	65,000	$65,000	$65,000	$65,000	$65,000	Assumes $65K annually for back-office services (AP, payroll, accounting, financial reporting, budgeting, etc.)
Authorizer Fees	$35,000	35,000	$35,000	$35,000	$35,000	$35,000	Assumes $35K max authorizer fee
Legal Fees	$2,500	2,500	$2,538	$2,576	$2,614	$2,653	Assumes $2.5K/year + 1.5% inflation
Health Services	$20	1,800	$3,857	$45,000	$45,675	$46,360	Assumes $20/student for Wellchild and full-time nurse through Wellchild starting in Y3 at $45K with 1.5% inflation
Payments to Schools - Breakfast and Lunch	$974	87,642	$185,022	$292,140	$408,996	$438,210	Assumes $1.87/day for breafast and $3.54 for lunch through Preferred Meals and Healthy School Food Collaborative
Field Trips	$2,500	2,500	$5,000	$7,500	$10,000	$10,150	Assumes $2.5K/grade
Internet and Website Fees	$750	9,000	$9,135	$9,272	$9,411	$9,552	Assumes $750/mo for phone/internet bundle services + website fees with 1.5% inflation
Payroll Services	$150	1,838	$2,132	$4,018	$4,157	$4,219	Assumes $150/FTE with 1.5% inflation
Staff Recruitment	$3,000	3,000	$3,045	$3,091	$3,137	$3,184	Assumes $3K annually for postings, fairs, travel, stipends to recruit specific certified staff with 1.5% inflation
Other	$0	-	$0	$0	$0	$0	

8) Year 2 through 5 Budget

Supplies & Materials							
Copier Lease and Usage	$10,000	10,000	$10,000	$500	$10,000	$500	Assumes purchase of $10K/copier in Y2 and Y4 + $500 for repairs in Y3 and Y5
Library Books	$25	2,250	$2,500	$2,791	$3,091	$784	Assumes $25/student for classroom libraries for new and replacement books + 1.5% inflation
Office Supplies	$400	4,800	$4,872	$4,945	$5,019	$5,095	Assumes $400/mo for staplers, pens, shelves, etc. + 1.5% inflation
Curriculum	$20,500	20,500	$20,500	$20,500	$5,000	$5,075	Assumes support from Arts Impact inclusive of professional development
Instructional Supplies and Materials	$102	9,000	$10,150	$11,332	$12,548	$3,184	Assumes $100/student + 1.5% inflation
Printing Paper	$51	4,500	$9,643	$15,453	$21,959	$23,881	Assumes $50/student + 1.5% inflation
Gifts & Awards - Students	$10	900	$1,929	$3,091	$4,392	$4,776	Assumes $10/student for incentives and recognition awards + 1.5% inflation
Staff Laptops	$500	5,500	$1,000	$6,000	$1,000	$1,000	Assumes $500/new staff member + attrition
Student Laptops	$200	18,000	$20,300	$22,665	$25,096	$6,368	Assumes $200/student +1.5% inflation
Gifts & Awards - Teachers and Staff	$100	1,225	$1,400	$2,600	$2,650	$2,650	Assumes $100/FTE for staff appreciation, etc
Arts Program Supplies	$5,000	5,000	$10,000	$15,000	$20,000	$20,300	Assumes $5K/grade level for supplies needed for the Arts programs
Postal Charges	$500	500	$508	$515	$523	$531	Assumes $500 annually with 1.5% inflation
Student Activities	$1,000	1,000	$1,500	$2,000	$2,500	$2,538	Assumes $1K in Y1 + $500K with each additional grade
Other	$0	-	$0	$0	$0	$0	-
Other	$0	-	$0	$0	$0	$0	-
Facility Related Expenses							
Rent	$0	-	$0	$0	$0	$0	-
Utilities	$1,500	18,000	$18,270	$18,544	$18,822	$19,105	Assumes $1.5K/mo + 1.5% inflation
Custodial Supplies	$200	2,400	$2,436	$2,473	$2,510	$2,547	Assumes $200/mo + 1.5% inflation
Janitorial Services	$1,500	18,000	$18,270	$18,544	$18,822	$19,105	Assumes $1500/mo with 1.5% inflation
Waste	$200	2,400	$2,436	$2,473	$2,510	$2,547	Assumes $200/mo + 1.5% inflation
Staff Furniture	$1,600	4,400	$3,200	$19,200	$1,600	$1,600	Assumes $400/new staff
Student Furniture	$200	18,000	$0	$22,000	$24,360	$6,181	Assumes $200/student of new grade level + 1.5% inflation
Internet/Network Equipment	$0	-	$0	$0	$0	$0	
Other Equipment	$1,000	8,000	$2,000	$5,000	$5,000	$5,075	Assumes $1K/additional classrooms
Building Decorum	$500	1,500	$500	$508	$515	$523	Assumes $500 annually for signage, posters, etc. + 1.5% inflation
Building Purchase	$0	-	$0	$0	$0	$0	
IT Support	$300	3,840	$7,400	$9,600	$12,000	$12,600	Assumes $300/month for IT support + $20/student for Powerschool + 1.5% inflation
Maintenance & Repair Services - Building	$10,000	10,000	$10,150	$10,302	$10,457	$10,614	Assumes $10K annually with 1.5% inflation
Building Renovations	$0	-	$0	$0	$0	$0	-
Other	$0	-	$0	$0	$0	$0	-
Other Charges							
Insurance	$10,000	10,000	$15,000	$20,000	$25,000	$25,375	Assumes $10K + $5K more for each additional grade annually for D and O and liability insurance
Background Checks	$40	440	$80	$480	$200	$200	Assumes $40/new employee + attrition
Student Recruitment	$2,500	2,500	$2,538	$2,576	$2,614	$2,653	Assumes $2.5K annually for recruitment and retention with 1.5% inflation
Parent Meetings	$150	1,500	$1,523	$1,545	$1,569	$1,592	Assumes $150/mo for 10 months with 1.5% inflation
Transportation	$50,000	50,000	$50,000	$100,000	$100,000	$101,500	Assumes $50K/bus with 40% participation
Debt Service							
Other	$0	-	$0	$0	$0	$0	-
Other	$0	-	$0	$0	$0	$0	-
Other	$0	-	$0	$0	$0	$0	-
Other	$0	-	$0	$0	$0	$0	-
Other	$0	-	$0	$0	$0	$0	-
Total Operating Expenses		**457,135**	**579,307**	**859,328**	**995,144**	**978,516**	
Total Expenses		**1,223,778**	**1,456,024**	**2,453,811**	**2,647,386**	**2,660,707**	

Academy of the Arts Charter High School
New Charter School Application Budget Template
Year 0 & Years 1 through 5 Summary

Revenue Assumptions

	Year 0 2022-23	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28
Starting Fund Balance	-	161,323	172,087	377,869	558,779	1,623,655
State Revenues	-	662,400	1,412,384	2,252,381	3,184,866	3,446,480
Federal Revenues	-	122,142	249,422	382,340	527,396	563,510
School Activity Revenues	-	-	-	-	-	-
Fundraising & Philanthropy	730,832	450,000	-	-	-	-
Total Revenues	730,832	1,234,542	1,661,806	2,634,721	3,712,262	4,009,990
Staffing	120,000	582,400	662,186	1,198,000	1,236,883	1,255,437
Employer Benefits & Taxes	32,604	184,244	214,531	396,483	415,359	426,754
Contracted Services	22,475	222,980	351,205	518,691	655,387	690,618
Supplies & Materials	23,300	83,175	94,301	107,393	113,778	76,681
Facility-Related Expenses	365,050	86,540	64,662	108,643	96,596	79,896
Other Charges	6,080	64,440	69,140	124,601	129,383	131,320
Debt Service	-	-	-	-	-	-
Total Expenses	569,509	1,223,778	1,456,024	2,453,811	2,647,386	2,660,707
Net Income	161,323	10,764	205,782	180,910	1,064,876	1,349,284
Ending Fund Balance	161,323	172,087	377,869	558,779	1,623,655	2,972,938

9) Summary

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Attachment 0: Budget Narrative

Introduction
Academy of the Arts Charter High School has prepared the following budget narrative for proposed financial activity during its Planning Year through its 5th Year of operations. The following sections detail the enrollment and student population assumptions, a summary of revenue and expense assumptions, a discussion of sustainability, cash flow, contingency plans, and financial management. The proposed budget is adequate to fully implement the proposed school model because there are layers of contingencies and conservatism. The budget fully aligns with the model of the school outlined in the narrative and accounts for costs needed to implement it.

The budget allows AACHS to hire facilitators and support staff to provide a dual focused school model in both the arts education model and the general education model, which is the premise of the mission. Academy of the Arts Charter High School will be able to secure the instructional materials needed (such as licenses for the needed online assessments and curricular programs) to implement a high-quality instructional program for students. The school's budgetary projections will allow AACHS to invest in ongoing professional development for staff through outsourced consultants and organizations. The projected budget takes into consideration the investment and purchase of character education curriculum and materials that will support our core values to work collaboratively together as a community.

Enrollment Assumptions
Academy of the Arts Charter High School has assumed the following enrollment plan below when creating a five-year outlook:

Figure 3.2 (a): Enrollment Assumptions

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
9th Grade	90	100	110	120	120
10th Grade		90	100	110	120
11th Grade			90	100	110
12th Grade				90	100
Total Enrollment	**90**	**190**	**300**	**420**	**450**
Total ADM	**83**	**175**	**276**	**386**	**414**

Academy of the Arts Charter High School plans to locate their school in Fayette Co., Tennessee, and recruit students from all areas of the county. All BEP revenue is driven off ADM projections, which is 92% of the enrollment to account for any attrition or missed enrollment targets.

Other Demographic Factors
Academy of the Arts Charter High School anticipates its demographics to be consistent with Fayette Co. For budgeting purposes, it has assumed the following:

- 78% of the student population will qualify for free or reduced lunch
- 11% of the student population will have an active IEP
- 2% of the student population will be ELL students

Revenue Assumptions

During Academy of the Arts Charter High School's planning year, the school anticipates three main sources of funding. The first funding source is CSGF grant through their "seed funding" grant. CSGF is anticipating making awards of $250,000/year during the 2022-23 and 2023-24 fiscal years. Academy of the Arts Charter High School has submitted its application and has met all requirements to be considered a high-quality applicant. The school is confident in receiving the full $500,000 over two years. This revenue source will help cover the planning year staff's salary and benefits expenses, along with other start-up expenses including preparing a facility for students, student and staff recruitment, and general school planning. In Year 1, it will help cover operational expenses. Recipients will be determined by April 2022.

The second source of funding is from NSVF (New School Venture Fund). AACHS has only included a $415,000 assumption in its budget projections, with the $215,000 concentrated in Year 0 (2022-23) and the remaining $200,000 in Year 1 (2023-24) with the possibility of receiving additional funds. Recipients will be determined by June 2022.

The third source of funding is from the state of TN Charter School Expansion Grant at $265,832. AACHS has already been awarded this grant and will allocate this to purchase the property and offset the renovation costs. During the first operational year (2023-24), Academy of the Arts Charter High School anticipates the following public sources of funding:

Figure 3.2(b): Revenue Sources

Revenue	Rate	Driver	Source of Rate Assumption
BEP	$7,400	Per student	Per research findings; no other info available
BEP Transportation Supplement	$300	Per student	An estimate based on rate acquired from Fayette County
Title I	$300	Per FRL student	Rate historically used in charter applications; no other info available
BEP Capital Outlay	$300	Per student	TN DOE
NSLP	$3.54 lunch $1.87 breakfast	Per student	Elior

In Years 2 through 5, AACHS has assumed a conservative 1% year-over-year increase of the BEP (including the transportation component) and BEP Capital Outlay to account for observed growth in per pupil funding. Title and NSLP funds were budgeted with no inflation, as funding rates are subject to change. AACHS has assumed $150/student or $13,500 in Year 1 in E-rate funds which will offset the cost of the internet infrastructure installation and internet fees each year.
Academy of the Arts High School anticipates total revenues for Year 1 to exceed $1.2 million. Annual revenues are anticipated to increase each subsequent year primarily due to an increase in student enrollment year over year. By Year 5, anticipated revenues are projected to exceed $4 million.

Expense Assumptions

Staffing
The staffing plan, outlined in the table below, establishes a foundation of administrative positions in Year 1, along with a first cohort of teachers to serve the 9th grade class. After Year 1, specific student-related positions scale with the size of the student body, as reflected below:

Figure 3.2 (c): Staffing Assumptions

	Year 1	Year 2	Year 3	Year 4	Year 5
Executive Director	1	1	1	1	1
Principal	0	0	1	1	1
Director of Operations/AP	1	1	1	1	1
Secretary	0	0	1	1	1
Guidance/College Counselor	1	1	1	1	1
Director of Student Supports	1	1	1	1	1
SPED Teacher	0	0	1	1	1
English Teacher(s)	1	1	2	2	2
Math Teacher(s)	1	1	2	2	2
Science Teacher(s)	1	1	2	2	2
Social Studies Teacher(s)	1	1	2	2	2
Foreign Language Teacher(s)	1	1	2	2	2
Art & Fashion Design Teacher(s)	1	1.5	2	2	2
Dance & PE/Health Teacher(s)	1	1.5	2	2	2
PE/Health Teacher(s)	0	0	1	1	1
Drama/Film & Tech Teacher(s)	1	1.5	2	2	2
Tech Teacher	0	0	1	1	1
Music Teacher	.25	.5	1	1.5	1.5
TOTAL STAFF:	**12.25**	**14**	**26**	**26.5**	**26.5**

As noted by the table above, this pattern of growth will continue each year as the school continues to grow to reach scale in Year 4, 2026-27, as a fully operating high school. Several critical areas of operation that would otherwise have a school staffing requirement have been budgeted via contracted services from established local vendors and contractors. These areas include financial services, custodial services, legal counsel, and IT support.

