



## **Pathways In Education - Memphis**

APPLICATION FOR A PUBLIC CHARTER SCHOOL  
SUBMITTED TO MEMPHIS-SHELBY COUNTY SCHOOLS  
AMENDED APPLICATION - SUBMITTED 5/26/23  
SCHOOL OPENING 2024

Serving Grades 9-12

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On Behalf of the PIE-Memphis Board of Directors:

DeAndre D. Brown Sr., Summer Owens, William (Bill) Frederik

**Non-Discrimination Statement:**

Pathways In Education - Memphis Public Charter School does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. Any variance should be brought to the attention of the administration through personal contact, letter, phone, or email.



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Attachment A: Academic Plan

Attachment B: Student Handbook

Attachment C: Student Discipline Policy

Attachment D: Student Enrollment Policy

Attachment E: Letters of Support/MOUs/Contracts from the Community

Attachment F: Governance Documents

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)

Attachment G: School Organizational Chart

Attachment H: Student Achievement Data

Attachment I: Employee Manual/Personnel Policies

Attachment J: Insurance Coverage

Attachment K: CMO Agreement

Attachment L: Network Annual Report

Attachment M: Network Organizational Chart

Attachment N: Planning and Budget Worksheet

Attachment O: Budget Narrative

Attachment P: Network Financial Plan

Attachment S: Audited School Financials (Supplemental/Not Required)

## GENERAL INFORMATION

**Name of proposed school:** Pathways In Education-Memphis

**Projected year of school opening with the identified authorizer:** 2024-25

**Charter authorizer for proposed school:** Memphis-Shelby County Schools

**Sponsor/Sponsoring entity:** Pathways Management Group

**The sponsor is a not-for-profit organization with 501(c)(3) status:** Yes

**Model or focus of proposed school:** Alternative High School

**City or geographic community for proposed school:** Memphis

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

**Primary Contact mailing address:** N/A

**Primary Contact work telephone:** (773)230-0341

**Primary Contact email address:** lisaschwartz@pathwaysedu.org

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

Full name	Current employer and job title	Position with proposed school
Valerie Brennan	Regional Director - Pathways In Education-Louisiana	Principal
Lisa Schwartz	Senior Director of District Relations - Pathways Management Group	NA
Greg Marrero	Director of Operations Pathways Management Group	NA
Kristi Duenas	Associate Superintendent Pathways Management Group	NA

**Does the proposed school intend to contract or partner with a charter management organization (CMO)?** Yes

**If yes, identify the CMO or other partner organization:** Pathways Management Group

**Does this applicant have charter school applications under consideration by any other authorizer?** Yes

**Indicate Applicant Type: (Please check only one box)**

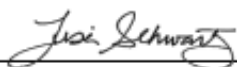
<input type="checkbox"/>	New Start- Applicant (Category 1)
<input checked="" type="checkbox"/>	New Sponsor Proposing Multiple Schools (Category 2)
<input type="checkbox"/>	Sponsor of Existing TN School Proposing to Replicate (Category 3)
<input type="checkbox"/>	Sponsor of Existing School in the ASD Seeking Authorization from its Home LEA (Category 4)



## ASSURANCES

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

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

Signature 

Printed Name of Authorized Representative Lisa Schwartz

Title of Authorized Representative Senior Director of District Relations





## EXECUTIVE SUMMARY

In three pages or less, provide an executive summary of your proposed charter school. The executive summary should provide a concise overview of the following:

- The plan for the proposed school;

Pathways In Education-Memphis (PIE-Memphis) is applying to operate a public charter school in the Memphis-Shelby County School (MSCS) District for SY2024-25. We are seeking to partner with the MSCS to provide a comprehensive high school education program to at-risk students through a blended learning model, which leads to the attainment of a high school diploma and acceptance to college and/or career pathways for prospective students. The Pathways In Education model is currently operated in 8 schools across Idaho, Illinois, Louisiana, and Arizona. Since opening, Pathways In Education schools have served over 15,000 students.

Our learning model is unique in that it offers students a flexible learning schedule where they attend the physical campus for 5 days a week for 4-hour sessions. During these sessions, they participate in one-on-one sessions with teachers and can receive postsecondary counseling, special education and/or English Learner services, or attend a Small Group Instruction class. When students are not physically on campus, they are required to complete an additional 2.5 hours per day of teacher assigned unit lessons in our virtual program platform, Edmentum, which is monitored through credit completion and Edmentum Daily Usage Reports. Virtual education programs may be established in accordance with T.C.A. §§ 49-16-101 – 49-16-105 and this rule. A “virtual education program” means a course or series of courses offered through the use of technology by an LEA or public charter school to provide students a broader range of educational opportunities. Providing students a broader range of educational opportunities includes any of the following: Academic remediation or enrichment, providing students access to a wider range of course, or continuity of educational service for students enrolled in an alternative school pursuant to State Board Rule 0520-01-02-.09.

PIE-Memphis will also assist students to develop supportive relationships that will help them manage work, life, and family responsibilities. Our learning program is personalized for each student and intends to create measurable and sustainable equity. The needs of every student are addressed using student success plans, individualized instruction, small group instruction, guided learning, targeted intervention, postsecondary counseling, parent involvement, and extended and flexible learning time. This practice requires a reimagining of the potential of high schools and what they must become to fully meet each student's challenges.

**Need:** The Board of PIE-Memphis is committed to serving the unique needs of students in the Memphis area, many of whom come from lower socioeconomic backgrounds, and who live in an urban community. The current waitlists at local existing alternative schools, combined with low graduation rates at local high schools, are evidence that at-risk students in this area could greatly benefit from the individualized attention that the Pathways In Education model has been providing students across the country for over 20 years.

The curriculum, instructional tools, and methods used by Pathways In Education schools reflect an educational philosophy and mission to provide a personalized and equitable learning

experience for at-risk students. Pathways In Education schools focus on serving students who are in danger of dropping out of a traditional school program or who need to be re-engaged in their academic efforts. The students that will come to PIE-Memphis schools are often facing unique challenges that require alternative methods to address and to help them become successful students and high school graduates. The curriculum model and program design provide the structure within which we can work with students on an individual basis, as well as offer the support, accommodations, and educational experience each student needs to be successful.

- The geographic and population considerations of the school environment;

We have determined that the Whitehaven neighborhood would be the ideal location for PIE-Memphis. There were several considerations taken into account when choosing Whitehaven as the school's location. Whitehaven is the largest neighborhood in South Memphis and has a history of community involvement. A market analysis was conducted to determine the population surrounding the school. One key element for Whitehaven is the school's location is central to transportation to allow students access to get to the school. **Table B** in section 1.2 outlines the educational rates of Memphis communities which reflects the population of at-risk students. PIE-Memphis focused on the data around drop-out rates, chronic absenteeism and graduation rates in the areas surrounding Whitehaven. As the mission statement outlines, PIE-Memphis empowers under-served students as a non-traditional high school.

While Memphis hosts some alternative education programs, PIE-Memphis is unique in its model and how it serves students. PIE-Memphis will not have to compete with other schools in the district for the "traditional" high school student; rather, it is filling a need for those students who pose a tremendous challenge for the traditional school because of limitations in resources or autonomy. PIE-Memphis seeks to recapture students who are truant, who are under-enrolled, or who have dropped out. In considering the population in Whitehaven, PIE-Memphis serves students who have been expelled to help the students recover their credits and graduate; offers additional instructional time for students in academic recovery; and provides multiple modalities for students.

- The challenges particular to those considerations;

As an alternative model of education, PIE-Memphis will enroll students who have fallen behind in credits and are outside of their graduation cohort. One of the considerations for the location of the school is absenteeism of surrounding high schools. For students that have a pattern of chronic absenteeism, it can be a challenge to get students to attend school regularly. The Pathways model works to re-engage students into regular school attendance by providing students with a more flexible model of school.

A challenge that arises with the students PIE-Memphis tends to serve is that many students that enroll will be age-over-grade. In other words, the students will be more than 2-3 grade levels behind in credits versus their original cohort. Because students are so far behind their

cohort there are gaps in their skills and knowledge levels. The State testing data tends to reflect the gap the students have accrued because of their credit deficiency.