Compensation

Salaries for both certificated and support staff members are based on a higher rate than Fayette Co. and aligned with Memphis charter salary trends. Leadership roles, such as the Executive Director, Principal, as well as the Director roles take the same approach. A Director of Special Populations will be hired in Year 1 to serve the special education population with an additional SPED teacher hired in Year 3.

For the largest staffing category, Teachers, Academy of the Arts Charter High School has budgeted a starting salary of $40,000 in Year 1. Subject to their previous experience and credentials, AACHS may be able to offer a salary less than $40,000, while other more experienced teachers may be offered a salary above $40,000. This is inclusive of core subjects, foreign language, arts and elective teachers.

Additionally, a guidance/college counselor will start in Year 1 at $45,000 and a secretary will start in Year 3 at $35,000. A 1.5% increase has been applied to all future year salaries as a cost-of-living adjustment. This increase is not a guaranteed compensation increase, but rather to cover rising costs and inflation in the industry. Resources permitting, Academy of the Arts Charter High School will evaluate opportunities to increase compensation and/or add bonuses to remain competitive.

Employer Benefits and Liabilities

Academy of the Arts Charter High School has assumed the standard 6.2% and 1.45% on all wages each year for Social Security and Medicare employer contributions, respectively. State unemployment has been

budgeted at 3.5%. Workers compensation insurance, which is usually purchased in conjunction with general liability and D&O insurance, has been estimated at 1.8% of total compensation.

For the purposes of estimating employer contributions to the Tennessee Consolidated Retirement System (TCRS), Academy of the Arts Charter High School has assumed a 10.63% employer contribution for all staff, though depending on certified or classified status, as well as prior participation in TCRS before July 1, 2014, the employer contribution may vary by individual. This amount represents the maximum contribution Academy of the Arts Charter High School would make toward employees' retirement plans.

Medical, dental, and vision insurance employer contributions have been approximated at $5,000 per full time equivalent (FTE) based on costs paid by existing Memphis charter schools. Academy of the Arts Charter High School will research health insurance options to ensure employees receive the most ideal benefit packages at the lowest cost possible for the school. There may be different costs associated for certified and classified insurance programs and different costs depending on the type of plan participation (single, single+1, and family). The $5,000 per FTE represented the proposed financial capacity of the school to contribute towards insurance costs. Given the number of drivers that will go into the final cost, Academy of the Arts Charter High School has conservatively prepared to incur these costs for all FTEs. Each subsequent year, a 5% year-over-year increase has been assumed to reflect potential health insurance cost increases that may be realized in future years. Salaries and benefits, in total, represent anywhere from 40% to 65% of the school's operating budget.

Contracted Services

Contracted services are expected to grow as the Academy of the Arts Charter High School grows. Starting at approximately $223K in Year One, this will increase to around $691K in Year Five. The major expenses in this category in the first year are:

- $87,642 – for meals through Preferred Meals and Healthy School Food Collaborative at $1.87/student for breakfast, $3.54/student for lunch
- $7,200 – $80/student for evaluation and testing services (iReady and STAR)
- $65,000 – a flat estimate for financial services to be provided by a back-office provider in lieu of hiring a CFO (AP, payroll, accounting, financial reporting, budgeting, etc.)
- $35,000 – for maximum authorizer's fee
- $9,000 – $750/month for phone/internet bundle + website monitoring fees

In addition, the school plans on incurring additional expenses that, while minimal in their materiality to the budget, remain critical to the successful operation of the school. These contracted expenses include but are not limited to advertising, audit services, bank charges, contracts with SPED providers, legal fees, health services, postal charges, field trips, payroll services and staff recruitment.

Supplies & Materials

Year 1 has approximately $83K budgeted in various supplies and materials, both instructional and non-instructional in nature. This also includes staff and student computers. By Year 5, this category totals about $77K. As a percent of the overall budget, this category represents 7% of total spending in year 1, which aligns with the trends observed at other charter schools. These expenses, depending on the line item, are driven either by the number of students (new or total), number of staff members (new or total) or a flat rate. These expenses include purchasing a copier, library books, office supplies, curriculum (inclusive of professional development), instructional supplies, printing paper, gifts/awards for students and staff, supplies for the Arts program, postal charges and student activities.

Other Charges

Academy of the Arts Charter High School has budgeted $64K for in other charges in Year 1. These include D and O and liability insurance, totaling $10K. Background checks at $40/new staff member. Student recruitment, community engagement, and parent/staff meetings have been budgeted at $2.5K and $1.5K, respectively. Finally, it has student transportation, calculated as $50K/bus with 40% participation.

Facilities

Academy of the Arts Charter High School is incurring a building purchase and renovation costs in Planning Year. Aside from the purchase and renovations, AACHS has earmarked about 7% of its overall spending for facility-related expenses, including student and staff furniture and equipment. The school plans to purchase Greater Works Christian Church at 135 Fern in Somerville, TN. Tenant improvements of $150K are also budgeted in order to bring the building to code and for installation of resources needed for the arts program in Planning Year. Utilities have been budgeted at $1,500 per month, along with janitorial services at $1,500 per month based on historical averages in the area. Waste pickup has been budgeted at $200 per month. Additionally, custodial supplies, IT support, building decorum and maintenance/repair services are included here.

Financial Sustainability

Reviewing the school's projected operating income over the first five years, Academy of the Arts Charter High School is projecting positive operating incomes in all five years with a growing fund balance year over year. Between Planning Year and Year 1, we see operating incomes of $161K and $11K, respectively. In Year 2, we see an increase in the operating income totaling $206K for that fiscal year. In years 3, 4, and 5, the school is positioned to post operating income gains of $181K, $1.06M, and $1.35M, respectively. Overall, the preliminary financial plan is strong, with the fund balance approaching the $3M mark by Year 5, or roughly 89**%** of forecasted expenses that year.

Cash Flow

A cash flow has been provided for the periods between July 2022 through June 2023, and then July 2023 through June 2024. Revenue and expenses have been aligned to their typical schedules of distribution, and where possible, schedules have been differentiated to reflect the nature of how Tennessee charter schools receive and spend money based on the time of the year.

The cash flow assumes the major following assumptions:

- The school will receive its CSGF by July 2022 and an additional $250K by July 2023
- NSVF will be received in October 2022 and September 2023 at $215K and $200K respectively
- The Charter School Expansion grant is reimbursement based and is projected to be received January – June of 2023 at $258K total
- BEP funds will be distributed in ten payments from August through June, except for a payment in May. This is the state-mandated distribution schedule
- Title I funding has been projected October through June account for the processing of funding requests, any compliance documents, etc. at the beginning of each year
- All staffing and benefit expenses are projected over 12 months, with the exception of the start of the Executive Director and Director of Operations in October 2022
- Most expense categories are aligned to a 10 or 12-month schedule with some targeted spending to occur in the front part of year to align with expenses incurred when the school is opening and some customized otherwise based on historical data
- Expenses related to school activities, such as student meals, have been budgeted to align with the 10 months of instruction, from August through May

AACHS cash flow projections are strong and steady, but if changes, the school will manage the outflow of its payables and/or delay the timing of those payments. This is not outside of what other charter schools must deal with.
Additionally, the school would plan on utilizing the following techniques to bridge any potential cash shortfall:

- Establish a line of credit with a financial institution (likely Hope Credit Union). Similar schools have been able to secure lines of credit in excess of $150,000 before entering their first year of operation.
- Negotiate extended payment terms with vendors.
- Secure short-term private loans from philanthropic individuals.

Any potential cash shortfall would be manageable based upon the above techniques. These techniques have been utilized at other charter schools with success.

Contingency planning

While creating a budget, there must be an evaluation of hypothetical, yet realistic situations regarding what the school would do should certain revenues not materialize, expenses run higher than the current budget projections, or the cash flow runs into issues. From a planning perspective, wherever possible, the school has tried to take the approach of under-estimating revenue and over-estimating expense by inflating salaries 1.5% and medical, dental, vision insurance 5% year over year, while only inflating revenues 0-1%. This hedge, already built into the current budget outlook, is the first line-of-defense should there be some additional developments take place that worsen the financial picture. The school has taken the strategy of not assuming any additional resources beyond the Charter School Expansion grant in its Planning Year and CSGF grant monies and NSVF grant in its Planning Year and Year 1. Beyond these grants, Academy of the Arts Charter High School has not budgeted any other money outside of public resources (BEP, NSLP, and Title I allocations). AACHS is applying for the Walton Family Foundation grant and the CSP grant (once awarded to the state of TN) and other grants that are not included in the budget. This is strategic in order to have contingency plans for the grants that are included. Post authorization, the school plans on continuing to establish rapport with local and national philanthropic funders who have historically aided other charters and specifically those with an Arts focus to strengthen its budget outlook.

Academy of the Arts Charter High School has budgeted for the purchase of Greater Works Christian Church (135 Fern Somerville, TN) and $150K in renovation costs without financing. Should that purchase option not come to fruition, AACHS will purchase the UT Martin Extension Building (302B-305 Midland St. Somerville, TN). Should renovation costs exceed the budgeted amount on either property, AACHS has secured a LOI from Charter School Capital for preapproval for $171K in financing. Additionally, the school also has a letter from Charter School Development Corporation stating that the school qualifies for financing. AACHS will also plan to apply for a loan which is available through the state credit enhancement fund under the Tennessee Charter School Center for the tenant improvements. Furthermore, AACHS has secured an MOU from Schoolprint/LISC to assist with additional financing options, vendor selection, design, and construction assistance, etc. with no charge to the school. Should AACHS need an additional facility contingency plan, it will pursue a lease with a church. It is assumed that it can grow into a facility and pay rent on an "as utilized" basis. This notion has been successfully implemented in several existing charter schools and is the ideal method through which the school would execute its facility plan. The funds allocated for purchasing and renovating will get reallocated to the cost of a lease, if needed.

This budget is a feasibility analysis based on the program and school design being proposed, but not necessarily the final operating budget; the budget will continue to undergo many revisions post authorization and into the next year. The planning year budget might have to be tailored to align with the available startup resources or be reduced to generate a larger carryover into Year 1. Certain equipment and

furniture purchases might have to be delayed, or service contracts might have to be renegotiated for a reduced scope.

In summary, Academy of the Arts Charter High School's budget has several lines of defense built in to be able to navigate any unforeseen obstacles. The school is committed to having positive operating incomes and fund balances all five years, and that commitment is what will drive budget decisions and revisions to address any potential shortfalls. In addition to pursuing a line of credit, both management and governance will pursue all avenues of cash flow financing, including but not limited to, vendor credit, credit cards, and any options available that can improve cash in order to have mitigation plans in place, if needed.

From an enrollment standpoint, BEP is based off 92% of the projected enrollment in to create a cushion for missed enrollment targets, attrition, or anything else unforeseen. This is especially important as enrollment is the largest source of revenue. Additionally, should a need arise for a student(s) with disabilities that cannot be met by the already budgeted Director of Students Supports and additional contracted SPED services, we will revise the budget in order to meet that need. AACHS will reduce costs and shift staffing resources to fulfill that need. Additionally, AACHS will seek additional external funding/grants to support the SPED program.

From a facility standpoint, AACHS already has a few options they are exploring to ensure that if option 1 (purchasing and renovation) or option 2 (leasing space from a church) do not pan out, that they have explored the options of leasing commercial space and/or leasing modulars. All options have been successfully executed by other charters.

Financial Management

Academy of the Arts Charter High School will outsource the financial responsibilities to a back-office provider. Once determined, the back-office provider will provide accounting, AP, payroll, budgeting, forecasting and long-term planning. The Director of Operations will manage the back-office provider relationship; the Executive Director and Board Treasurer will review all financials, reports, etc. The back-office provider will work directly with the school's auditor to provide all necessary financial information and work as the liaison to ensure the auditor completes and submits the audit accurately and timely. Academy of the Arts Charter High School has budgeted for an auditor and plans to bid this service out. Additionally, the Audit/CPA firm will file the 990 on behalf of the school. The back- office provider will work with the school to ensure completion and submission of all district/state required financial reporting. AACHS will vet the internal controls of the back-office provider. See below for AACHS's preliminary financial policies that the school will present to the board for approval.

The following positions hold varied levels of responsibilities as it relates to school finances:

- Director of Operations: In addition to overseeing Academy of the Arts Charter High School's daily business activities by managing resources and developing and implementing organizational plans for the school, this person will oversee and manage vendor relationships, manage grants (reporting, reimbursements, tracking offsetting expenses), manage procurement and resource allocation, work with the back-office provider to review monthly financials and present at board meetings as needed and submit coding, back-up, payroll information and financial documentation to back-office provider.
- Founding Board Treasurer: In collaboration with the Executive Director and Director of Operations, our proposed Founding Board Treasurer will review fiscal and budget analysis and reconciliations for accuracy, support with preparation of financial reports as needed, review restricted budget and documentation for compliance and review the school's financial documentation monthly to ensure compliance with State and Federal regulations.

- Founding Executive Director: The Executive Director will support with oversight, management and control of school budget, complete monthly reviews of school financials with Director of Operations and back-office provider and review and approve financial report to be submitted to the board monthly.
- See financial policies for the details of purchasing approval and criteria.

The proposed leadership team members and founding board members have the following financial expertise to support oversight of Academy of the Arts school budget:

- Executive Director, Mecca Jackson: Mecca Jackson has served as a school principal for 7 years in both the charter and public sectors. She has managed and balanced school budgets as large as 6 million dollars and has been responsible for ensuring a balanced budget each quarter the school has been in operation. Ms. Jackson has extensive experience in her role of principal making school-wide purchases through the general operating funds as well as Title I funds for the school. She also has experience writing and securing grant funds to make purchases on behalf of schools.
- Founding Board Treasurer, Rene Fumich: As a current resident of Fayette County, Mrs. Rene Fumich brings an extensive knowledge and expertise in school financial operations and compliance. Mrs. Fumich is the current Gants and Payroll Manager for a charter school in Memphis and has also served as the Controller and Director of Finance for charter schools in Tennessee. Mrs. Fumich has collaborated with Human Resources, Academic and Operational school teams to ensure compliance with State and Federal regulations. Her high-level skills in school payroll, accounts receivable, accounts payable, procurement, grant reporting and management and non-profit accounting will help to ensure Academy of the Arts annual financial stability and effective operation.
- Director of Operations, to be hired: To ensure that Academy of the Arts remains in fiscal compliance annually, the candidate selected for the role of Director of Operations will work directly with the back-office provider to review financials, track budget to actuals and submit financial reporting. A degree or experience in finance, accounting or business is preferred.