In regards to student State testing data, the existing Pathways In Education schools have been impacted by the pandemic and the various accountability models in the states. As an alternative school, the accountability models tend to not always reflect the impact that Pathways In Education schools have on reengaging students who would have otherwise dropped out of the system completely

The summary of the accountability models that some of our States use/will implement instead of relying solely on State testing data can be found below:

- **Chicago:** Pathways In Education Schools are considered Options Schools and rated on student growth on the STAR test, graduation rate, enrollment stabilization, student attendance, credit attainment and Post-Secondary measures.
- **Arizona:** PIE-Arizona is currently in the process of applying to be considered an alternative school for the 2024-2025 school year.
- **Louisiana:** PIE-Louisiana will be implementing the Louisiana Alternative Framework beginning in the 2022-2023 school year.
- **Idaho:** PIE-Nampa is measured by the Idaho State Report Card which includes assessments, graduation rate, teacher quality, and postsecondary data.

• The applicant team's capacity to successfully open and operate a high-quality school given the above considerations.

The PIE-Memphis school team will be composed of individuals with prior experience in supporting struggling students and those who might not have the work experience, but have a passion to nurture students. The foundation of the Pathways In Education program is strong relationships. Often students who come to Pathways have not had positive experiences in the education setting. The PIE-Memphis team will begin with building relationships that will help students redefine what education for them might look and feel like.

The PIE-Memphis Principal will work closely with the charter management organization, Pathways Management Group (PMG). PMG is a nonprofit, tax-exempt organization dedicated to growing a network of national charter schools with a vision of providing a comprehensive high school education program and support services to students who have dropped out of school, are at risk of dropping out of school, or are over-aged and/or under-credited. PMG has a history of providing academic, operational, and fiscal services to charter schools that serve populations similar to the proposed Whitehaven location. Pathways In Education schools have a history of improving academic recovery credit and increasing student skills to help them reach graduation. Last year, PMG provided support to help graduate over 450 students, many of which were grade levels behind their traditional cohort.

The PIE-Memphis Principal will work with the school team and PMG to develop plans to address the challenges of attendance and credit deficiency. PMG's leadership team, which is composed of individuals who provide direct leadership to PMG-managed schools, currently

manages charter and contract schools that operate eight school sites across four states to serve thousands of highly mobile students each year. PMG has been instrumental in improving at-risk students' quick recovery of academic credit and increasing these students' performance on state standardized tests.

# Section 1: Academic Plan Design and Capacity

## 1.1 School Mission and Vision

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

**Mission Statement:** Pathways In Education-Memphis equips our students with the academic and personal skills necessary to graduate with a high school diploma prepared for postsecondary education in a 21st century workforce.

Pathways In Education-Memphis accomplishes our mission by providing a safe, nurturing, and equitable environment for our students by offering individualized instruction, 1:1 support, blended learning, flexible scheduling, experiential learning, post-secondary counseling, social-emotional support and multiple curriculum modalities aligned to Tennessee Academic Standards.

The mission statement is written intentionally to map out the goals that Pathways In Education-Memphis has for all students.

- Equip students with academic and personal skills: Pathways In Education-Memphis is an independent study model that gives students the opportunity to catch up on their credits to ultimately graduate.
- Graduate with a high school diploma: Students have individualized plans to help them reach graduation.
- Prepared for postsecondary education: Students learn about opportunities available to them after they graduate.

As Pathways In Education-Memphis students become re-engaged in their education, they will recover credits and can earn their diploma through PIE-Memphis or elect to return to their district high school. Pathways In Education-Memphis' ultimate goal is to graduate students, students are celebrated no matter which path they choose to graduate. While Pathways In Education-Memphis will monitor and track a variety of data to monitor student progress and evaluate instructional effectiveness, it is these measurements - the number of students graduating from Pathways In Education-Memphis and the number of students returning to traditional schools- that demonstrate the program is serving students as designed and intended.

Pathways In Education-Memphis will primarily serve students who enter school below grade level. In the **Academic Performance Standards** section, we detail in full the performance goals we have established to benchmark our progress in achieving our mission through the implementation of our academic plan.

**Table A: Academic Performance Standards**

Goal	Measurement Method	Frequency	Measurable Outcome
English Language Arts, Math, Science, and Social Studies Achievement and Growth	TCAP	Bi-Annually	95% of eligible students will participate in the TCAP EOC's. 50% of students enrolled for at least 2 consecutive semesters will meet grade level expectations.
Student Skill Growth	Renaissance STAR (RenSTAR)	3x/year	75% of students with Reading and Math minimum positive GE growth of 0.4 or more. 70% of students with Reading and Math grow more than the expected 0.9 for the year.
		Annually	85% of students identified in Urgent Intervention will complete one semester of an Intervention course (Literacy Advancement/My Math Path)
Graduation	1-year grad cohort	Annually	85% or more of students identified in the 1-year grad cohort graduate.

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

**Vision Statement:** Pathways In Education-Memphis is the best non-traditional public school, empowering under-served students by unlocking their passions and dreams, moving them daily toward graduation, and creating lifelong learners.

The vision of Pathways In Education-Memphis was created with the under-served and at-risk student population in mind. Our vision focuses on re-engaging students and empowering them to become lifelong learners who contribute to their respective communities as productive members of society. Pathways In Education-Memphis will work with students to discover their passions and dreams and use them as a goal and motivation to graduate high school. The basis of this vision will drive the mission.

Pathways In Education-Memphis offers these opportunities in an innovative, flexible environment that considers each student's specific lifestyle, culture, or other needs that often cannot be satisfied in a traditional school.

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

The mission and vision of Pathways In Education-Memphis meet the following purposes found in T.C.A. § 49-13-102(a):

**Improve learning for all students and close achievement gaps.**

At the core of our mission and vision is a focus on educating under-served and at-risk students who need an option to help them meet the goal of high school graduation. Pathways In

Education-Memphis focuses on dropout recovery through a proven alternative school model. We take students who have been unsuccessful in their traditional public high school settings and guide them to graduation with equitable practices and research-based strategies. Our initiatives recognize the unique needs of every student, while also providing equal opportunities for all students to succeed.

**Provide options for parents to meet the educational needs of students.**

Many of the high school students in Memphis are struggling to attend school daily to meet the requirements for graduation. Pathways In Education-Memphis will provide a flexible model where students can attend school for shortened periods of time and complete coursework independently. This flexibility opens up school to many students who had no other option than to drop out of school, whether it be to work or raise a family.

**Encourage the use of different and innovative teaching methods, and provide greater decision-making authority to schools and teachers in exchange for greater responsibility for student performance.**

Our mission and vision focus on fulfilling the dreams and goals of under-served students. This is accomplished through our one-on-one support and the student autonomy of multiple modalities of instruction. The Pathways In Education-Memphis model is focused on relationships. We have found that these relationships between students and teachers are foundational to our success.

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

Pathways In Education-Memphis' mission and vision are well aligned with the priorities of Memphis Shelby County's priorities. Memphis Shelby County's innovative 2021 Reimagining 901 plan to alleviate identified inequities affecting achievement and growth in communities directly correlates to our ability to produce an alternative educational option that serves the unique learning needs of students in the district. Pathways In Education-Memphis offers several learning and cultural opportunities and options that can serve as another high-quality school choice option for the diverse communities that inhabit Memphis.

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

We will achieve our mission when all of our students have the skills needed to be successful in high school and beyond.

- Enrollment retention will be maintained at 100%
- Chronic absenteeism will be reduced
- Students will meet their goals and move towards earning a high school diploma and have a concrete plan for their future.
- Students will possess the social-emotional skills needed to troubleshoot day-to-day challenges
- Students will leave our program having developed a positive relationship with an adult

To ensure that the mission and vision is being met, Pathways In Education-Memphis will use both quantitative academic goals and qualitative character goals to measure success. Qualitative character measurements include the Big 5 Survey and Board Reviews. The Big 5 Survey collects student experience data and provides actionable feedback for how the school can better serve its students. Additionally, the Board reviews the academic results regularly.

Quantitative academic goals will be measured by a newly created Scorecard developed in conjunction with the National Charter Schools Institute. This Scorecard will include the following categories- Academics: Growth and Achievement, Equity: Social-emotional Learning, Climate and Engagement and Global Access - College, Career and Workforce Readiness. In addition, to measure the success of the postsecondary goal, students' postsecondary goals are tracked throughout their time at Pathways In Education-Memphis through a senior portfolio. The students are surveyed upon completion of their senior year to assess their plans and their experience at Pathways In Education-Memphis.

(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?

At the core of our mission and vision is a focus on educating under-served and at-risk students who need an option to help them meet the goal of high school graduation. An innovative feature PIE-Memphis boasts is that there is not a GPA, grade promotion, nor a graduation cohort requirement for enrollment. The students that enroll at Pathways In Education-Memphis would likely not graduate or face significant challenges in doing so. The Pathways In Education network has extensive experience graduating students who enrolled significantly behind in credits and received interventions to help them gain skills needed to thrive.

A blended educational model will be implemented using a combination of three different instructional platforms including Small Group Instruction (SGI), Guided Independent Study (IS), and a virtual program through Online Learning (OL). The PIE-Memphis teachers and students will work together to structure an individualized academic plan for each student to follow while focusing on student-defined goals for academic, personal, and post-secondary success.

Unique features of the independent study educational model we implement include student autonomy over curriculum modality, experiential learning opportunities, one-on-one support through teacher mentoring, flexible attendance requirements to meet the diverse needs of students and families, post-secondary exploratory options, and a learning environment that expands beyond the traditional classroom. While flexibility with curriculum modality and attendance requirements are provided to ensure students can continue to prioritize their education despite personal obstacles or competing obligations, high academic and attendance expectations are maintained. PIE-Memphis utilizes Tennessee Academic Standards aligned curriculum across all modalities and holds students accountable to attendance requirements as outlined by the Tennessee Department of Education. Specifically, students are required to attend school in-person for four hours and complete work online for two and a half hours daily, Monday through Friday. Online virtual program attendance is verified through students' logins



and active work time, as measured by Edmentum.

Pathways In Education-Memphis promotes student autonomy in choosing the modality in which they want to learn so that students are engaged in the learning process and have the opportunity to demonstrate their learning in different capacities. A recent study showed that by allowing students to learn in different modalities, students become more self-reliant while working independently. By teachers scaffolding students not only from an instructional standpoint, but also in developing academic skills to become more self-sufficient in their learning, students will have a more productive education.<sup>1</sup>

The blended learning educational model uniquely supports the independent study structure. Although students are not at the school as long as they are at a traditional school, students still put in the same amount of time completing coursework. One of the benefits students experience is around how they are enrolled in less courses at the same time. Students are typically enrolled in three classes at a time. Because of this, the students are able to complete their classes at a faster pace because they are focused on less content and they are able to choose the modality that works best for them. Students will still be required to attend school five days per week. Additionally, because students are in smaller cohorts when they meet with their teacher, they are able to get more individualized support than they typically would in a larger classroom setting. While students have autonomy over their learning, teachers still pace out the curriculum to ensure students stay on pace to complete their work for graduation.

To support student achievement in a blended learning model, Pathways In Education-Memphis works with the Pathways In Education Curriculum Department and Instructional Professional Development Team for the creation of a comprehensive, innovative, and research-based curriculum is vital to student success. Part of this development process is to vet all curriculum and ensure that all curriculum is aligned to Tennessee Academic Standards and meets all guidelines as indicated in Tennessee Administrative Code Chapter 0520-01-03. Furthermore, all textbooks are approved and adopted by the Tennessee State Board of Education. Online curriculum is vetted and provided by the Edmentum platform. Small Group Instruction (SGI) curriculum is strategically developed by SGI teachers, who design and align the scope and sequence of each course to Tennessee Academic Standards in conjunction with utilizing state adopted textbooks.

Overall, Pathways In Education-Memphis will provide a new, innovative, accessible, and exceptionally flexible way of educating at-risk youth, in order to assist MSCS in reaching academic excellence and help area high schools increase graduation rates and lower dropout rates.

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<sup>1</sup>Aydan Irgatoglu, "Learner Autonomy and Learning Strategy Use Before and During the COVID-19 Pandemic," *Sustainability*, Vol.14, Article 6118 (2022).



## 1.2 Enrollment Summary

In this section: (a) Describe the community from which the proposed school intends to draw students, including the demographic profile and the school zones of the schools currently in operation within the proposed community.

PIE-Memphis intends to draw students who are located in underserved neighborhoods primarily in the following zip codes: 38114, 38116, 38118, 38109, 38106. Schools in these communities include: Melrose High School, Whitehaven High School, Fairley High School, Westwood High School, Hillcrest High School, Sheffield High School, Wooddale High School, Oakhaven High School, Hamilton High School, and City University. These communities are home to many high-risk students who could be displaced with few viable alternatives. The need for alternative educational settings is illustrated in **Table B** below which shows the educational attainment rates of the general population of these Memphis communities. PIE-Memphis recognizes that there may be more seats than students in the area. However, the Pathways program is designed for students who should be occupying those seats but have encountered barriers to accessing education. Utilizing a program model with unique characteristics intended to target these barriers to education, PIE-Memphis is looking to offer an alternate path to graduation for students who have previously been unsuccessful in traditional school settings.

**Table B: Educational Attainment Rates of Memphis Whitehaven Communities**

38114		38116	
Attained High School Diploma (25 years of age and older)	59%	Attained High School Diploma (25 years of age and older)	61.2%
Less than a High School Diploma (25 years of age or older)	27%	Less than a High School Diploma (25 years of age or older)	14.8%
Not enrolled in school (age 3-17)	11.5%	Not enrolled in school (age 3-17)	11%
Population (15-19 year olds)	2,051	Population (15-19 year-olds)	3,490
Poverty	34.7%	Poverty	27.2%
38118		38109	
Attained High School Diploma (25 years of age and older)	60.6%	Attained High School Diploma (25 years of age and older)	58.5%
Less than a High School Diploma (25 years of age or older)	24.4%	Less than a High School Diploma (25 years of age or older)	24.1%
Not enrolled in school (age 3-17)	13.4%	Not enrolled in school (age 3-17)	8.5%
Population (15-19 year olds)	3,824	Population (15-19 year olds)	4,043

Poverty	33%	Poverty	28.21%
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<b>38106</b>	
Attained High School Diploma (25 years of age and older)	60.9%
Less than a High School Diploma (25 years of age or older)	25.3%
Not enrolled in school (age 3-17)	14.1%
Population (15-19 year olds)	2,211
Poverty	40.2%

(b) Provide a rationale for selecting the community where the proposed school will be located.

The data referenced in this petition reinforces the need for an additional high-quality comprehensive alternative education model to serve those students who have left school or are planning to drop out due to risk factors.

PIE-Memphis recognizes this need and stands to serve the students of the local community by:

- 1) identifying students who are disconnected or out of school,
- 2) lowering the achievement gap for these at-risk and underserved students, and
- 3) increasing high school graduation rate by re-engaging the target population.

PIE-Memphis will provide rigorous Tennessee Academic Standards-aligned coursework and personalized learning strategies in a student-centered learning environment where students will develop and maintain relationships with all staff to ensure student accountability and growth. PIE-Memphis will work in collaboration with the Memphis-Shelby County School district by providing a proven educational option to high-risk youth who are not successful in the traditional setting. In addition, PIE-Memphis will offer and encourage student participation in experiential learning opportunities that develop students' social-emotional awareness and leadership skills, which research has shown to produce positive life outcomes.<sup>2 3</sup>

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

<sup>2</sup> Lippman, L., Ryberg, R., Carney, R., & Moore, K. A. (2015). Key 'Life skills' That Foster Youth Workforce Success: Toward a Consensus across Fields. Unpublished document, Child Trends Inc., Washington.

<sup>3</sup> Heckman, J. J., & Kautz, T. (2012). Hard evidence on life skills. *Labor economics*, 19(4), 451-464.

**Table C** provides enrollment, chronic absenteeism, graduation rate, and dropout rate data from existing schools in the Whitehaven community. While chronic absenteeism, graduation rate, and dropout rate data speak to student success and retention, student success rate data is provided in **Table C1** as a stronger indicator of academic performance.

Success rate is used by the Tennessee Department of Education as a measure of academic performance as it represents the percentage of students whose math and ELA state assessment scores meet or exceed expectations. Trends in success rate are important in understanding how schools are doing in helping students to master grade-level state standards over time.