Financial Policies and Procedures

It is the intent of these Financial Policies and Procedures to implement both the letter and spirit of all applicable State and Federal regulations regarding the expenditure of and accounting for public funds. These Policies and Procedures may need to be modified as the School develops, and regulations change. The Board of Directors ("Board") should approve these financial policies and revisit them periodically.

I. PURCHASES

A. Authorization of Expenditures: All purchases of goods and services shall be consistent with the Board-approved budget. These purchases shall not require Board-approved/executed contracts, with the exception of expenditures in total annual amounts greater than $10,000. All other proposed expenditures must be approved by the Executive Director, who will review the proposed expenditure to determine whether it is consistent with the Board adopted budget and sign the check request and purchase order forms (if applicable).

B. Contracts

1. All professional consulting services shall be provided for under a contract.
2. Contracts for other goods and services exceeding $10,000 on an annual basis shall be presented to the Board for approval prior to signing. Length of contracts shall be at the discretion of the Board. Contracts exceeding $10,000 require a bidding process of sufficient duration to ensure competition. However, the Executive Director may make a finding to the Board for sole sourcing a contract exceeding $10,000; in this case, the Board may also approve the contract in arrears at the time of contract execution. (The basis for such a finding may include: time/urgency issues; the absence of competitors; high service/quality from a particular contractor).
3. Additional board approval is recommended in cases when scope or cost of an approved contract has materially changed. (more than 20%). Bid tabulations shall be presented to the Board along with a recommendation for action by the Finance Committee. The Board reserves the right to select whichever vendor it deems most prepared to provide the required goods/ services without regard to the low bidder being the automatic selection.

C. Invoices

1. Invoices under $10,000 must be approved by one of the following authorized positions: Executive Director, approved school leader or Director of Operations.
2. Invoices for $10,000 or more must be approved by the Executive Director and one of the following authorized positions: Director of Operations or Board Treasurer.

D. Accounts Payable: The school shall abide by EdTec accounts payable policies and procedures set forth separately.

E. Credit and Debit Card Usage: Unless otherwise specified by the Board of Directors and/or school management, the use of School debit cards shall not be allowed for any School purchase. The School has an approved combined credit card limit of $50,000. Authorized card holders include the Executive Director, current Operations Manager, and the Central Office's Special Projects Coordinator. Credit card statements will be reconciled on a monthly basis.

F. Other Electronic Payments: Other electronic methods (wire, ACH, transfer between bank accounts, etc.) shall not be permitted for payment of any expenses or reimbursements in excess of $5,000 without the express written consent of the Executive Director and Board Treasurer.

G. Employee Reimbursements: Business use of telephones or cell phones shall be reimbursed. Business meals shall be reimbursed using standard applicable IRS guidelines. Under no circumstances shall alcohol be reimbursed. The Executive Director must obtain either the Director of Operations or a Board member's authorization on reimbursement requests payable to the Executive Director's name.

H. Personal Use of School Funds: Use of School funds for personal use is prohibited. Violation of this policy shall result in discipline up to and including dismissal or removal, including from the Board.

II. BANKING

A. General Checking Account

1. The Board shall authorize the establishment of commercial bank accounts for the purposes of School operations. Funds will be deposited in non-speculative accounts including federally-insured savings and/or checking accounts and/or invested in non-speculative federally-backed instruments and/or standard money market accounts.
2. The General Checking Account shall be the primary account for School needs. Authorized signatories to this account shall be the Executive Director approved school leaders, Director of Operations, and Board Treasurer. Checks above $10,000, and checks payable to an authorized signer, must be signed by two authorized people. Authorized signers for checks above $10,000 from this account shall be the Executive Director, Director of Operations, and Board Treasurer.
3. The General Checking Account shall be reconciled monthly by an outsourced back-office provider that does not have the ability to approve expenses or disperse funds from the account.

B. Deposits of Receipts – The School will deposit all funds received as soon as practical upon receipt. The Operations Manager of each school will open all mail daily, immediately sort all checks and forward them to the Director of Operations or Executive Director. The Executive Director or Director of Operations will immediately endorse the checks to the appropriate school bank account and prepare appropriate deposits as soon as practical.

C. Idle Funds - While AACHS does not anticipate having idle funds beyond a reserve to be determined by the Board as we feel all funding should be working for the benefit of our scholars. However, the school is prepared to hold idle funds in an interest-bearing savings account up to a balance of $50,000. Funds in access of $50,000 will be invested in short term CD's.

III. TRAVEL POLICIES

A. Employee Mileage Reimbursement

1. All employees are reimbursed at the standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for business related travel pre-approved by their supervisor. In addition, parking fees and tolls paid are reimbursable if supported by receipts.
2. All employees requesting such mileage reimbursement are required to furnish an Expense Report containing the destination of each trip, its purpose and the miles driven,

parking fees and tolls, within one month after the travel date, supported by receipts, if applicable.

3. Notwithstanding the above, the School may adopt a separate policy to supplement the above policies and procedures

IV. OTHER PRACTICES

A. Budget Adoption: A budget shall be adopted by the Board no later than June 30 prior to the start of each new fiscal year, or earlier if required by the authorizing entity. During the course of the year, the Board may adopt an amended budget as expenses and revenue projections change.

B. Audit

1. An annual audit by an outside firm shall be performed each year on the close of the prior year's books. The audit shall be performed in advance of the statutory audit deadline for Tennessee charter schools. The audit shall include, but not be limited to, (1) an audit of the accuracy of the School's financial statements, (2) an audit of the School's attendance accounting and revenue claims practices, and (3) an audit of the School's internal controls practices.

2. If the School receives over $750,000 from federal sources, the audit shall be prepared in accordance with any relevant Office of Management and Budget audit circulars.

3. The audit firm shall be on the State approved list of auditors.

4. At the conclusion of the audit, EdTec will review the audit with the Board and propose any changes necessary in operating procedures to comply with audit findings.

5. Form 990 Federal Tax Return: The selected audit firm will prepare the Form 990 tax return and send a copy to the school staff responsible for the audit. The school staff will review and send a copy to the Board of Directors for its review and approval before filing. Once approved by the Board, the school will notify the audit firm who will then prepare the final return for filing.

C. Board Meetings: The Board shall review financial statements at periodic Board meetings. The Board shall also review and approve the monthly check registers from the General Checking Account.

D. Conflict of Interest: Any Board member with a financial interest in a matter presented to the Board shall fully disclose such interest prior to Board discussion on the issue and shall recuse themselves from the discussion and voting on the matter. The Board shall develop a separate more comprehensive policy on conflict of interest, hiring of relatives, and compliance with Tennessee Code Annotated and IRS requirements.

E. Payroll

1. New Employees: Requests for new employees shall be initiated by the Executive Director and be consistent with the approved annual personnel budget. New employees shall complete an Application for Employment and all necessary paperwork for payroll. New employees shall be fingerprinted, and TB tested consistent with State law. Fingerprint and background clearance must be received by the School before any employee may start work.

2. Employees shall accrue vacation and sick leave time based on the personnel policy of the School.

3. Timekeeping (for hourly staff)

a) The Executive Director or Director/Principal shall develop procedures to ensure accurate and timely preparation of timesheets for hourly employees.

b) Authorized timesheets shall be forwarded to EdTec according to EdTec policies and procedures set forth separately. Payroll processing and payment shall take place according to EdTec policies and procedures set forth separately.

F. Independent Contractors: The School shall only engage independent contractors if the following practices are followed:

1. The expense is within the approved budget or separately approved by the Board;
2. The contractor provides IRS form W-9;
3. IRS rules are followed regarding classification of staff as contractors versus employees; and
4. The work is done under contract.

G. Capitalization and Depreciation:

The School will capitalize and depreciate all assets costing $5,000 or more. All other assets are charged to expense in the year incurred.

Capitalized assets are recorded at cost and depreciated under the straight-line method over their estimated useful lives which can range from:

- Leasehold Improvement – Lease term or 5 years, whichever is shorter
- Equipment – 3 years
- Furniture – 5 years

Repair and maintenance costs, which do not extend the useful lives of the assets, are charged to expense. The cost of assets sold or retired and related amounts of accumulated depreciation are eliminated from the asset accounts, and any resulting gain or loss is included in the earnings in the year.

H. Disposal of Surplus Property and Donations:

Surplus property shall mean property that is no longer in use, is damaged beyond repair, or that the School feels will have no future value to the School's program, and that is declared to be surplus property by the Board. If the School wishes to dispose of equipment or other surplus property, the Board shall declare the property surplus and shall direct the staff on the actual means of disposal of the property, such as sale, donation, or destruction and disposal.

If the School wishes to donate equipment or other surplus property, the Board shall declare the property surplus and authorize the donation. Requirements for potential receiving organizations shall include: (1) the receiving organization is fully independent of the School, with none of the School's Board members or key personnel involved in the receiving organization; and (2) the receiving organization shall be a non-profit or governmental entity related to education. In addition, the School shall secure a receipt from the receiving organization for the donated property and shall remove the asset from the School's books and record the donation as required by state and federal audit guidelines.

Property Acquired with Federal Grant Funds

If the property in question costs $5,000 or more at the time of acquisition and was acquired with federal grant funds, the School shall notify the federal contract administrator prior to donating or disposing of such property as provided above.

Fayette County Comment:	AACHS Current Application:	AACHS Response to Comment:
The commercial purchase and sale agreements included in the application are unsigned. It is impossible to know if these documents are current and valid.	(Section 2.3) Commercial Property: To make sure we are examining all possibilities to locate the best facility space during our opening years, we are considering two commercial properties as options for our school site. Academy of the Arts proposed Executive Director and Board of Directors are currently examining our purchase options and are in conversation with realtors to determine the best financial option for our budget and instructional program.	The Tennessee charter application only asks sponsors to *"list properties you may have identified as suitable to meet the school's facility needs"* and does not set the expectation that a contract is signed or executed regarding a facility during the application process. AACHS has provided 2 purchase sale agreement drafts with 2 real estate agencies and property owners to show the availability and opportunity for the school to secure a facility upon authorization. Signing a contract with a real estate company and paying for a facility prior to the authorization of a charter application is an unreasonable expectation and not in the best interest of the sponsor.
There are several sites for the proposed school menioned in the application. At the capacity interview the sponsor indicated that the "Fern Road" site was their preferred site. According to Tennessee Comptroller of the Treasury Real Estate Assessment Data web site. the square footage of the ground level of the church at the Fern Road site is 4,025 square feet. The basement has 1,225 square feet. According to the sponsor's application, the required square footage for year 1 for general education classroom space needs at AACHS will be between 7000 and 9000 square feet. This does not include additional space needed for CTE and/or performing arts specialty programs, office space, storage space, restrooms, common areas, and other amenities included in the application. There is insufficient space at the Fern Road as well as proposed downtown Somerville site; there is lack of adequate funding included in the budget to build additional rooms/facilities to the existing building at either site for year 1.	(Section 2.3) We understand that our facility will need to be suitable for use as a school beginning in our operating year and we will use all required contractors to assess, evaluate and determine if the facility is financially viable and suitable to our educational model. AACHS will RFP all the for profit and not for profit developers to ensure the school receives the best value. Facilities will be assessed for ADA accessibility and will be ADA compliant for usage; facilities will also be assessed for local accessibility via public transportation, walking, and bike riding. In our facilities search we will assess public transportation in Somerville as well as identified bus routes, traffic patterns and drive times to identify a space that is as accessible to our target community as possible. Once the facility has been vetted as fully affordable, suitable, accessible, and well positioned within the community, the Executive Director will bring a recommendation to the Board of Directors to finalize a purchase or a lease for the facility, as the Board holds the fiduciary responsibility for Academy of the Arts and therefore will make decision on facility selection. If we are in contract with Performance Charter School Development or Charter School Development Corporation by this time, we will leverage their support to purchase or lease a property and make the necessary renovations that will meets all of AACHS needs and mission and aligns to its budget.	AACHS listed facility options to serve as an incubator space that will support our opening years 1-3 and provide the school a location as we work through our goal to complete a new construction build. The Fern Street location has the greatest potential as it sits on 5 acres of land and will allow AACHS to add modulars on the site as early as year 1 to accommodate the space required to support our CTE and performing art programs. AACHS also plans to continuously source additional grant funding that will help us renovate current spaces in our initial facility acquired.