**Table C: Graduation and Enrollment Data for Existing Schools**

Public School	Total Enrollment 2018	Total Enrollment 2019	Total Enrollment 2020	Total Enrollment 2021	2018 Chronic Absenteeism	2019 Chronic Absenteeism	2020 Chronic Absenteeism	2021 Chronic Absenteeism
Melrose High	587	588	683	767	30.1%	49.9%	53.8%	38.7%
Whitehaven	1596	1652	1577	1566	17%	35.9%	37.5%	12.5%
Fairley	519	520	426	353	56.5%	56.7%	54.1%	62.6%
Westwood	363	373	361	355	14.8%	8.4%	34.5%	10.2%
Hillcrest	442	461	460	451	48.2%	42.1%	39.5%	65.9%
Sheffield	757	637	547	559	39.9%	32.3%	22.8%	28.2%
Wooddale	772	597	629	691	38.4%	30.8%	27.9%	25%
Oakhaven	363	339	369	390	15.7%	34.7%	18.7%	7.9%
Hamilton	1556	1566	646	710	54.1%	56.1%	37.8%	41.1%
City University	17	16	253	254	2.2%	20.3%	18.4%	46.6%

Public School	2018 Grad rate	2019 Grad rate	2020 Grad rate	2021 Grad rate	2018 Drop Out Data*	2019 Drop Out Data*	2020 Drop Out Data*
Melrose High	78.1%	70.4%	67.4%	65.2%	4.3%	18.7%	21.8%
Whitehaven	89.6%	90.1%	87.4%	90.4%	1.9%	8.4%	5.8%

Fairley	76.9%	80.5%	77.6%	61.7%	5.5%	16.5%	15.2%
Westwood	62.2%	81.1%	76%	76.5%	3.5%	28%	11.7%
Hillcrest	60.5%	60.4%	61.3%	48.3%	2.9%	29.6%	30.9%
Sheffield	65.7%	64%	48.5%	53.7%	4.4%	32.4%	29.4%
Wooddale	70.2%	66.1%	65.8%	71.3%	7.4%	26.1%	29.9%
Oakhaven	80.9%	83.3%	72.7%	85.9%	3.8%	18%	13.9%
Hamilton	64.2%	69.4%	61.2%	59.4%	2.1%	34.4%	17.1%
City University	89.2%	94.3%	93.4%	91.1%	n/a	n/a	1.9%

\*The drop-out data is the percentage of students who dropped out from their assigned grad-cohort.

**Table C1: Academic Performance Data for Existing Schools**

Public School	2018 Success Rate	2019 Success Rate	2020 Success Rate	2021 Success Rate	2022 Success Rate
Melrose High	7%	7.8%	<5%	<5%	<5%
Whitehaven	20.5%	20.5%	N/A/	8.9%	18.1%
Fairley	<5%	<5%	N/A	<5%	<5%
Westwood	7.2%	6.5%	N/A	<5%	6%
Hillcrest	5.2%	6.2%	N/A	<5%	5.5%
Sheffield	5.5%	8.8%	N/A	<5%	5.2%
Wooddale	6.3%	5.7%	N/A	<5%	5.2%
Oakhaven	6.9%	6.9%	N/A	<5%	15%
Hamilton	<5%	6.2%	N/A	<5%	<5%
City University	N/A	N/A	N/A	N/A	N/A

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

The primary student demographic for PIE-Memphis will be students who have dropped out, are at risk of dropping out, or have struggled in traditional and district schools for various reasons. These students may include but are not limited to:

- Students who are age-over-grade (up to 21 years old)
- Students who have exceeded their graduation cohort by more than 2 years
- Single parents without childcare
- Expectant mothers
- Individuals with chronic illness or ongoing medical conditions
- Individuals in the juvenile justice system
- Foster care students
- Homeless students
- Chronically absent students
- Students with behavioral problems
- Students that have been suspended and expelled, and
- Students with an Individualized Educational Program or Section 504 plan

(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?

Given the targeted student demographic, there are two program elements that the PIE-Memphis model has that would be more effective than the schools that are now serving these students. The first program element is the flexibility of the school attendance requirement. With the Independent Study modality, students have the opportunity to complete credits outside of the physical school building. This flexibility addresses unique student's needs, such as work schedules, family obligations, mandated court appointments, and medical appointments or accommodations.

The other element of the PIE-Memphis program that is more effective than traditional schools is the highly personalized learning environment. This personalized environment is focused on relationships that have proven to help students be more successful. Each teacher will facilitate the progress of 50 students over the course of a week, Small group instruction classes will not exceed fifteen students, allowing for differentiation and one-on-one support for struggling students. A study by Levin, Belfield, Muennig<sup>4</sup>, and Rouse found that small size, high levels of personalization, and high academic expectations – foundational components of PIE-Memphis model – were common factors of successful programs dedicated to increasing high school graduation rates.<sup>[1]</sup> This model will address the needs of the PIE-Memphis population because it allows students to access instruction on a more individualized level and keeps students from getting lost in a large impersonal environment found in many traditional high school settings.

A study by Roorda, Jak, Zee, Oort, and Koomen<sup>5</sup> found that students' engagement and achievement is linked to the teacher-student relationship. This aligns with the Pathways model because teachers have smaller cohorts of students they work with - both in SGI classes and independent study sessions.

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<sup>4</sup> Levin, H., Belfield, C., Muennig, P., & Rouse, C. (2007). *The costs and benefits of an excellent education for all of America's children* (Vol. 9). New York: Teachers College, Columbia University.

<sup>5</sup> Roorda, D.L., Jak, S., Zee, M., Oort, F. J., & Koomen, H.M.Y. (2017). *Affective Teacher-Student Relationships and Students' Engagement and Achievement: A Meta-Analytic Update and Test of the Mediating Role of Engagement*. *School Psychology Review*, 46(3), 239-261. <https://doi.org/10.17105/SPR-2017-0035>. V46-3

While there are several similar alternative schools, such as Memphis Virtual School and The Excel Center, PIE-Memphis offers an academic program that is unique. The primary differences between the current alternative models currently available in the Memphis area and PIE-Memphis include:

- A year-round program that extends the school year to enable the recovery of more high school credits
- A true self-paced program where a student may immediately begin a new course at the completion of another, there is no wait period to begin a new course.
- Multiple curricular modalities to meet the diverse needs of all students. Students can choose independent study, small group instruction, or online instruction.
- National and international experiential learning opportunities
- An academic intervention program that has a focus of meeting the student where they are at and building their academic skills to be able to meet grade-level expectations
- Enrollment eligibility is not based on graduation cohort date, academic performance, behavior, or past suspension or expulsion activity.
- Schedule flexibility is available to students. Students are able to attend either morning or afternoon sessions, and evening sessions if they are available. If a student needs to adjust their schedule from one day to the next, they are able to do so.

As explained above, the Pathways model is designed to support all students, including English Learners and Students with Disabilities. Because of the flexibility, emphasis on building quality relationships with students, and level of personalization embedded in the model, English Learners are able to receive targeted services and well-rounded support to promote their fluency and overall academic growth. Students with Disabilities are provided resources and accommodations to support their IEP goals and progress academically in a smaller, more intimate educational setting. With a consistent support system of teachers and specialists, they can feel confident and thrive.

(f) If you are the sponsor of an existing school, describe:

- any enrollment practices, processes, and policies of the proposed school that will differ from your existing school(s); and how the community for the proposed school is similar and/or different from the community that you currently serve.

PIE-Memphis would look to be a partner with surrounding schools to support students who are at risk of not graduating, are struggling with the traditional school model, and/or need a different environment. PIE-Memphis will be a partner to the other local high schools offering an educational option that they may not be able to provide. In other Pathways In Education communities we are seen as an important resource to the traditional schools. We communicate frequently with the school counselors. Enrollment is not dependent on partnerships with surrounding schools. Enrollment is largely based on other factors such as friend and family referrals and community outreach referrals. We also partner with local community agencies that may serve as a referral source for students who are not in school. Because of our open enrollment policy, we are able to take new students at any time. Due to the independent study curriculum, there will be no enrollment periods at PIE-Memphis. Students are able to enroll at any point in the school year and immediately begin work on their



coursework.

Students enrolling from a Memphis Shelby County School must complete the MSCS Centralized Withdrawal Form and must attend their school until the withdrawal process is complete. Once the withdrawal process is complete, the student will be immediately enrolled at PIE-Memphis.