There are parking and ADA accessibility issues at both the proposed Fern Road and downtown Somerville sites for the school. Adequate funding is not included in the budget to address these needs.	(Section 2.3)We understand that our facility will need to be suitable for use as a school beginning in our operating year and we will use all required contractors to assess, evaluate and determine if the facility is financially viable and suitable to our educational model. AACHS will RFP all the for profit and not for profit developers to ensure the school receives the best value. Facilities will be assessed for ADA accessibility and will be ADA compliant for usage; facilities will also be assessed for local accessibility via public transportation, walking, and bike riding. In our facilities search we will assess public transportation in Somerville as well as identified bus routes, traffic patterns and drive times to identify a space that is as accessible to our target community as possible. Once the facility has been vetted as fully affordable, suitable, accessible, and well positioned within the community, the Executive Director will bring a recommendation to the Board of Directors to finalize a purchase or a lease for the facility, as the Board holds the fiduciary responsibility for Academy of the Arts and therefore will make decision on facility selection. If we are in contract with Performance Charter School Development or Charter School Development Corporation by this time, we will leverage their support to purchase or lease a property and make the necessary renovations that will meets all of AACHS needs and mission and aligns to its budget. (Budget Narrative) Facilities Academy of the Arts Charter High School is incurring a building purchase and renovation costs in Planning Year. Aside from the purchase and renovations, AACHS has earmarked about 7% of its overall spending for facility-related expenses, including student and staff furniture and equipment. The school plans to purchase Greater Works Christian Church at 135 Fern in Somerville, TN. Tenant improvements of $150K are also budgeted in order to bring the building to code and for installation of resources needed for the arts program in Planning Year. Utilities have been budgeted at $1,500 per month, along with janitorial services at $1,500 per month based on historical averages in the area. Waste pickup has been budgeted at $200 per month. Additionally, custodial supplies, IT support, building decorum and maintenance/repair services are included here.	AACHS has reasonably budgeted $150,000 in renovation costs as indicated in our budget narrative. In addition, we have secured 2 LOI's from charter lending organizations prepared to support us financially to ensure an ADA compliant facility is acquired. Finally, we have provided an MOU from a 3rd facilites management company that is willing to support AACHS through the funding, facilty acquisition and renovation process. All documents are attached in the applicaiton.
The proposed Fern Road site has a basement. Since there is no elevator in the building, there is inadequate funding included in the AACHS budget to install an elevator in order to accommodate students with disabilities.	(Section 2.3) Academy of the Arts will ensure compliance with all laws associated with managing a school facility as we assess our options. Initial assessments of any and all facilities will be conducted first and then presented to the Board about the existing structure(s) and any improvements that must be made for ADA compliance. We will consult with a professional code assessor to assist in due diligence. After reviewing the code assessment our Director of Operations and Board Governing Committee will ensure compliance with all Americans with Disabilities Act (ADA) requirements, Somerville city planning review requirements, and safety requirements per T.C.A § 49-13-107.	AACHS has budgeted for renovations to cover neccesary costs that will ensure any facility we select will be ADA compliant and up to code. We have also provided LOI's from 2 charter school lending sources who have agreed to loan to us in our pre-operating and operating years for building acquisition & renovation purposes, which would cover the cost of any major upgrades needed. Finally, AACHS indicated in section 2.3. that we would consult with professional code assessors/engineers before bringing a vote to the board to purshase or lease any facilty.
There is lack of evidence in the application and from the capacity interview that the applicant demonstrated "expertise in facilities acquisition and management" in a rural community such as Fayette County.	(Section 2.3) Ms. Binh Doan has served as the Director of Operations for a charter school in Memphis where she directly supported the acquisition and development of a new school facility. Ms. Doan also developed and managing the fundraising campaign and organized the schoolwide move into the new facility. Mrs. Danielle Ware is a current Senior Credit Officer with Hope Federal Credit Union and has experience with commercial real estate portfolio management. She has experience underwriting a variety of deals including Real Estate, equipment and unsecured facilities via products that include: term loans, lines of credit, letters of credit, ACH and P-card and will be able to support AACHS through our facilities acquisition process. (Section 2.3) School Print: Academy of the Arts has secured an MOU with School Print to receive technical assistance in real estate development and finance. Upon charter authorization, a partnership with School Print will provide AACHS with finance, design, construction, and technical assistance such as vendor selection and performance monitoring and troubleshooting. Their support will help to guarantee that AACHS engages in the facility acquisition process thoroughly and in a timely manner to ensure an adequate space is secured and ready for operation by August 2023. A copy of the MOU can be found in ATTACHMENT E.	AACHS has demonsrated strong capacity to secure 2 baord members (Binh Doan and Danielle Ware) who have direct facilities acquisition experience, inlcuding with charter schools. In addition, AACHS secured an MOU with "School Print" who is a nationally recognized organization that works primarily with charter schools across this country to support them through the facilities acquisition process. Finally, AACHS has brought on board a 3rd board member with extensive facility acquisition experience not only with charter schools, but specifically within Fayette County. Their resume is included in the amended charter application.

	(Section 2.3) Academy of the Arts has earmarked 10% of our overall spending for facility-related needs so that the above described facility needs directly tie to our proposed budget. Our budget is driven by the working assumption of 120 square feet per student, with 10,800 square feet in Year 1 to accommodate our projected enrollment of 90 students. This includes a base rent assumption of $4/sqft. with a 1.5% increase year over year if AACHS leases. Tenant improvements of $150K were budgeted in order to bring any building we identify up to code and for installation of resources needed for the arts program (beginning in Planning Year). Utilities have been budgeted at $1,500 per month, along with janitorial services at $1,500 per month based on historical averages in the area. Waste pickup has been budgeted at $200 per month. Additionally, custodial supplies, IT support, building decorum and maintenance/repair services are included here.

Tennessee code annotate 49-13-107 states that the sponsor must include in the charter school application information about the "procedures governing the deposit and investment of idle funds, purchasing procedures and comprehensive travel regulations". The term idle funds is not included in the application.	I. PURCHASES A. Authorization of Expenditures: All purchases of goods and services shall be consistent with the Board-approved budget. These purchases shall not require Board-approved/executed contracts, with the exception of expenditures in total annual amounts greater than $10,000. All other proposed expenditures must be approved by the Executive Director, who will review the proposed expenditure to determine whether it is consistent with the Board adopted budget and sign the check request and purchase order forms (if applicable). B. Contracts 1. All professional consulting services shall be provided for under a contract. 2. Contracts for other goods and services exceeding $10,000 on an annual basis shall be presented to the Board for approval prior to signing. Length of contracts shall be at the discretion of the Board. Contracts exceeding $10,000 require a bidding process of sufficient duration to ensure competition. However, the Executive Director may make a finding to the Board for sole sourcing a contract exceeding $10,000; in this case, the Board may also approve the contract in arrears at the time of contract execution. (The basis for such a finding may include: time/urgency issues; the absence of competitors; high service/quality from a particular contractor). 3. Additional board approval is recommended in cases when scope or cost of an approved contract has materially changed. (more than 20%). Bid tabulations shall be presented to the Board along with a recommendation for action by the Finance Committee. The Board reserves the right to select whichever vendor it deems most prepared to provide the required goods/ services without regard to the low bidder being the automatic selection. C. Invoices 1. Invoices under $10,000 must be approved by one of the following authorized positions: Executive Director, approved school leader or Director of Operations. 2. Invoices for $10,000 or more must be approved by the Executive Director and one of the following authorized positions: Director of Operations or Board Treasurer. D. Accounts Payable: The school shall abide by EdTec accounts payable policies and procedures set forth separately. E. Credit and Debit Card Usage: Unless otherwise specified by the Board of Directors and/or school management, the use of School debit cards shall not be allowed for any School purchase. The School has an approved combined credit card limit of $50,000. Authorized card holders include the Executive Director, current Operations Manager, and the Central Office's Special Projects Coordinator. Credit card statements will be reconciled on a monthly basis. F. Other Electronic Payments: Other electronic methods (wire, ACH, transfer between bank accounts, etc.) shall not be permitted for payment of any expenses or reimbursements in excess of $5,000 without the express written consent of the Executive Director and Board Treasurer. III. TRAVEL POLICIES A. Employee Mileage Reimbursement 1. All employees are reimbursed at the standard mileage rate per mile as deter-mined by the Internal Revenue Service for use of their own vehicle for business related travel pre-approved by their supervisor. In addition, parking fees and tolls paid are reimbursable if supported by receipts. 2. All employees requesting such mileage reimbursement are required to furnish an Expense Report containing the destination of each trip, it's purpose and the miles driven, parking fees and tolls, within one month after the travel date, supported by receipts, if applicable. 3. Notwithstanding the above, the School may adopt a separate policy to supplement the above policies and procedures G. Employee Reimbursements: Business use of telephones or cell phones shall be reimbursed. Business meals shall be reimbursed using standard applicable IRS guidelines. Under no circumstances shall alcohol be reimbursed. The Executive Director must obtain either the Director of Operations or a Board member's authorization on reimbursement requests payable to the Executive Director's name. H. Personal Use of School Funds: Use of School funds for personal use is prohibited. Violation of this	AACHS has added the plan to deal with idle funds in the budget narrative.

Tennessee Code Annotated 49-13-107 states that the sponsor must include in the charter school application specific information about the "types and amounts of insurance coverage to be held either by the charter school or approved authorizer, including provisions for assuring that the insurance provider will notify the department of education within 10 days of the cancellation of any insurance it carries on the charter school". Adequate information and documentation has not been provided by the sponsor.	(Sectionn 2.6) Academy of the Arts has begun to search for the most cost effective and comprehensive insurance company to protect our students, staff and all of our assets and any foreseen or unforeseen matters. Bankers Insurance has provided AACHS with a reasonable and affordable quote that will include the following coverages: □ General Liability □ Property Insurance □ Abuse & Molestation □ EPLI □ Directors & Officers Coverage □ Workers Compensation □ Cyber Liability □ Voluntary K-12 Accident Insurance	AACHS clearly listed the insurance coverages it will seek to cover upon authroization. The school has secured a signed letter from Bankers Insurance confirming they will be able to support the school in acquiring all insurances named in section 2.6.
The sponsor did not include a realistic timeline conducive to a successful year 1 opening, incuding a lack of a feasible facility plan.	(Section 2.3) Once we secure our lease or purchase agreement, we would work to bring in contractors and architects in October 2022 to oversee code compliance and any needed renovation to ensure the safety of all students and staff and comply with all state and local regulations. We would schedule the necessary renovations to begin in December 2022/ January of 2023 so that these projects are completed by May 2023. This would allow us to conduct our scheduled staff "Summer Institute" as well as our student and parent orientations in July and August of 2023 with school officially opening in August of 2023. Table 2.3 (a) describes our specific timeline for facility selection, renovation, and occupancy.	AACHS has provided a clear and comprehensible timeline in section 2.3 outlining the plan to identify, finance, renovate, and ensure code compliance for a facility. Table 2.3 lists specific dates/dealines for all stages of this process and.
There is a lack of evidence in the application and from the capacity interview that the applicant outlines a sound plan and timeline for identifying financing, renovating, and ensuring code compliance for a facility in a rural community such as Fayette County.	(Section 2.3) Once we secure our lease or purchase agreement, we would work to bring in contractors and architects in October 2022 to oversee code compliance and any needed renovation to ensure the safety of all students and staff and comply with all state and local regulations. We would schedule the necessary renovations to begin in December 2022/ January of 2023 so that these projects are completed by May 2023. This would allow us to conduct our scheduled staff "Summer Institute" as well as our student and parent orientations in July and August of 2023 with school officially opening in August of 2023. Table 2.3 (a) describes our specific timeline for facility selection, renovation, and occupancy.	AACHS has provided a clear and comprehensible timeline in section 2.3 outlining the plan to identify, finance, renovate, and ensure code compliance for a facility. Table 2.3 lists specific dates/dealines for all stages of this process and.

Fayette County Comment:	AACHS Current Application:	AACHS Response to Comment:
The application fails to address basic cafeteria requirements which include an unrealistic proposal from the applicant that a contract provider in Shelby County will cook, prepare and deliver meals to the charter school all while maintaining proper food temperature throughout transportation.	Academy of the Arts plans to secure a contract with our own nutrition and meal service plan to have breakfast and lunch delivered to the school site. We will create an "invitation to bid" for meal services. The Board will evaluate the price per meal that will include: a reimbursable meal including milk, condiments applicable to the menu, serving utensils if applicable, packaging and containers needed to transport food in a sanitary manner, and transportation to and from the school. The total cost will also include the fee to provide food service personnel daily to support with packaging, serving and distributing breakfast and lunch to students. Vendors must submit milk in a variety of fat contents as defined by current regulations of the National School Lunch Program. Sample contract provisions and expectations include: • Maintaining Tennessee Health Department Bi-Annual inspection with a passing score • Having a HACCP program in place to be able to provide proof of such • Maintaining daily Individual Meal Food Production Records • Maintaining Daily Individual Meal Component Documentation • Maintaining 21-day Monthly Cycle Menus • Making accommodations for food allergies • Ensuring hot meals maintained at 140 degrees or above & cold meals at 40 degrees below prior to & during transportation & delivery • Providing meals that are individually packaged and sealed • All meals will be priced as a unit, which meets USDA requirements • Any provider shall implement the "Traditional Menu Planning Approach" • All menus and meals will appropriate to the age of the students at Academy of the Arts Charter High School • The provider substitutes food components for a student with disabilities that restricts their diet Through our conversation and established working relationship with Healthy School Foods Collaborative, they have confirmed that the following steps would occur should we select their services upon authorization to ensure safe food safety practices: • Vendor prepares and package meals • Delivery of the meals in a refrigerated truck • School will have re-therm ovens to bring food to proper temperature • Vendor has off-site cooking facility in Fayette County and delivers meals in proper holding equipment to keep food at proper temperature A proposal for food services between Academy of the Arts and Healthy School Food Collaborative is included as Attachment E. The Director of Operations will manage the vendor identified to provide our breakfast and lunch program. We will identify a location with warmers for the food and coolers for the milk to be stored at required temperatures. Contingent on the facilities space secured, breakfast and lunch may be served in a cafeteria or in classrooms. We will ensure compliance with all applicable district, state and federal guidelines and regulations pertaining to food service in schools. The practices and regulations of handling food and drinks will be closely monitored. We will also closely monitor how to discard waste and how to distribute food to students.	While AACHS has provided an adequate plan for securing food service and included a LOI from a potential vendor, additional verbage has been added to section 2.8 to highlight the vendors capability to secure these services for our school.

There is a lack of evidence in the budget for equipment purchase and upkeep for food service needs. There is also lack of evidence regarding how paid lunches will be apart of AACHS food services program if AACHS is not part of the community eligibility program (CEP).	(Section 2.8) Academy of the Arts anticipates serving a majority low-income student population of approximately 75% of our total student body. We will ensure all families report household income earnings so that free or reduced-price lunch can be offered to all families who qualify. To collect information on students who qualify for free or reduced priced lunch, Academy of the Arts will ask families to complete an income verification form as a part of our enrollment packet. The families may elect to complete the form to determine students who are eligible for free or reduced-price lunch.	AACHS has added verbage around paid school lunches in section 2.8.

Fayette County Comment:	AACHS Current Application:	AACHS Response to Comment:
The sponsor has highlighted for over a year the CTE programs that will be offered by AACHS that will lead to industry certifications. At the capacity interview, the sponsor could not name one specifc industry program certification that students would receive by completing a CTE program of study at AACHS.	(Section 1.6) CTE Pathways = Any AACHS student majoring in Fashion Design, Film/Media/Theater and Visual Art will have the opportunity to complete coursework that will afford them a CTE certificate in one of 3 majors upon high school graduation. Offering student's the opportunity to become certified in their potential workforce area while in high school will prepare them to attain employment at the age of 18. The school will ensure that the Visual Art teacher acquires their Work Based Learning (WBL) certificate. Academy of the Arts will offer CTE in the following Tennessee state approved "Career Clusters" o Arts, Audio/Visual Technology & Communication □ Program of Study • Digital Arts & Design (AACHS Visual Art Majors) • Audio/Visual Production (AACHS Film/Video/Theater Majors) • Fashion Design (AACHS Fashion Design Majors) o Marketing, Distribution & Logistics □ Program of Study □ Entrepreneurship	In addition to the specific CTE certificates listed in section 1.6, additional information regarding industry program certs have been added in section 1.6.
The arts based curriculum proposed for use in this school has not been created. Therefore, it is impossible for the committee to determine alignment to Tennessee State Standards and to predict the success on state and national assessments. There is no evidence to support the that these resurces are evidence-based and have a provent track record of student success. In addtion, there is no evidence that the yet-to-be-created curriculum wil promote rigor and align with Tennessee State Standards.	(Section 1.3) At AACHS, the development of the curriculum starts with the Tennessee Academic Standards (TAS). AACHS recognizes that the TAS are the standards all students must master and agree they are the right standards to use. Our curriculum and course offerings have been strategically designed to meet the unique needs of students coming to our school with various and diverse backgrounds and experiences. AACHS will implement the following process to develop the curriculum for our performing art courses (Dance, Fashion Design, Visual Art, Music & Film/Video/Theater). AACHS PERFORMING ART CURRICULUM DEVELOPMENT PROCESS: □Start with TAS □Define priority objectives to help students achieve mastery of the standards □Develop scope and sequence over course of a year that is inclusive of TAS and prioritized objectives □Identify content that is rigorous and engaging for students and aligned to state/ local assessments □Design authentic student assessments that allows students to demonstrate mastery of standards (Section 1.3) In addition to ensuring that all curricular items align to TAS, the Executive Director and instructional team will provide teachers with robust resources when developing internal materials for our performing art courses (Dance, Fashion Design, Music, Visual Art & Film/Video/Theater). AACHS will use scope and sequence and curriculum development materials from high poverty, high performing charter schools across the nation to further develop curriculum choices in our performing art courses (Dance, Fashion Design, Music, Visual Art & Film/Video/Theater). AACHS's academic plan is designed to inspire its students to find their individual voices through intensive study of the arts and a challenging academic program that focuses on critical thinking and analysis. Table 1.3 (b) outlines AACHS academic plan with clear measures of success.	AACHS recognizes the importance of aligning ourselves and our instructional work with the Tennessee Academic Standards. We have named repeatedly throughout the charter application that our instructional process would begin with aligning ALL curricular programs and materials with the TAS. AACHS has also provided clear steps that we would take to develop our arts based curriculum for performing arts courses. The ability to develop internal materials and utilize curriculum is a normal and regularly used pracitce among high performing charter schools in this country.

The academic plan does not adequately outline a "distinct process for measuring" academic goals at the school.	(Section 1.4) Setting Goals – To reach these annual and long-term goals, AACHS facilitators and leadership team members will intentionally set daily and quarterly academic goals based on a common set of expectations laid out by the Tennessee Academic Standards. current performance data based off of incoming o Academy of the Arts Charter High School has 3 primary academic goals for the entire school: 100% high school graduation, 100% students will secure at 1 least acceptance college/university letter, and every child will show 1 year of growth each year based on MAP and STAR diagnostic and benchmark results. We recognize that we must set measurable goals and use data continually to make improvements in educational outcomes. o Use data from TCAP (Tennessee Comprehensive Assessment Program) and TVAAS (Tennessee Value – Added Assessment) results to set goals. o Use end of year benchmark data to set grade level goals. □ Monitoring Goals - Progress towards our goals will be shared monthly with the Board during meetings. The Board's Academic Committee will review and monitor our progress towards our goals each month and give corrective action steps around any area of the academic program that is not making gains. Schoolwide goals will be reviewed and assessed during our "Data Days". During "Data Days", the leadership team will guide facilitators and staff in quarterly analysis of our progress towards our annual goals while making any necessary academic or cultural adjustments to obtain our goals. All weekly leadership team meetings will begin with a review of all relevant goals and discussions and plans made from these meetings will be assessed to ensure our immediate course of action will help us reach our annual goals. □ Revising Goals – At the end of each year facilitators and leadership team members will meet as a whole school during close-out professional development to analyze achievement of goals made. Formal feedback will be collected from facilitators regarding what is needed to meet goals next year. The Board will also conduct an annual review of our goals to ensure they are adequate and inclusive of the appropriate measurements to evaluate our innovative school design. A formal committee will then be created to discuss and revise goals as needed based on end of year student performance data, feedback from facilitators and staff and feedback from the Board of Directors. The committee will be inclusive of the leadership team, facilitators and staff and at least 2 Board members and will collectively be charged with determining any revisions to our annual goals.	AACHS has listed rigorous and measurable goals in section 1.4 and has outlined reasonable steps to measure these goals weekly, quarterly and annually. Our process names when goals will be measured/monitored, and which teams are required to measure/monitor said goals throughout the year.
Section 1.3(b) of the application asks all charter applicants to "include specific academic benchmarks" as a part of this subsection. This is missing from the AACHS application.	(Section 1.3) Interim Measures of Progress • Student and Parent quarterly and annual surveys • Feedback and scoring rubric used by Arts Impact (partnering organization providing art infused curriculum development and training over a 3-year contract and partnership) • walkthrough and observation (daily/weekly/monthly) • ACT annual measures and year-to-year comparisons • Student retention rate yearly • Benchmark comparisons quarterly and year-to-year • Required culminating projects annually • Scoring rubric & feedback from Junior Achievement consultants quarterly • Student Processfolio scores • Student Portfolio products and scores (Section 1.4) AACHS will administer the NWEA MAP to 9-12 grade students three times per year (Fall, Winter, Spring). We will use a triangulation of data to determine Tier groups for RTI2 placement and use benchmark results to compare data for placement of our students in the RTI2 model. We will review the benchmark data within one week of administration;	In addition to the academic benchmarks listed in section 1.3, AACHS has clearly provided an outline of our academic benchmarks for students in grades 9-12 in other areas of the charter application. AACHS has even included a table in section 1.7(a) highlighting each assessment and how it will be used as a benchmark throughout the course of a year.

The proposed schedules for students at the school do not include appropriate higher level math and science courses (e.g. PreCalculus, Calculus, Dual Enrollment College Algebra, Statistics, Physics, Biology I). There is no high school science course offered during any students 12th grade year. This is concerning since there are at least 40 FCPS 8th graders each year who take 8th grade Algebra I. In addition, some FCPS 8th graders earn Physical Science credit while enrolled in middle school. There is no evidence in the application that shows any dual enrollment or dual credit courses beyond CTE-related classes.	(Section 1.3) To provide multiple rigorous instructional opportunities for students, AACHS will offer honors and advanced placement (AP) courses to students in grades 9-12. While the school will follow known best practices to include honors and AP courses based on student interest as well their achievement results, AACHS will initially offer the following courses and make adjustments based on schoolwide data: **Grade: Honors Course Offered: AP Courses Offered:** 9TH Math, English, Science, Social Studies N/A 10TH Math, English, Science, Social Studies N/A 11TH Math, English, Science, Social Studies AP Calculus & AP Eng. Lang & Comp & AP History 12TH Math, English, Science, Social Studies AP Statistics & AP Lit & Composition Beginning in year 1 of operation, all incoming 9th grade students will work with the guidance counselor to decide if they will be enrolled in a honors course. Determining factors of enrollment into an honors course will include performance levels on screeners, benchmark assessments, overall GPA and general interest in enrolling in an advanced level course. Should AACHS have low enrollment into an honors course offered, the school will utilize "Odysseyware", which is an online virtual learning platform that allows districts with low enrollment in courses (or may not have a teacher on staff for a specific course) to offer the course through instruction with certified teachers. All transfer students will have the same opportunity to meet with the guidance counselor upon enrollment into the school to determine if honors or AP courses are appropriate. AACHS will follow all protocols and procedures outlined by CollegeBoard regarding AP courses offered at the school. AP courses will not be offered until year 3 of operation when the school receives its first 11th grade class of students.	As a school with a specialized program, our priority is to offer a high quality performing art model. Recognizing that every student in Fayette County will not show an interest in our model, AACHS will offer the Tennessee required courses to meet graduation requirements in the state. We will make a reasonable attempt to offer AP and Honors courses to students as indicated in section 1.3. AACHS will make decisions around course offerings outside of the state requirements based on interest and achievement results of students.
The application states that AP Calculus will be offered to 11th graders at AACHS. There is no evidence included in the application that students will complete Math 1, Math 2, Math 3 and Pre-Calculus by the end of grade 10 at AACHS.	(Section 1.3) To provide multiple rigorous instructional opportunities for students, AACHS will offer honors and advanced placement (AP) courses to students in grades 9-12. While the school will follow known best practices to include honors and AP courses based on student interest as well their achievement results, AACHS will initially offer the following courses and make adjustments based on schoolwide data:	AACHS recognzes that students will come to us at various instructional levels and so we noted the AP and Honors courses we be willing to offer should the need arise. As we stated in section 1.3, AP and Honors courses will be determined and included based on student interest and achievement results and that we will offer courses and make adjustments as needed.

Fayette County Comment:	AACHS Current Application:	AACHS Response to Comment:
Application fails to provide an adequate transportation plan in its projected plan of operation which is needed due to the applicants projection of having a 35-74% Title I student population.	(Section 2.7) Academy of the Arts founding team intends to secure a facility in Somerville, TN that is accessible to our target community and population. To ensure students have access to our school, we will provide transportation. We have included in our budget one bus at $55,000 beginning in Y1 and we will maintain this structure over time. AACHS will align itself to TN code § 49-6-2105 to ensure the bus routes developed do not exceed a 1 and ½ hour travel time for all students in the morning and afternoon. The one bus route we establish in Y1 will travel between 5-10 miles from the school location to transport students to and from school in the morning and afternoon. Understanding that Fayette County is a large area, Academy of the Arts will coordinate 3-4 communal pick up locations on our bus route to accommodate student's transportation needs. Our communal bus stops will be set up in areas such as on a church property or large parking lot connected to a high populated and well-lit establishment or store. Where applicable, our Director of Operations will work with families to help coordinate car pool arrangements to ensure student daily participation at school as well. AACHS will add additional bus routes as our school expands and as transportation needs are demonstrated. Our bus routes will be operative during regular school days and not for afterschool activities. Buses will be provided for field trips or other activities such as college or university trips that require transportation of students. In the event the cost of providing additional transportation impacts our budget, the proposed Executive Director will work with the Director of Operations and back office provider to iterate and revise a budget that will provide for these additional costs. The Board of Directors will review the budget and determine if it is acceptable or if other plans need to be made to accommodate the increased costs associated with transportation to ensure compliance with all state and federal laws and regulations. Academy of the Arts intends to contract with a bussing company for the operation of all buses, and to work with the provider to form bus routes responsive to students' needs. The Board will solicit competitive bids and approve vendor selection. The Director of Operations will provide daily oversight of the busing company and ensure that the company adheres to all aspects of our busing contract. We have contacted and are in conversation with the following bus companies who are available to support our transportation needs beginning in August 2023: 1) First Choice; 2) Premier of Memphis; 3) Durham; and 4) National LLC.	While charter schools are not required by law to offer any transportation, AACHS wants to support our students and families to the best of our ability by providing tranportation services. Transportation and title 1 have nothing to do with each other. However, AACHS has extended our transportation plan in section 2.7.
Communal pick-up locations for students with disabilities who do not live within 5-10 mile radius of the proposed AACHS site raises several legal and liability concerns.	(Section 2.7) In accordance with Tennessee code §49-6-2116, Academy of the Arts will adopt a transportation policy to ensure all students are transported safely. To make certain all students receive a free and appropriate education, transportation will be provided as specified in a child's I.E.P. We will make sure that personnel and staffing directly related to the students' transportation has the appropriate training regarding the needs of the student with disabilities. Every local board of education and charter school governing body shall adopt a transportation policy relative to the safe transport of students. Our bus policy will explicitly state all daily procedures, expectations and protocols for students and staff riding the bus. This policy will be included in the student and parent handbook and distributed to families upon acceptance into AACHS. Our bus policy will also be available and up to date on our school webpage for reference.	As previosuly stated in section 2.7 of the charter application, AACHS will follow the IEP of any student as it relates to transportation.

At the capacity interview, the sponsors stated that a vendor would be used to ptovide transportation services. However, transportation was not listed as a contracted serivce in either the application narrative or the submitted budget. There is confusion regarding what transportation services will actually be provided and by whom. In addition, no information could be found by the review committee regarding one transportation vendor mentioned in the application: First Choice	(Section 2.7) Academy of the Arts inlends to contract with a bussing company for the operation of all buses, and to work with the provider to form bus routes responsive to students' needs. The Board will solicit competitive bids and approve vendor selection. The Director of Operations will provide daily oversight of the busing company and ensure that the company adheres to all aspects of our busing contract. We have contacted and are in conversation with the following bus companies who are available to support our transportation needs beginning in August 2023: 1) First Choice; 2) Premier of Memphis; 3) Durham; and 4) National LLC.	AACHS clearly listed the transportation cost in the budget in year 1, tab 6 line 174. The cost of transportation was also included in the budget narrative under "other charges". It was also explained at the capacity interview that the bus company's we connected with were not willing to provide a price for services since the anticipated opening of AACHS is greater than a year.