**Table D: Enrollment Summary - Number of Students**

Grade Level	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29	At Capacity 2028-29
9	35	40	45	45	55	55
10	50	60	85	85	105	105
11	75	80	95	95	100	100
12	65	70	75	75	90	90
Totals	225	250	300	300	350	350

**Table E: Anticipated Demographics**

Anticipated Demographics					
Gender		Race			
54% Female	46% Male	95% Black or African American	2% Hispanic or Latino	1% Other	2% White
% of English Language Learners		% of Students with Disabilities		% of Economically Disadvantaged Students	
2%		10%		96%	



### 1.3 Academic Focus and Plan

In this section: (a) Describe the academic focus of the proposed school.

Through our proven model of blended learning programs, PIE-Memphis will ensure a supportive environment where all students will be successful. Our blended learning program includes experiential learning, guided independent learning, small group instruction, extracurricular opportunities, and postsecondary counseling. PIE-Memphis will serve 9<sup>th</sup>-12<sup>th</sup> grade students who have fallen behind in school or could benefit from a non-traditional learning environment with flexible scheduling.

PIE-Memphis will focus its efforts on increasing the graduation rates for all at-risk students in Whitehaven and surrounding communities, which includes: students eligible for free and reduced meal programs, who have dropped out of school, are behind in credits, have poor attendance, are English learners, and/or are pregnant or parenting. In addition, we will target students who may be academically at-risk due to full-time work requirements (and who may also fall under poverty/free and reduced meal eligibility), who are homeless, who are in the foster care and/or criminal justice systems, who have been bullied, who are coming to terms with their sexual orientation, and who are disengaged from the traditional education system due to other reasons, all of which may have created chronic conditions that have left them far behind in their academic progress.

We believe the student-teacher relationship is critical to the development of a young person's social, emotional, and academic well-being. At PIE-Memphis you will find students working one-on-one with passionate, highly qualified teachers, tutors, and student advisors. We take enormous pride in the quality of our staff members and the deep connection that each of them will share with every PIE-Memphis student. Each week a student will have multiple one-on-one appointments with their Independent Study teacher.

Collectively, the mission, vision, and educational model for PIE-Memphis are based on the philosophy of closing the achievement and graduation gaps for at-risk students, thereby providing them with the access, opportunity, and support required to prepare them for successful postsecondary careers and life pursuits. Additionally, PIE-Memphis will provide educational programs and support services for at-risk students to enable them to graduate from high school and be prepared for postsecondary options. PIE-Memphis will assist students in developing relationships that will help them manage work, life, and family responsibilities.

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

In order to ensure that PIE-Memphis courses meet Tennessee State Board of Education requirements, each course is written to align with the Tennessee Academic Standards and Carnegie units. Each one-semester course covers the equivalent of 0.5 credits and approximately 50-70 hours of seat time and the equivalent of 1.0 credits and approximately 100-140 hours of seat time for a two-semester course. Each semester course is broken down into five units for 0.5 Tennessee credits. Completion of one unit is the equivalent of 12 hours

of student time on task and 0.1 credits in Tennessee. In order for a unit to be completed, all assignments in the unit must be completed, the teachers must assess the quality of the work, and the summative assessment unit test must be passed with a “C” or better. When all five units of a semester course are completed, the student is granted a grade for that semester class. Through summative assessments at the end of each unit, teachers are quickly able to identify any gaps in a student’s skills or knowledge and provide support or intervention. Academic benchmarks are embedded in all curriculum modalities to ensure student achievement and success. For each learning modality, academic benchmarks include:

- SGI (direct instruction) - All SGI courses begin and end with a pre and post benchmark assessment. Mid-point standards aligned benchmark assessments are also embedded in SGI course lessons to ensure student achievement and to adjust any instruction to ensure student learning.
- Edmentum (online) curriculum - Benchmark assessments in the form of Mastery tests at the end of each tutorial lesson to ensure the standards have been met before they are able to move on to the next lesson tutorial and the final unit Post Test. Academic benchmarks in the online modality also include various forms of formative assessment activities, such as visual presentations, labs, and oral presentations that demonstrate content mastery and student achievement.
- Student Activity Workbook curriculum- Academic benchmarks are in the form of checks for understanding, and are embedded in the SAW curriculum through key assignments identified as imperative to standard mastery and academic achievement. Formative assessments, such as standard based, prompted essays and projects are also utilized as academic benchmarks for student achievement.

Our pacing expectations are set to match with Tennessee's 4-year graduation pace. Students are required to complete work during each 21-day Learning Period to keep them on pace with progress expectations, though they have the opportunity and flexibility to progress at a faster rate. Students are expected to turn in 6 units or complete 0.6 Tennessee credits per Learning Period. There are 11 Learning Periods in the PIE-Memphis program calendar that each last for 21 school days. At .6 credits per Learning Period for 11 Learning Periods, students earn 6.6 credits per year (or 26.4 over four years). Students also have the ability to exceed the 6-unit goal and turn in up to 10 units, or 1.0 Tennessee credits, per Learning Period; this would allow students to reasonably exceed the graduation rate of a traditional school in Tennessee. The Graduation Date Estimator shown below is a tool that teachers can use to ensure that students are making adequate monthly and yearly progress toward graduation.

Subject	Credits Required	Credits Earned	Credits remaining
ELA	4	3	1
Mathematics	4	4	0
Fine Arts	1	1	0
World Language	2	1	1
Electives	3	3	0
Science	4	3	1
Physical Education/Wellness	2	1.5	0.5
Social Science	4	3	1
Graduation Requirements	0	0	0
<b>Total:</b>	<b>24</b>	<b>19.5</b>	<b>4.5</b>
Community Service Hours: 0			

Unit Avg. Per Month	3.0	<p>Visual of Student Progress (2022-2023)</p> <p>Units Completed: 3</p>	Grade	Credits Scale
Time Period (Months)	15		9	0 - 6.9
Est. Date of Graduation	04/2024		10	7 - 12.9
Age at Graduation	19.5		11	13 - 18.9
Total Units Completed	<b>3</b>		12	19 - 24

4 Units per Month	Months: 11	Years: 1.0	Age: 19.2	Date: 12/2023
5 Units per Month	Months: 9	Years: 0.8	Age: 19.0	Date: 10/2023
6 Units per Month	Months: 8	Years: 0.6	Age: 18.8	Date: 08/2023
7 Units per Month	Months: 6	Years: 0.5	Age: 18.8	Date: 07/2023
8 Units per Month	Months: 6	Years: 0.5	Age: 18.7	Date: 06/2023
10 Units per Month	Months: 5	Years: 0.4	Age: 18.6	Date: 05/2023

\* Months represent School Months, not including holidays or breaks.  
You must get approval ahead of time to complete more than 10 units per school month.

To ensure that students are meeting unit completion pace expectations, teachers monitor student completion timelines throughout each Learning Period and at each appointment during the week. Since students are meeting with their teachers daily, if students turn in and complete two units, or 0.2 credits, each week, they will exceed the four-year graduation rate. Therefore, the feedback loop for a teacher monitoring student progress is extremely short in our model. It is also set up for students to be able to monitor their own progress easily and they know what is expected of them. For example, if a student shows up for their appointment and does not have their work completed, the teacher and student are immediately discussing a plan to finish and turn in their work. Students must turn in 1 – 2 units each week to be on pace. Additionally, enrollment in a Small Group Instruction class will also contribute to the amount of work a student completes during each Learning Period.

Each curriculum modality measures benchmarks for students. Small Group Instruction classes include pre and post assessments with mid-point benchmarks to ensure standards are being mastered. Edmentum courses have benchmark assessments in the form of Mastery tests at the end of each tutorial. Finally, Student Activity Workbooks contain checks for understandings embedded throughout the lessons, formative assessments, and each unit ends with a summative assessment.

School leaders and teachers also monitor this data for each Learning Period through our student information system, StudentTrac, to ensure students are achieving their credit attainment expectations. There are various reporting tools available to help to track student work throughout the Learning Period and identify which students are on pace or not on pace. For example, the Enrollment Leave and Transfer (ELT) report and the Credit Attainment reports are both available in real-time to highlight student progress status. Leaders will often use these data reports as a topic to drive discussion in professional development or Professional Learning Community (PLC) meetings with staff.