Fayette County Comments:	AACHS Current Application:	AACHS Response to Comment:
There is no evidence in the budget narrative a plan for serving students in a self contained classroom.	Falls under contracted services (p.504) From an enrollment standpoint, BEP is based off 92% of the projected enrollment in to create a cushion for missed enrollment targets, attrition, or anything else unforeseen. This is especially important as enrollment is the largest source of revenue. Additionally, should a need arise for a student(s) with disabilities that cannot be met by the already budgeted Director of Students Supports and additional contracted SPED services, we will revise the budget in order to meet that need. AACHS will reduce costs and shift staffing resources to fulfill that need. Additionally, AACHS will seek additional external funding/grants to support the SPED program.	AACHS has noted in the application that contracted services will be utilized to cover required special education supports. Specific language around self-contained classrooms has been added in section 1.9.
Lack of evidence of who will be responsible for transition plans.	Director of Specialized Services	Highlighted in the overview of the job description for the Director of Specialized Services in section 1.9 of the application.
No information regarding diploma opportunities for students with disabilities.	(Section 1.9) Artists attending AACHS will meet all the expectations established by the TNDOE for a traditional high school diploma including attendance and state assessment requirements. In alignment with Tennessee's High School Policy 2.103, Academy of the Arts will offer students a traditional high school diploma in which the following must be achieved by each student to graduate: Plans for Promotion & Graduation: ⎫ Students who receive specialized services will be promoted annually based on their ability to meet the goals outlined in their Individualized Education Plan (I.E.P.). In alignment with Tennessee's high school graduation policy 2.103, students with disabilities will be included in regular classes to the maximum extent possible and with appropriate support and accommodations. To earn a regular high school diploma, students with disabilities must earn the prescribed twenty-two (22) credit minimum. Academy of the Arts offers all students the opportunity to earn a standard Tennessee high school diploma. Through our specialized staff to be hired, our accurate RTII implementation and consistent program evaluation, Academy of the Arts will be able to ensure accommodations are put in place to assist students with meeting the goals outlined in their I.E.P.	In addition to the traditional TN high school diploma, AACHS has added the Special Education Diploma. This has been included in section 1.6 of the application.

The instructional program for students with disabilities is not clearly outlined in the plan, practices and strategies.	(Section 1.9) High Quality & Inclusive Instruction - High quality inclusive instruction ensures that planning and implementation meets the needs of all students and builds in high expectations for all students, including those with special needs. This basic entitlement for all students will be underpinned by effective frameworks and learning policies at our school. AACHS arts education model and arts infused curriculum will naturally include the following school-wide practices that have been specifically noted as inclusive strategies for students in need of specialized services: ⎫ Multiple means of representing content (i.e. visual and oral strategies, which are utilized daily in Visual Art, Music and Film-Video-Drama classes) ⎫ Flexible means of engagements as students learn (i.e. videos, software, role playing, which are incorporated daily in Film-Video-Drama, Fashion Design, Music and Visual Art classes) ⎫ Multiple means of student expression (i.e. writing, illustrating, speaking, which are incorporated daily in our Visual Art, Fashion Design, Music and Film-Video-Drama classes) ⎫ Students are divided into mixed ability groups ⎫ Station teaching where students rotate to various stations for instruction (i.e. embedded in our English and Math courses through reading rotations and math circles) Adaptations of space, material and equipment (p.96) 2.Special Instructional Programs ⎫ Related Services = To ensure students who require specialized services have their appropriate programming, we will contract with related services, such as nurses, speech and language pathologist, occupational therapist, etc., based on the needs included in the I.E.P. ⎫ Co-Planning = Special Education Teachers and Regular Education Teachers will co-plan together to ensure lessons include some of the following accommodations and modifications: • Use of visual and multi-sensory formats • Use of assisted technology • Use of prompts • Modification of content and student products • Testing accommodations • Authentic assessments. ⎫ Arts Education Model = Through our specialized design model, students will have a personalized learning and performance based assessments to meet students where they are and allow students the opportunity to apply their learning in real world scenarios.	In addition to the strategies and practices idenitfied in the original application, AACHS has named specific instructional programs as an option to be utilized with students with disabilities. This has been added to section 1.9 of the charter application
Special Education Director will serve as sped teacher in year 1 & 2, concerns regarding realistic plan for hiring qualified personnel.	(Section 1.9) Will hold a TN special education license, responsible for the identification, monitoring, and coordination of services for students with disabilities and intellectually gifted students. We anticipate 6% of students with disabilities and intellectually gifted population in year 1, which is approximately 5 of our anticipated 90 enrolled students. The Director of Special Populations will have case management responsibilities beginning in year 1 of AACHS's operation and will maintain a caseload of students up to 15 within the first 1-2 years. The Director of Special Populations will be responsible to: ⎫ screen students referred for services ⎫ oversee the compliance process for students with an I.E.P. ⎫ schedule all meetings related to specialized services whether it is an initial meeting or annual meeting ⎫ be responsible for regularly training staff on appropriate interventions, modifications and accommodations ⎫ serve as an active and vital member to the RTII/MTSS team at our school. ⎫ this individual will also hold ESL certification to support ELL's as needed.	AACHS has identified 1 Director of Specialized Services who will have case load responsibilites in years 1 & 2, which is well within the accepted caseload expectations. The special education teacher added in year 3 can build their skills and take on addittional case load responsibilites as needed as AACH's population grows.

Lack of evidence of how AACHS will adapt school schedule to address needs of special populations.	(Section 1.4) Skill Build Remediation Courses: The "skill build" courses are remediation courses deigned to give students those critical Math and ELA skills to be successful in general education high school courses. "Skill Build" courses are not meant to be permanent assignments and students will have the ability to show mastery of grade level content and test out of a "skill build" course each marking period. Course content will be developed and personalized to student needs based on benchmark and diagnostic data. (Section 1.9) Adjustments to Daily Schedule – Student daily schedules will be adjusted based on the accommodations outlined in their IEP or 504 plan. Academy of the Arts is prepared to make the following adjustments to the daily schedule to ensure student's needs are met and the appropriate accommodations are out in place: ⎫ Coordinate a "Push In" daily schedule for students who require specialist support when working in a general education class. ⎫ Coordinate a "Pull Out" daily schedule for students who require small group or 1:1 instructional support or related services. ⎫ Schedule inclusion Math and ELA courses ⎫ Implement a co-teaching model daily in select courses Offer additional elective courses daily	AACHS addressed sample scheduling adjustments that would be made in the daily schedule in section 1.9. In addition we have noted how extended time will be given to students who receive specialized services as well.
Attahcment C does not address discipline for students with disabilities	Restorative Discipline is a whole-school, relational approach to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment. Its practices replace fear, uncertainty, and punishment as motivators with belonging, connectedness and the willingness to change. Schools that have implemented a fully restorative approach have shown improved relationships on campus, increased student accountability and dramatic reductions in disciplinary referrals and suspensions. AACHS will implement a Restorative Model through our disciplinary procedures and policies as outlined in Attachment C. Some of our practices will include ⎫ Restorative Justice: Restorative justice is an evidence-based practice effectively used to reduce suspensions, expulsions, and disciplinary referrals. The victim and the wrongdoer have the opportunity to share with one another how they were harmed, as victims, or how they will work to resolve the harm caused, as wrongdoers. ⎫ Peer Mediation: Peer mediation is a demonstrably effective youth leadership model" that trains students to help other students resolve differences. Peer mediation recognizes that students can utilize conflict resolution practices and social skills to play a leadership role in increasing peace and reducing violence in their school. ⎫ Circle Process: A circle is a versatile restorative practice that can be used proactively, to develop relationships and build community, or reactively, to respond to wrongdoing, conflicts, and problems. Circles can also be used to celebrate students, begin and end the day, and discuss difficult issues. ⎫ Community Service: Community service allows for individuals to restore a harm they may have committed to the school community by providing a meaningful service that contributes to their individual improvement. Social and Emotional Learning (SEL): Social-emotional learning teaches skills such as "recognizing and managing emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically.	AACHS has updated attachment C to include how student behavior plans and beheavior I.E.P's will be implemented and sample disciplinary procedures to be voted on upon authorization.
Attachment C does not address CPI training for restraints & isolation.		AACHS has added a plan to ensure that staff are properly trained in Crisis Prevention Institute training. Details for this training are included in section 1.10 and section 2.5.

No policy for disciplining with students with disabilities who require behavior plans.		AACHS will adhere to student behavior plans as received and/or developed by our team. This has been added to our school disciplinary process in Attachment C.
Concerned that Special Educaiton teacher will hold ESL cert and ELL teachers will be hired as needed.	(Section 1.9 - does not indicate dual cert for Sped Teacher) Special Education Teacher – Will be hired based on anticipated need in year 3 and will service approximately 4% of the population. Director of Special Populations will fulfill specialized services in years 1-2 through their case management responsibilities and will work to train the special education teacher once hired in year 3. This staff member will support the Director of Special Populations by providing push-in/pull-out services, progress monitoring daily, weekly and monthly and any additional supports needed in alignment to students I.E.P. goals. (Section 1.9) ELL teachers will be hired as the need for services is presented. All ELL teachers hired by Academy of the Arts will be certified and possess either a bilingual education or ESL teaching credential and strong communication skills in the students' primary language. The RTII team, ELL teacher (as hired) and Director to Special Populations will collaborate to determine the most appropriate intervention for each EL student identified at our school. EL's at higher levels of English proficiency may receive Tier I ELA instruction from general education facilitators. Students who do not reach English proficiency benchmarks on the WIDA will receive Tier II and Tier III interventions as necessary to reach academic success. We will monitor all interventions for effectiveness through RTII meetings, facilitators weekly PLC meetings and Data Days monthly with the whole-school.	In addition to AACHS's goal to hire ELL teachers or use contracted services to secure this position, addtional verbage has been added to the application regarding additonal steps to secure this position.
Administering Home Language Survey a violation of TDOE rules and regulations. Application does not show how AACHS will properly obtain HLS and create individual learning plans.	(Section 1.9) In alignment with State Board Policy 3.207, all ESL services that AACHS provides shall be aligned to the Tennessee (WIDA) English language development standards and founded on evidence-based educational practices. AACHS will ensure that all ELs who may have a disability are located, identified, and evaluated for special education and related services in a timely manner, in accordance with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and T.C.A. § 49-10-101, et seq. ESL Identification: AACHS will follow this 2-step process for the identification of non-English language background (NELB) students and qualification for ESL services: ⎫ Administer the Home Language Survey (HLS) to all students upon initial enrollment. ⎭ Assess all NELB students with the state-approved English language proficiency screener to determine whether the student qualifies for ESL services. AACHS will use the following criteria to determine entrance into the ESL program: ⎫ Students in grades 9-12 will be screened using the WIDA screener. ⎭ Students who are screened who score below 4.5 composite or 4.0 or below on any domain on the WIDA screener shall be entered into the ESL program and shall qualify for ESL services. AACHS will communicate information related to testing, placement, and ESL services to all LEP parents in the language and method that the parent can understand, to the extent practicable. Parents shall be informed of the ESL program type to be used, length of time expected for completion of ESL services, how the child was assessed for entrance to services, and options related to program types if available. Parents of ELs shall be informed of the right to refuse placement of their children in ESL programs.	AACHS has contacted and spoken with the Special Populations Coordinator for the TDOE and made adjustments to the language in this section to illiminate misinterpretation of steps that will be taken. These edits are in section 1.9.

RTII plan does not adequately address students requiring Tier II and Tier III interventions.	(Section 1.9) Tier I, II and III Interventions = Based on data collected through our early screeners, benchmark assessments and facilitator data from formative and summative assessments, we will implement the appropriate tiered level of support for at-risk students. (Section 1.9) Weekly RTII/MTSS Meetings – Academy of the Arts will establish an RTII/MTSS team to prepare for special populations and provide the appropriate interventions, accommodations and modifications for at risk students. The team will be inclusive of the Executive Director, Director of Special Populations, Guidance Counselor, Assistant Principal of Instruction and Social worker as hired. In alignment with Tennessee's RTII expectations and guidance, we will use MAP screening results, benchmarks assessments, facilitator academic records and observations to provide data comparisons to guide placement of our students in intervention. The guidance counselor will serve as the lead person on the RTII team..... (Section 1.9)RTII/MTSS Decision Making Process – At Academy of the Arts, we will use the Response to Intervention (RTII) Framework to serve as a guide for our tiered support for ALL students, and we fully embrace the guiding principles of the RTII Framework in Tennessee that emphasize the importance of leadership in implementing the framework; a culture of collaboration that includes educators, families and the community focused the achievement of both struggling and advancing students; and a data-driven focus on prevention and early intervention. (Section 1.9) Our program is fully aligned to the RTII Decision-Making Framework presented here for ease of reference. Per this framework, our goal is to meet the needs of 80-85% of AACHS students through our rigorous, differentiated Tier I instruction; to meet the needs of 10-15% of AACHS students in our Tier II targeted interventions; and to meet the needs of 3-5% of AACHS students through more intensive Tier III targeted interventions	

RTII plan does not properly address the process for referrals for sped services.	(Section 1.9) 1.Identification of students with disabilities and avoid misidentification: ⎩ In-Take Process = Upon enrollment, we will engage in an intake process where families will be asked if the student has previously participated in a special education program at their former school. There will also be an area on the student enrollment form and application where parents and guardians will be asked if their child receives services or has an I.E.P. If a family indicates that their child has an I.E.P., we will take the necessary steps to secure the I.E.P. from the student's previous school to begin making preparations that ensure accommodations are implemented on the first day of school. ⎩ Records Screening = The Executive Director and Director of Specialized Services will conduct an initial review of all student files and ensure the educational setting is prepared to deliver services and make any modifications and accommodations to the curriculum. If we receive records indicating a child receives specialized services, and this was not disclosed during our in-take process, we will conduct a meeting with the I.E.P. team. They will review the I.E.P. to ensure it is up to date. If a parent meeting needs to be conducted or any additional assessments need to be given to the student, the I.E.P. team will arrange for this to happen in a timely manner. ⎩ Early Screening and Diagnostic = All students who submit an application to enroll at Academy of the Arts will take their diagnostic and screener on the day they audition at the school. Early screening allows the school to prepare well in advance to accommodate students who need or received specialized services and will give AACHS the opportunity to identify students with disabilities prior to the school starting. If a student applies and auditions after the year has begun they will still be required to take the diagnostic on the day that they audition. ⎩ Professional Development = Staff will be consistently trained and coached around how to recognize and assess student behaviors that require a Tier II or Tier III support. Through our monthly whole-school professional development and weekly PLC meetings staff will have the opportunity to stay informed and well prepared to identify student signs for interventions and supports, refer for additional level of support and plan to implement the necessary accommodations and modifications as determined. Progress Monitoring = Assessments, benchmarks and screeners such as MAP and STAR Reading and Math will be used to initially diagnose students to identify current levels. These tools will be used to progress monitor student work anywhere from weekly to quarterly. The timeframe will be determined in collaboration with the special education teachers and regular education teachers.	In addition to the steps AACHS has already stated to identify students with disabilities and avoid misidentification, an outline has been added in section 1.9.

The PD plan does not address training for special education, IEP implementation, discipline of students with disabilities.	(Section 1.9) Professional Development = Staff will be consistently trained and coached around how to recognize and assess student behaviors that require a Tier II or Tier III support. Through our monthly whole-school professional development and weekly PLC meetings staff will have the opportunity to stay informed and well prepared to identify student signs for interventions and supports, refer for additional level of support and plan to implement the necessary accommodations and modifications as determined. (Section 1.10) Professional Development for Staff: During our summer professional development, teachers and staff will be trained for 20 days on the tools needed to maintain a structured and joyful environment. We will train teachers to use effective classroom management techniques and to implement schoolwide expectations for behaviors, systems and routines. Staff will norm on the implementation of schoolwide and classroom discipline systems outlined in our Student Code of Conduct. Teachers will internalize the school's core values using college chants, participating in team building activities and engaging in Academy of the Arts pledge and chant. A significant portion of our facilitator training is dedicated to school culture to ensure our teachers are equipped to train our students effectively in our school expectations, procedures, classroom routines and common language. (Section 1.9) Co-Planning = Special Education Teachers and Regular Education Teachers will co-plan together to ensure lessons include some of the following accommodations and modifications: • *Use of visual and multi-sensory formats* • *Use of assisted technology* • *Use of prompts* • *Modification of content and student products* • *Testing accommodations* • *Authentic assessments.* In-service training topics will include, but are not limited to: ☐ Teaching of the components of the Juvenile Offender Act, compiled in title 55, chapter 10, part 7 ☐ At least two (2) hours of suicide prevention education ☐ Prevention and intervention strategies for students in the area of behavioral/emotional disorders ☐ Understanding the warning signs of early-onset mental illness in children and adolescents ☐ Cultural Sensitivity and Competency ☐ Positive Behavior Intervention Strategies ☐ Poverty and Education ☐ All TN required core content trainings, including Math and ELA sessions	Need more here: Separate RtI from Sped. You need to give a clear process for RtI training and SPED. For example SPED- the sped teacher will meet individually with each classroom teacher to walk through a student's IEP including important accommodations. Weekly the SPED teacher will conduct fidelity checks to ensure all accommodations are being executed by the classroom teacher. The classroom teachers will be invited to attend SPED meetings to provide insight into future goals. For example: RtI- x person will conduct x trainings around RtI preservice. During the school year the x person will conduct weekly fidelity checks, in addition monthly teachers will participate in a data meeting to review process and suggest changes to the RtI plan.

There is not positive behavioral system plan or in place to work with students with special needs.	In addition to these Tier 1, or universal supports, AACHS will establish itself as a PBIS School upon charter authorization and implement School-Wide Positive Behavior Supports, which will be determined by the founding leadership team during the planning year. School-wide Positive Behavioral Interventions and Supports (SW-PBIS) is an evidence based, multi-tiered framework designed to support all students across all school settings. As a fully established and official PBIS school, AACHS will implement a behavioral system with clear rewards, incentives, consequences and interventions that support all Tier 1 (universal), Tier 2 (targeted) and Tier 3 (intensive) students as well as all special populations. *AACHS will always first follow behavior plans outlined in students IEP to ensure needs are met through their individualized program. Examples of interventions that will be used as part of the behavioral system for students with special needs are: Check In Check Out: Check In Check Out (CICO: Crone Horner & Hawken, 2010) The CI/CO card is for students who are engaging in more intense "at risk" behaviors that result in an office discipline referral (i.e. skipping class, repeated class disruptions, repeated lateness, etc.). CI/CO is a system for maintaining a daily behavioral report card to prompt students of the school-wide expectations and provides a schedule for recruiting teacher feedback. Students begin their day checking in with a positive, supportive adult. Throughout the day they receive positive, written feedback from their classroom teachers, contingent on demonstration of school-wide expectations. The CI/CO card concurrently functions to remind teachers to "catch" students engaging in positive behaviors and provide feedback acknowledging the positive behavior. Check & Connect Check & Connect is an intervention designed to enhance student engagement at school and with learning for marginalized, disengaged students in grades K-12, through relationship building, problem solving and capacity building, and persistence. A goal of Check & Connect is to foster school completion with academic and social competence. Check & Connect is implemented by a trained mentor whose primary goal is to keep education a salient issue, through weekly meetings to review school progress, for students and their teachers and family members. The mentor works with a caseload of students and families over time and follows their caseload from program to program and school to school. Due the individualized nature of the intervention, it is aligned more with Tier 3 level of support. The purpose of Academy of the Arts is to serve a need in the Fayette County Community and we will do this by providing a diverse curriculum for students and culturally responsive professional development for facilitators and staff. This will occur continuously throughout our school program, which will create a mindset shift around special populations. These strategies will result in inclusive behaviors within our school community such as: 1) Being mindful of labels and understanding that labels only belong in conversations when discussing services and rights; 2) Always using people first language and; 3) Setting and voicing high expectations for every one of our students regardless of classification. In alignment with the RTII Framework for Tennessee, we will provide high quality instruction and interventions that match student progress and student need. We also commit to monitoring student behavioral progress to make frequent decisions about accommodations and/or modifications to programming. AACHS design model will establish a climate where students from special populations and at risk students can achieve outcomes and we will ensure that all students belong to all faculty.	AACHS has indicated that upon authorization the school will take the formal steps to become a PBIS school. This structure requires a school team to develop incentives and positive supports together as a team.

There is no solid plan for student intervention or a student response team for student progress monitoring & identification of student needs.	(Section 1.9) Weekly RTII/MTSS Meetings – Academy of the Arts will establish an RTII/MTSS team to prepare for special populations and provide the appropriate interventions, accommodations and modifications for at risk students. The team will be inclusive of the Executive Director, Director of Special Populations, Guidance Counselor, Assistant Principal of Instruction and Social worker as hired. In alignment with Tennessee's RTII expectations and guidance, we will use MAP screening results, benchmarks assessments, facilitator academic records and observations to provide data comparisons to guide placement of our students in intervention. The guidance counselor will serve as the lead person on the RTII team. (Section 1.9) Our constant analysis of data will allow us to quickly identify at-risk students who are struggling academically. Students who are at-risk of academic or behavioral failure will participate in Tier I, II or III interventions based on their individual needs. We will use the following methods for identifying at-risk students: Early screening = When a student enrolls at Academy of the Arts, whether it is the year before or mid-year, they will take the MAP assessment, which is our early screener. This initial data will let us know which students may need Tier I, II or TIER III interventions immediately. Facilitators and Leadership will use this initial data to plan appropriate interventions to implement. Benchmarks = As part of the RTII process, AACHS will conduct benchmark assessments using STAR Reading and Math every 6-8 weeks to evaluate student's progression through each semester. This system to measure student achievement multiple times during the year will allow us to constantly check for at-risk students within our school and provide interventions as necessary. Data Meetings = PLC Weekly = During weekly PLC meetings, facilitator's will be required to present and discuss any student who is underperforming in any class. Facilitators will be required to show evidence of students struggling and create a plan to address and support the student academically. RTII Weekly = Our RTII team will meet weekly to discuss newly referred students and create plans to address their needs. Students referred will have already received Tier I interventions in the classroom without success. The team will also monitor students currently receiving Tier II or Tier II supports and determine the effectiveness of the modifications, interventions and accommodations currently prescribed. Leadership Weekly = AACHS leadership team will meet weekly to look at schoolwide data including progress monitoring RTII Referral = Student performance data (such as homework, attendance, classwork, formative and summative assessments) will be analyzed weekly by facilitators during their PLC block. This will be a facilitator's continuous formal opportunity to highlight students who are not meeting grade level standards or mastering content. PLC will be used to discuss and determine a plan of action for remediation and intervention to address deficit in student learning weekly and turn around for full implementation the following week. Every 3 weeks, facilitators will be required to present students who are not performing or making average grade level progress and determine if they should refer the student to the RTII team for	AACHS cleary names in this section that a RTII/MTSS team will be established that will directly monitor student progress and interventions. A chart outlining the proposed RTII referral timeline has been to this section of the application as well.

The application uses the incorrent methodology related to ESL identification & fails to identify how ESL accommodations are to be provided.	ESL Accommodations: ⁞ Dependent upon the level of need of individual students, AACHS will work to implement the following service delivery models as needed and appropriate: (1) Sheltered English Instruction (2) Structured English Immersion; (3) Specially Designed Academic Instruction in English(SDAIE) (4) Content Based Instruction (CBI) (5) Heritage Language (6) Virtual ESL classes (7) Pull-out instruction (8) English Language Development (ELD) instruction as a Tier I intervention (9) Strategies: Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers, use of cognates to increase comprehension, teacher modeling, pairing students with beginning English language skills with students who have more advanced English language skills, scaffolding, word walls, think-pair-share, cooperative learning groups, exit activities (10) Other models approved by the Department ⁞ In content area classes, teachers will accommodate instruction and assessments to make content area standards accessible to ELs. ⁞ Neither Response to Intervention and Instruction (RTI2) nor special education services shall be used in place of ESL direct services.	Make sure the process is very clear from above, consider a chart. I would put something along the lines that we will focus on pushing the ESL teacher into classrooms to help support accommodations and pull students out to support remedial skills
The discipline plan does not mention or budget for an alternative school.		The only alternative school available in Fayette County for students with extreme behavioral needs is Jefferson Learning Center, which is a free public school. If a student at AACHS requires the support of an alternative school for disciplinary reasons, the school will seek enrollment into that facility as appropriate. Any costs associated with this enrollment will be pulled from the revenue line in the budget.
The sponsor has not demonstrated the capacity to serve students with diverse needs such as students with learning disabilites or learning exceptionalities & English learners.		

The application fails to address how AACHS will inlcude students with disabilities in the school's performing arts focus. At the capacity interview, the sponsor could not state any specific pieces of equipment or modifications that the school plans to use to meet the needs of students with disabilities in these specialty programs.	(Section 1.9) High Quality & Inclusive Instruction - High quality inclusive instruction ensures that planning and implementation meets the needs of all students and builds in high expectations for all students, including those with special needs. This basic entitlement for all students will be underpinned by effective frameworks and learning policies at our school. AACHS arts education model and arts infused curriculum will naturally include the following school-wide practices that have been specifically noted as inclusive strategies for students in need of specialized services: ☐ Multiple means of representing content (i.e. visual and oral strategies, which are utilized daily in Visual Art, Music and Film-Video-Drama classes) ☐ Flexible means of engagements as students learn (i.e. videos, software, role playing, which are incorporated daily in Film-Video-Drama, Fashion Design, Music and Visual Art classes) ☐ Multiple means of student expression (i.e. writing, illustrating, speaking, which are incorporated daily in our Visual Art, Fashion Design, Music and Film-Video-Drama classes) ☐ Students are divided into mixed ability groups ☐ Station teaching where students rotate to various stations for instruction (i.e. embedded in our English and Math courses through reading rotations and math circles) ☐ Adaptations of space, material and equipment ☐ Use programs such as a Functional Adaptive Skills Curriculum Pacing Guides, which are based on the Adaptive Living Skills Curriculum ☐ Programs such as i-Ready will be used as an adaptive program	AACHS has inlcuded additional sample equipment to section 1.9 that can be used for students with disabilities in specialty programs. AACHS stated at the capacity interview that modifications would be made to the lesson based on the students need and that without a specific diagnosis or disability it would be difficult to predict what equipment would be provided without reading a 504 plan or IEP.
The application does not list how truancy will be addressed by the proposed school.	(Section 1.4) Attendance Team (Tier III): Academy of the Arts recognizes that there will be some families and student situations where Tier I and Tier II interventions and supports will not be sufficient to their needs. To address chronic absenteeism, we will utilize the support of the Attendance Team, which will be composed of the Executive Director, Guidance Counselor, Special Education Director and Secretary in year 1 and 2. The Principal and Social Worker will be added in years 3 and 4. The team will take the following steps to address chronic absenteeism: o Meet weekly to review and discuss newly referred students o Create individual attendance plans for each student referred. Possible strategies to be included in a student's plan are: ☐ Conduct home visits ☐ Schedule individual or group counseling sessions with guidance counselor or social worker at AACHS, ☐ Refer student and family to outside family counseling ☐ Attendance team meet with the student to discuss attendance concerns ☐ Coordinate mentoring services at AACHS o Progress monitor students referred to the team o Connect with local agencies regarding truancy of identified students o Contact any social workers or assigned mentors student may already work with outside of school	AACHS has laid out a very clear system to monitor and manage student attendance in section 1.4 for Tier I and II supports as well.