When a student enrolls at PIE-Memphis, they may have already completed some of their high school credit requirements. The teacher analyzes their transcripts, creates a planning guide to note any gaps in their credits, creates an Individual Learning Plan reflective of that student's current status, and establishes a goal date for the student to finish. They also set a pace plan with the student to manage the 6 or more units per month they will plan on completing. The teacher also discusses with the student his/her support plan that will assist the student in completing the required units. The student and teacher work together to decide what the student needs in order to be successful; these needs shape the resources the students will use and the communication considerations the teacher will use in working with the student. Student needs are identified through universal screeners as the teachers work one-on-one with students. Because the teachers are managing students through their Individualized Learning Plans, the teacher is provided with dedicated planning time to identify any student needs and adjust curriculum and strategies accordingly.

Upon enrollment, students are provided with an orientation to ensure that they understand how the PIE-Memphis program works; they also schedule their regular weekly appointments and receive their first course assignments. Students are also given clear expectations for the required Independent Study, virtual program Online Learning time and Small Group Instruction classes that need to be devoted to course completion on a daily and weekly basis to ensure that students are meeting minimum unit completion expectations. Additional topics that are covered include appointment attendance expectations and a clear description of all the resources that are available to students to support expected learning outcomes. During a student's first regularly scheduled appointment, the teacher will begin to establish a relationship with the student. This first meeting includes reviewing the student's previous school records and beginning to develop specific goals based on prior performance, postsecondary goals, and unit completion requirements. The teacher will also be assessing any social-emotional needs that the student may have. While teachers play a significant role in the student's onboarding process, additional staff members play an important role in student success. Special Education teachers, EL teachers, and post-secondary counselors all provide additional support in the students' learning and social-emotional needs.

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

### **A Model that is Research-Based and Data-Driven:**

PIE-Memphis' educational model will be grounded in research-based principles that have a history of generating success within our anticipated population. For example, in the paper "The Costs and Benefits of an Excellent Education for All of America's Children" (2006) published by Teachers College, Columbia University, researchers Henry Levin, Clive Belfield, Peter Muennig, and Cecilia Rouse identify seven key indicators of high-quality schools that address the needs of 21st-century at-risk student populations. At PIE-Memphis, we will implement all seven of the following indicators presented in the Levin study:

**Small school size:** PIE-Memphis will have a maximum student enrollment of 350. The small school size will allow for greater and more frequent interaction between administrators, teachers, staff, students, and parents or guardians. In addition, Small Group Instruction (SGI) enrollment will be limited to between 12 and 15 students, and Independent Study (IS) teachers will work with a maximum of five students during each instructional block. Small Group Instruction classes meet for 2 hours, twice a week for students to receive direct instruction in a small group setting. Independent Study Teachers will engage their students in a 1:1 conversation and check in every time they come to school.

**High level of personalization:** PIE-Memphis will have two key methods for providing highly personalized instruction to each student. The first method of personalization will be PIE-Memphis' small school and class sizes. Due to the limited size of the student body, administrators and teachers will gain a deep understanding of each student's abilities, academic goals, and needs. The second method of personalization is the development of an Individualized Learning Plan (ILP) for each student upon enrollment, which is continuously updated throughout a student's time at PIE-Memphis. The ILP will document each student's academic performance, including grades and standardized test results, as well as the student's academic and personal goals, effective teaching strategies for the student, personal difficulties that may hinder academic performance, and any other information that would enable a teacher to have a more complete and nuanced understanding of the student's academic and personal limitations, supports, and goals. Throughout their tenure, students will meet with their teachers – both Independent Study and Small Group Instructors – to discuss any challenges, identify any supports that are needed, and proactively work through challenges together. The student and his/her teacher are partners in creating and executing a progression plan that works; the student has a high level of support and is able to meet the expectations for work progress.

**High academic expectations:** The administrators, teachers, and staff at PIE-Memphis will demonstrate a steadfast belief in the ability of each student to succeed in – and graduate from – high school. PIE-Memphis' curriculum will be aligned to Tennessee's standards in English Language Arts and mathematics, as well as for health education, physical education, science, social science, visual and performing arts, and world languages. Each student's ILP will provide

PIE-Memphis' teachers with the information necessary to adapt instruction to each student's needs while maintaining a high level of rigor and academic accountability. Throughout the academic recovery process, students are coached on valuable academic skills, such as writing, reading comprehension, analysis, time management, effective note-taking, study habit skills, and specific subject tutoring as needed. PIE-Memphis will also offer a variety of AP courses to the school's students. PIE-Memphis students will graduate with the academic and personal skills, competencies, and resources necessary to pursue their postsecondary program of choice.

**Counseling Services:** PIE-Memphis teachers serve as academic counselors to their students, planning course assignments and scaffolding supports in accordance with the student's individual plans and academic needs. The teachers continuously enroll students in new courses as students complete a previous course; for example; once the student finishes the coursework for Algebra 1 one day, they might begin the coursework for Geometry the next day. This close relationship will ensure that each student is prepared for and can succeed in the next course in his/her academic plan. PIE-Memphis will also employ a Post-Secondary & Student Services Counselor (PSSSC) to provide postsecondary planning guidance and a full time Social & Emotional Wellness Specialist (SEL Specialist) to provide additional counseling and Tier 1 support. PIE-Memphis will also offer student support groups on a weekly basis. The PIE-Memphis PSSSC and SEL Specialist will be knowledgeable about social and wraparound services available to each student. These services will be available via partnerships with area nonprofits or governmental social service agencies.

**Parental Engagement:** Parents and guardians will be encouraged to visit PIE-Memphis. The Principal and teachers will communicate with students and families on a regular basis to ensure students are staying on track and receiving the individual support they need; additionally, teachers will celebrate the positive progress students will make with phone calls, emails, or letters home. PIE-Memphis will hold open houses multiple times throughout the school year so that parents can meet with teachers and administrators to discuss student performance and any other pressing concerns. Parents and guardians may also contact PIE-Memphis at any time to schedule an appointment with a teacher or administrator.

**Extended Hours:** PIE-Memphis will operate year-round and be open from 7:30 am to 4:00 pm each weekday. These extended hours will enable students to schedule their time at the school site around their own personal responsibilities. In addition, students will be able to walk into PIE-Memphis at any time to work on coursework or receive help from a tutor. Students are required to attend their Independent Study Teacher appointments and SGI courses throughout the week and are expected to take advantage of available academic and personal resources that will help them to achieve their goals. Support that will be accessible during extended hours include tutoring, extracurricular clubs, workshops, quiet study table time, counseling, or PSSSC /SEL appointments.

**Competent Personnel:** PIE-Memphis will recruit teachers who have a Tennessee teaching license in the subject matter they will teach, or who are working toward a Tennessee license through a state-recognized alternative licensing program. Once hired, teachers receive



extensive training and ongoing professional development, and feedback to continue growing in their practice. We have a rigorous hiring process to ensure we are identifying the best staff for our unique student population.

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

## How we Use Data to Help Students Succeed

**Formative Assessment:** Teachers have access to formative assessments such as key assignments in a Student Activity Workbook as well as checks for understanding and questioning techniques to assess student progress. Teachers can also monitor student work in the virtual program Online Learning platform.

**Summative Assessment:** Information such as Unit Tests and skills growth indicators (we use RenSTAR 360) are used to make more broad decisions about whether a student might need an intervention to address a specific skills deficit.

**RenSTAR 360:** Students are assessed three times each year (Fall, Winter, and Spring) to measure where they are and growth over time.

**Interventions:** Tools that address deficits in math skills include “My Math Path” which links directly to RenSTAR 360 and uses the students’ test results to provide activities and remediation at their most recent level to assist them in building skills. Achieve 3000 is also used as an intervention in the same way to support literacy, language growth, and reading comprehension. Teachers will also utilize other research-based interventions to target specific learning needs of students.

**Feedback Loops:** Teachers use feedback loops to help determine *Where they are currently* (the skill levels of their students upon enrollment and at regular intervals throughout the year) and *where they want students to be* (the knowledge and skills that students still need). The teachers can then plan how to get them there or *Where they want their students to be*. (Chappuis<sup>6</sup>) Teachers will discuss this plan of academic growth with students via “Achievement Chats”; individual meetings with students to discuss results and their plan to make improvements.

**Curriculum:** Some of the indicators that we use to measure our course effectiveness include: how long it takes a student to complete a course, assessment data (retakes, % passage), and skills growth as measured by RenSTAR 360 test scores and End of Course (EOC) data.