Fayette County Comment:	AACHS Response to Comment:
Application does not provide evidence of labor market research data to support the claim that there is a need for the proposed CTE programs.	CTE is a huge push by the govenor and very aligned with the Ford Project.
AACHS staffing plan does not include a school nurse on site until year 3 at AACHS.	AACHS has indicated in several areas within the charter application that we will use contracted services in year 1 & 2 to ensure students and staff have the support of a school nurse at the school.
Not a sound rationale for selecting Somerville as the community where the school will be located.	Somerville was selected as a school site because it offers the best option for a facility in years 1,2 & 3 and is located within 2 miles of current high school in Fayette County. This location has highway access for transportation
Application does not list an attendance contract as part of Tier II plan.	AACHS has added a student attendance contract as part of the Tier II interventions in section 1.4.
No evidence in application that that shows the Danielson Framework adminstration evaluation model is currently approved by TBOE.	Tennessee's Teacher and Adminstrator Evaluation Policy 5.201, section Alternate Observation Models, number 9 states: "*Charter schools and other state agency schools are also permitted to propose their own evaluation model and may submit an application for approval to the department of education.The Commissioner of Education shall have the authority to approve the use of the evaluation model. The state board of education must approve any evalution models from which results will be used to inform licensure advancement.*"
Plan states summer school will be offered with a cost to students and famillies comparable to local districts summer school fees.	AACHS's proposal to charge a fee for summer school is permissible and witin the rights of a school.
No staff member who has completed required WBL certification training mentioned in the application.	AACHS has included a staff member that will be required to acquire their WBL certificate in section 1.6.
Only 3 board members are current Fayette County residents.	In addition to the current 3 board members who reside in Fayette County, AACHS has added 3 addtional board members who reside within the county. Their resumes and description of their ties to the county are include in AACHS's application.
The applicant fails to provide sufficient financial data relative to whether the creation and operation of AACHS will produce a substantial negative fiscal impact on the District such that authorization of the school would be contrary to the best interest of pupils attending District schools.	As the expenses for each student will follow them to their proposed new school of choice, that should reduce the expenses at the current high school and serve to offset any impact from the loss of the revenues that will also follow the student.
Contingency plans for adjusting operations due to unexpected shortfalls are not clear.	As we reach the start of the school year during the years in which we are addting grades to work toward full enrollment, we will review & adjust staffing and other expenditures as they relate to shortfalls in enrollment. We will strive to have reserve funds each year to offset any shortfalls in per pupil allocation based on reduced enrollment.
Letters of support a year old or don't have a date.	AACHS has been deeply engaged with the community for over 2 years, garnering support from various stakeholders across the county. Our letters of support demonstrate the continued interest and support for our school.

The mission statement is not measurable.	AACHS's mission clearly names the "who" (***high school students***), "what" (***educate... through the performing arts while providing with the academic & entrepreneurial skills***), and "why" ***(succeed in college and in life***). The highly ambitious and rigorous goals outlined in section 1.4 of the Academic Performance Standards clearly shows how our mission will be measured annually through proficiency levels, graduation rates, enrollment and attendance data, as well as retention and satisfaction rates.
The insurance coverage letter in Attachment "J" is unsigned and does not adequately confirm that "required coverage will be provided upon approval of the charter school application", including, "workers' compensation, employer liability, property, professional liability, surety bonds, sexual abuse and any other required coverage".	AACHS has included a signed copy of Attachment J.
Several Board members did not particpate in the capacity interview. Though the capacity interview date was known to the Sponsor for more than a month, only five of the eleven Board members participated in the capacity interview in its entirety.	AACHS's Board members are fully committed to supporting our charter applicaiton process and are extremely competent in their collective abilities to make decisions in the best interest of students! As a volunteer position, our team recognizes that professional responsibilities and health will be prioritized over the work with AACHS at times. Fayette County was considerate enough to offer the option to two of our Board members to attend virtually while completing their obligations at work. The third Board member scheduled to attend encountered a health emergency and was unable to attend. AACHS was only permitted 8 participants to attend the capacity interview, therefore the total number of our Board should not be referenced.
The timeline in section 2.2 has incorrect dates and other mistakes. For example, the interview process for staff is planned to occur four months before job descriptions are made. There are plans to identify students receiving free and reduced lunch prior to the time the direct certification lists are released.	AACHS developed the timeline in section 2.2 based on an anticipated charter authorization of June/July 2022, which makes the timeframes appropriate. Our interview process of staff is accurate as we have started the initial conversations through our recruitment process in 2021 and will continue to meet with and interview potential candidates who align with our school mission.
The application mentions the use of advertising on local radio stations. There are no radio stations that operate in Fayette County.	Advertising about AACHS on local stations in the Memphis and surrounding areas will increase chances of spreading the word about our program in Fayette County. It is important to spread the word about an alternative school model to reach families planning to move to Fayette County. It is also a strategy to encourage families to consider moving into the county.
There may be a possible conflct of interest with one AACHS board member due to her employment as a loan officer at a banking institution mentioned as a source for a loan and/or line of credit.	AACHS has included a "conflict of interest" document in our board policies that would prevent such an issue. Based on the policy, a board member in this situation would recuse themselves and not vote. No AACHS board member will directly benefit from any school business relationship.
The school website listed on page 107 of the application is not active.	AACHS contracts with Cre8tive Labs to design and manage our website domain. Our school website is and has been active since 2020.

The sample arts impact lessons submitted in the application are aligned to the state of Washington middle school state standards and Common Core State Standards (CCSS) for middle school. In addition, there are no sample high school lessons included in the application aligned to Tennessee State Standards. Use of instructional materials aligned to Common Core standards is a violation of Tennessee law.	Fayette County School Board was made fully aware through AACHS's application and during the capacity interview that Arts Impact has not designed lessons plans on the high school level and that our partnership would be a new endeavor. The "example" lesson plans provided by Arts Impact was only to demonstrate their ability to design and incorporate age level engaging activities in Math and ELA that infuse oconcepts in the performing arts. Common core state standards are referenced in these "examples" because they are used in Washington. This is not an indication that those standards would be used in Tennessee through our work together.
Tennessee code annotate 49-13-107 states that the sponsor must include in the charter school application the "names and addresses of teh governing body". The addresses for all Board members were not included in the application.	AACHS has updated a Board members information to now inlcude their address. All names and addresses of Board members are included.
Section 2.1 of the application addresses the "Superintendent" several times in regards to AACHS Board Governance. For example, the application states that the Executive Director and board mutually agree which goals and expected performance indicators will be included in the superintendents formal evaluation". Numerous examples of statements regarding the FCPS Superintendent inlcuded in section 2.1 of the application shows that the proposed board structure is not likely "to ensure effective governance and meaningful oversight of school performance, operations and financials".	AACHS never referenced FCSB's superintendent as a part of our governing body or process in section 2.1. Charter schools have used the terms "superintendent" and Executive Director interchangeably since the management class and functions of both titles have the similar or same functions as the chief executive and strategic leader of a school or district.Visions in Education Charter School is anotehr example of an institution that has a Superintendent/Executive Director position. To eliminate confusion for FCSB, the term "superintendent" has been changed to Executive Director in the section 2.1 of the application.
Based on comments from the Capacity Interview and information provided in the application, the founding board has met as an entire group two (2) times in the 2020-2021 school year and zero (0) times in teh 2021-2022 school year.	AACHS meets monthly as a full board and never communicated in writing or in person these incorrect meeting times. Our board has met on the following dates: 12/9/20 (1st board meeting), 2/4/21, 4/8/21, 5/6/21, 5/20/21 (special called board meeting), 6/24/21, 7/29/21, 9,2,21, 10/20/21, 12/9/21, 1/13/22, 2/10/22, 4/31/22 and 5/19/22.
Section 2.4 of the application does not include "the state-approved administrator evaluation model" that AACHS will be using for the school leader "as required by State Board Rule 0520-02-01 and State Board Policy 5.201".	Tennessee's Teacher and Adminstrator Evaluation Policy 5.201, section Alternate Observation Models, number 9 states: "Charter schools and other state agency schools are also permitted to propose their own evaluation model and may submit an application for approval to the department of education.The Commissioner of Education shall have the authority to approve the use of the evaluation model. The state board of education must approve any evalution models from which results will be used to inform licensure advancement."

The review committee voiced concerns whether this application was specifically written for Fayette County. The fire drill procedure in the application mentions "at least one fire drill will be held at Legacy Academy of Excellence Charter School each quarter that school is in session. The RTI plan mentions alignment to "SCS RTI Implementation policies and procedures. The BEP transportation supplement rate was based on Memphis-Shelby County Schools. The BEP rate in the application was not based on Fayette County's estimate. The AACHS safety plan mentions that necessary visitors to the school will include "SCS and state education personnel".	AACHS projected BEP rate was acquired through a direct phone call with FCSB superintendent. As stated in the budget narrative, no other data was able to be located regarding transportation supplement rate and an estimate was provided based on historical data and other charter school rates. All other edits from this comment have been addressed in the appropriate sections of the application.
The AACHS assessment plan includes language that EngageNY end-of-unit mah assessments will be used as a summative assessment in the school. This raises concerns about the use of curriculum and instructional materials aligned to Common Core State Standards, a violation of Tennessee state law.	The language has been removed from the application.
The application fails to adequately discuss or develop a crisis plan for the safety of students. The crisis plan mentions the duties of a counselor/instructional facilitator, but ther is no evidence that this position exists in year.	AACHS has included a thorough 5 page crisis management plan in the employee manual that defines what a students crisis looks like, includes clear steps the school will take to provide support for students during crisis, how to contact for assistance and how to know when the crisis is over. Our application clearly states in sections 1.9 that we will hire a guidance counselor in year 1, which makes their duties outline in the crisis plan realistic and appropriate. This position is also reflected in Attachment G to be hired in year 1 and is also referenced in section 2.4 as a year 1 hire.
The application also states that "in our facilities search we will assess public transportation in Somerville as well as identified bus routes, traffic patterns and drive times to identify space that is as accessible to our target community as possible". This demonstrates the lack of understanding of Fayette County and the Town of Somerville since there are no public transportation options available fro school-aged children in the vicinity of the proposed site of the charter school.	AACHS is aware of the limited transportation services Somerville provides. However, we have considered how pubiic transportation services through agencies such as Delta HRA Transportation could impact school bus routes during their daily operation of 6AM - 5PM. AACHS also referenced bus routes as a consideration in our facilities search since Fayette County offers a number of school bus services to students in the course of a day and we would want our operations plan to take into account current bus routes established through FCSB.
Section 2.2 of the application requires that the sponsor "provide a detailed timeline for starting the proposed school, specifying tasks and responisble individuals (inlcuding compensation for those individuals)". Compensation is not addressed for all responsible individuals in the application.	AACHS has added the compensation in section 2.2 for staff identified in the timeline within that section.

Tennessee code annotate 49-13-107 states that the sponsor must include in the charter school application information about the "procedures governing the deposit and investment of idle funds, purchasing procedures and comprehensive travel regulations". The term idle funds is not included in the application.	AACHS has added language explaining how the school will address idle funds in the financial policies and procedures section of the application.
The proposed school calendar and the submitted student schedules do not "meet Tennessee minimum requirements of the equivalent of 180 days of instruction". Tennessee Code Annotated 49-6-3004 requires 180 days of instruction with 390 minutes in class. The sponsor has submitted a calendar that is 173 days of instruction with 360 minutes in class.	AACHS has adjusted a school calendar that reflects 186 insructional days.
The sponsor did not show evidence that stated curriculum was possible given the development timeline or how it would meet the needs of all the students.	AACHS has revised the applicaiton to reflect a Tennessee state approved curriculum for Math, Science, ELA and History, which has been included to section 1.3.
There is no evidence that the AACHS curriculum is robust, supports the growth of all students and is aligned with Tennessee State Standards because it does not currently exist.	AACHS has revised the applicaiton to reflect a Tennessee state approved curriculum for Math, Science, ELA and History, which has been included to section 1.3.
There is no evidence that the AACHS acedmic plan is rigorous and research-based, addresses the needs of the targeted student population, and implements the schools academic focu because the schools curriculum does not exist. There is evidence in the application that the full curriculum will not exist on the first day of school in year 1.	AACHS has revised the applicaiton to reflect a Tennessee state approved curriculum for Math, Science, ELA and History, which has been included to section 1.3.
The applicant fails to address and or explain with a sufficient degree of specificity the applicants plan for curriculum development.	AACHS has revised the applicaiton to reflect a Tennessee state approved curriculum for Math, Science, ELA and History, which has been included to section 1.3.
The application is vague about the specific curriculum materials (e.g. vendors, pubkication date, websites) that will be used for math, ELA, science, social studies and other required courses. Many of these materials have not yet been created.	AACHS has revised the applicaiton to reflect a Tennessee state approved curriculum for Math, Science, ELA and History, which has been included to section 1.3.
The applicaiton lacks a comprehensive focus academic focus. Additionally, the application does not adequately describe how the school will serve its special populations and at-risk students in the 4 propsed CTE focus areas.	AACHS has revised the applicaiton to reflect a Tennessee state approved curriculum for Math, Science, ELA and History, which has been included to section 1.3. In addition, AACHS will its special populaiton students by followoing what is outlind in a childs IEP as stated in section 1.9 of the applicaiton. We will support at-risk students by using our RTII model also outline in section 1.9 of the application.

AACHS has revised the applicaiton to reflect a Tennessee state approved curriculum for Math, Science, ELA and History, which has been included to section 1.3.	AACHS has revised the applicaiton to reflect a Tennessee state approved curriculum for Math, Science, ELA and History, which has been included to section 1.3.