**Teacher Standards:** We created the High-Quality Teaching Initiative (HQTI) rubric, a Danielson-inspired framework to provide a common language around teacher proficiency and establish expectations and standards for excellence in our program. Additionally, teachers will be

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<sup>6</sup> Chappuis, Jan. (2014). *Seven Strategies of Assessment for Learning* (2nd ed.). London: Pearson.

observed by their leadership several times a year and will discuss results in a conference setting. Leaders will utilize data from these conferences to help set goals for the teachers and school site and to inform their PD plan throughout the year.

**Reflection:** If it is determined that a course is not providing students with the necessary assignments/ activities to meet the learning targets, we can adjust the curriculum by either adding scaffolding or looking at trends to see where there are roadblocks for learning based on bad test questions or misalignment between learning and assessments.

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

### **Proficiency-Based Learning**

PIE-Memphis' unique educational model employs a combination of instructional modalities that allows us to design Individualized Learning Plans (ILPs) for each of our students based on their own unique needs. The modalities that PIE-Memphis uses are Independent Study (IS), Small Group Instruction (SGI), and virtual programs through Online Learning (OL). These modalities, used in concert with ILPs, allow PIE-Memphis to offer our students maximum flexibility in their individual weekly schedules, while also ensuring that students make satisfactory progress in both credit completion and skills growth.

PIE-Memphis requires students to attend a minimum of 5 days, for 4 hour appointments per week with their teacher. During these appointments, students have the opportunity to complete unit assessments (from their IS or OL classes) and receive targeted instruction. They are also provided with study skills strategies; they set weekly, monthly, and annual educational goals; and they can access specific guidance from their teacher regarding social-emotional needs. In addition, students may be assigned SGI classes (in English, Math, or Science) based on their specific needs. These classes are normally scheduled twice a week for 90 to 120 minutes per class period. Additional resources that are available include Special Education services, English Learning services, College and Career Advising, and additional social-emotional support.

The PIE-Memphis model is designed so that students who are credit-deficient can recover credits and either transfer back to their home school or graduate directly from PIE-Memphis. Students will be required to work at a unit completion pace that meets or exceeds the graduation pace of a traditional school in Tennessee. Leaders and teachers track student progress to ensure students are meeting their goals and completing work at an appropriate pace.

(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?

### **Key Educational Design Elements, Curricula, Tools, and Instructional Methods**

The curriculum and instructional tools and methods used by PIE-Memphis will reflect our educational philosophy and mission to provide a personalized and equitable learning experience for at-risk students. PIE-Memphis will focus on serving students who are in danger of dropping out of a traditional school program or who need to be re-engaged in their academic efforts. Our students are often facing unique challenges that require alternative methods to help them become successful students and high school graduates. Our curriculum model and program design provide structure where we can work with students on an individual basis and offer the support and educational experience each student needs to be successful.

The curriculum at PIE-Memphis is based on Tennessee Academic Standards and meets all guidelines as indicated in Tennessee Administrative Code Chapter 0520-01-03. The curriculum focuses on core knowledge to ensure that students receive a strong foundation in basic skills, helping them reach proficiency in all core content areas. Students receive ongoing personalized support from highly qualified teachers in all core subjects. PIE-Memphis utilizes multiple curricular modalities in order to provide credit-bearing courses to fulfill graduation requirements, as outlined by the State of Tennessee. Graduation requirements are satisfied using a standards-aligned curriculum that includes independent study Student Activity Workbooks (SAWs), teacher-led Small Group Instruction (SGI) classes, and online virtual program intervention curricula through Achieve 3000, My Math Path, and select online Edmentum courses for foreign language, AP, CTE, and select Elective Focus courses. Since PIE-Memphis is not a virtual or hybrid school, there are no core courses offered through the virtual program platform, Edmentum. A list of all available courses and their modalities is in **Attachment B: Student Handbook**.

Paper-based curricula are referred to as Student Activity Workbooks (SAWs). Each semester course contains five SAWs worth 0.1 credit each. A SAW is a Student Activity Workbook aligned to Tennessee Academic Standards, and meets the guidelines as indicated in Tennessee Rules of the State Board of Education 0520-01-03, Academic Program Requirements, and is designed to allow students to independently complete core and elective coursework. Additionally, all SAW coursework utilizes textbooks adopted by the Tennessee State Board of Education. SAWs contain background information, lessons, activities, formative assessments, performance tasks and checks for understanding and may have assigned texts and supplemental resources. The goal of the SAW is to allow students to learn the content independently through reading and engaging in critical thinking and age-appropriate pedagogical practices. Students then review the SAW with a teacher before completing a Unit Summative Assessment via the Online Assessment Platform. SAW course material varies by subject but can include a textbook, course reader, novels, course websites, and any necessary supplies to complete unit activities.

Teachers are able to modify or differentiate SAW activities to address any student needs or accommodations. Whenever possible, courses are offered in multiple formats (online, workbooks, and SGI) to meet individual student needs. We find that most students benefit from a combination of these models. Curriculum offerings at PIE-Memphis include various levels of courses in English, Math, Science, Social Studies, Physical Education, Health, Arts and

Humanities, and Electives. Students learn valuable themes related to personal responsibility, social awareness, relationships, leadership, and communication. In order to match the individual student's level of prior knowledge and motivation, these rigorous courses are scaffolded and presented in a language and format that is accessible to all learners. Scaffolded courses are designed to provide structured learning for students who may score lower in proficiency levels. With our individualized program model, many high-performing students find they can move at a quicker pace and engage in dual-credit programs with one of our college/university partners. Students and parents/guardians are informed in their enrollment meeting about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements; this information is also provided through newsletters and is in the student handbook.

Our curriculum strives to be inclusive and represent the diversity in our students and their learning needs. We offer many options for curriculum, both paper-based and online, to cater to the diverse learning needs of students, and the accessibility they each have to different resources. Within this curriculum, we have consistently been working on integrating lessons, readings, and real-world events that resonate with students of all backgrounds and cultures. As an example, our English courses all include literature and poetry from female, Black, Latinx, and Asian American authors who use their work to tackle struggles BIPOC students still encounter today. This includes selections from authors such as Octavia Butler, Sojourner Truth, Jenn Alandy Trahan, Sandra Cisneros, Jessica Ceballos, Matthew Henson, and many more.

Additionally, courses such as our World History course provide a more holistic and inclusive view of World History in contrast to the traditional Western perspective that is often the focus. There are many cultures and backgrounds addressed, and students are encouraged to connect with these via current real-world event article studies. Other courses such as science and mathematics now include projects and performance tasks that represent the diverse backgrounds of scientists and mathematicians, as well as encourage a more positive perspective for women in STEM. Lastly, our courses include a lot of choice, so students have many opportunities to pick projects and activity types, as well as the information they choose to share, present, etc. so they feel like their learning is relevant to them, their culture, and their goals. Overall, our goal for our curriculum is for students to feel like the information is not only easy to digest and learn but that it is also relevant to students and their identities. It is important that students see themselves as learners, as we well know that self-efficacy has one of the highest effect sizes for student achievement, so our goal is that students see themselves as part of the academic discourse through the inclusion of diversity.

AND (g) Explain how the academic plan aligns with Tennessee's academic standards.

To ensure that students are receiving proper guidance aligned to the Tennessee Academic Standards as they progress through the curriculum, PIE-Memphis teachers will be trained on proper course assignment strategies and intervention techniques. Teachers also receive coaching and feedback from their Principal through regular observations. PIE-Memphis teachers will strategically assign courses according to student needs to ensure that students are fulfilling their path to graduation and receiving any necessary support. The teachers also

make sure to provide additional support in the courses the students have previously failed. The teachers work with students and utilize available data to address any gaps in their learning to ensure students are making consistent progress. The one-on-one appointments, which are foundational to the PIE-Memphis model, provide the structure through which teachers can connect with their students through discussions about their coursework. Through these appointments, students feel supported, and as a result experience academic success. Below is a sample PIE-Memphis student schedule:

**Table F: Sample Memphis Student Schedule**

Monday	Tuesday	Wednesday	Thursday	Friday
Work at a part-time job in the AM	Work at a part-time job in the AM	Work at a part-time job in the AM	Work at a part-time job in the AM	Work at a part-time job in the AM
12:00 pm –2:00pm Small Group Instruction Class  2:00 pm - 3:30 pm Appointment with Independent Study Teacher  3:30 pm – 4:00 pm Stay at school site and work on units  Check in with teacher on the updated progress plan for Graduation	12:00 pm-2:00 pm Appointment with Independent Study Teacher  2:00 pm-3:30 pm Work on Edmentum Elective Focus course or Ready College EPSO  3:30 pm - 4:00 pm Work on units; get additional tutoring help from teacher	12:00pm-2:00 pm Small Group Instruction Class  2:00 pm - 3:30 pm Appointment with Independent Study Teacher  3:30 pm – 4:00 pm Stay at school site and work on units; get additional tutoring help from teacher	12:00 pm - 2:00 pm Appointment with Independent Study Teacher  2:00 - 3:30 Work on Edmentum Elective Focus course or Ready College EPSO  3:30 pm - 4:00 pm Work on units; get additional tutoring help from teacher  5:00 pm Attend a post-secondary workshop on financial aid with parents	12:00 pm - 4:00 pm Depending on the unique needs of the student, activities can include: academic intervention, experiential learning, service learning, extracurricular opportunity, additional tutoring, PSSSC appointment or activity, social-emotional activity, additional time with Independent Study Teacher
Monday - Friday: Students are expected to continue working independently for an additional 2.5 hours through our virtual program platform, Edmentum. Students will leave their 4 hours attendance appointment with Edmentum assignments in order to complete units, and earn credit. The virtual program will be monitored through unit/credit completion and the Edmentum Daily Usage Report.				

The student communicates often with his/her Independent Study (IS) teacher and Small Group Instruction (SGI) teacher during the week. The student meets with his/her teacher and has 1:1

time during their appointments to discuss their progress and any challenges they are facing, or identify any additional support needed. At orientation, the teacher promotes a proactive style of communication between the student and teacher. Each time they meet, it is an opportunity for the teacher and student to build their relationship, establish their trust in each other, and lean on that bond. Teachers are trained to communicate in a deliberate and authentic way to declare and demonstrate they are the student's advocate, guide, and support, in addition to serving as their tutor, teacher, attendance monitor, and school advisor. For example, if a student is stressed by something happening at home, by letting their teacher know what is going on, the teacher will be mindful to watch for changes in the student's demeanor, their ability to focus and stay on pace, or if their attendance falters. The teacher can be an ear for the student, or they can refer the student to the counselor for additional support. If the student needs to make a change to their progress or support plan, they can discuss those needs with the teacher and they can work through those challenges together to find a solution.

The IS teacher, SGI teacher and other team members work in tandem to provide individualized support for the student. Here is an example scenario to illustrate how the staff works together to overcome a common challenge:

*A student needs to take Geometry, and they have already failed that class at their traditional school. The teacher, having closely examined the student's transcripts at orientation, having monitored Renaissance STAR results, and having discussed this matter with the worried student, knows that this is a stressor and a challenge, and will be mindful of how they approach the pending course. Before enrolling the student in the Geometry class, the teacher will assign a math elective course or schedule the student for a math intervention program to help the student revisit more foundational skills and thereby "warm up" for the upcoming class. Additionally, the teacher will collaborate with the tutor to monitor which specific strands need to be addressed in tutoring appointments. The tutor will report to the teacher on a weekly basis to discuss how the student is progressing. Next, the teacher will schedule a check-in with the student and the Small Group Instruction Teacher who will be teaching Geometry. They will introduce the student to the Geometry teacher, discuss the student's current plan to prepare for the class, and provide them with an overview of the upcoming class and what the student can do if he needs help. The goal of the meeting is to reaffirm that the student is doing a great job preparing, that there is a whole support team in place, and that they are going to make sure the student is successful this go-around. Once the student is enrolled in the class, the SGI and IS teachers will communicate regularly on progress and the student's state of mind in the class. The SGI can also tailor their instruction and check-in support to be mindful of these students' particular challenges and anxieties. The student is able to conquer a difficult class because they are utilizing the resources available, working closely with their teachers, and are supported to be actively engaged in the class.*

The Pathways In Education model has helped thousands of students graduate from high school and achieve postsecondary success. PIE-Memphis provides these students with the access,

opportunity, and support required for a successful postsecondary career, and for a fulfilling life overall. Pathways In Education has successfully developed and implemented a wide range of curricula and has received accreditation from Cognia. Continuous improvements and advancements to course offerings are vital to our operations, and our staff’s experience and expertise are fully utilized in developing and moving the curriculum forward.

The creation of a comprehensive, innovative, and research-based curriculum is vital to student success. Most of this development process is completed by the PMG Curriculum Department and Instructional Professional Development Team, with teachers additionally providing key instructional insights and feedback on students’ success within the curriculum content. Part of this development process is to vet all curriculum and ensure that all curriculum is aligned to Tennessee Academic Standards and meets all guidelines as indicated in Tennessee Administrative Code Chapter 0520-01-03 and all textbooks have been approved and adopted by the Tennessee State Board of Education. Online curriculum is vetted and provided by the Edmentum platform. SGI curriculum is developed with the SGI teachers. The scope and sequence of each course is designed and aligned to Tennessee state standards and utilizes state adopted textbooks. Our Curriculum Department and PD Team research best practices, trends in education, and state requirements in order to meet the diverse needs of learners as effectively as possible. Special attention is given to the inclusion of support for diverse learners, including Special Education and English Learner students.

The curriculum at PIE-Memphis will closely follow the graduation requirements as set forth by the State of Tennessee. Working within these guidelines, teachers and support staff work with students to craft a personalized learning experience.

**Table G: Graduation Requirements Upheld by PIE-Memphis:**

Subject	Number of Credits	Subject	Number of Credits	Subject	Number of Credits
English	4	Personal Finance	0.5	Foreign Language	2
Mathematics: ● Algebra I ● Geometry ● Algebra II ● Fourth higher level math	4 1 1 1 1	Science ● Biology ● Chemistry or Physics ● Third lab course	3	Social Studies ● US History & Geography ● World History & Geography ● Government & Civics ● Economics	3 1 1 0.5 0.5
Fine Arts	1	Electives	3		

Please note the additional graduation requirements upheld by PIE-Memphis:

- Advanced Opportunities: at least 1 Advanced Opportunity offered such as Dual Credit, Advanced Placement, Technical Competency Credit, or International Baccalaureate
- Senior Project: Completed at the end of grade 12, includes written report and oral presentation per the State of Tennessee graduation requirements, with guidelines set

by the PIE-Memphis Board of Directors

- Community Service Hours: Students complete 10 hours of community service at a non-profit organization
- College Entrance Exam: take ACT or SAT before end of grade 11
- Civics Test: successful completion of civics test or alternative path

The following is an example of a course of study available to students at PIE-Memphis. This course of study meets the graduation requirements of the State of Tennessee. In addition, some students may wish to satisfy their Fine Arts requirement through visual arts, music, theater, or dance course offerings. It is the goal of PIE-Memphis to provide students with flexible scheduling, creative course delivery, and a wide range of learning opportunities.

**Table H: Sample Courses of Study**

9th Grade	
Semester 1	Semester 2
English 9A	English 9B
Algebra 1A	Algebra 1B
Lab Science A	Lab Science B
World Language*	World Language*
Fine Arts*	Fine Arts*
Physical Education	Elective

10th Grade	
Semester 1	Semester 2
English 10A	English 10B
Geometry A	Geometry B
Biology A	Biology B
World Language*	World Language*
World History A	World History B
Lifetime Wellness A	Lifetime Wellness B

11th Grade	
Semester 1	Semester 2
English 11A	English 11B
Algebra 2A	Algebra 2B
Physics/ Chemistry A	Physics/ Chemistry B
US History A	US History B
Elective Focus	Elective Focus

12th Grade	
Semester 1	Semester 2
English 12A	English 12B
Higher Level Math	Higher Level Math
US Government	Economics
Economics	Personal Finance
Elective Focus	Elective Focus

Helping students achieve their goals in a timely manner is central to the mission of PIE-Memphis. Flexible scheduling, creative course delivery, use of technology, and experiential opportunities are instrumental in meeting the diverse learning needs of students and expediting their course completion. As such, accelerated credit recovery and skills growth will be achieved at PIE-Memphis through a variety of methods and approaches, including:



**Focused Learning and Subject Matter Concentration:** Students generally work on two-three courses at a time. Concentrating on a few subjects at a time permits greater depth of learning in each subject area and affords students the ability to concentrate on specific subjects and skills. This focused approach allows students to master content thoroughly, complete a course more quickly than in a traditional semester system, and achieve rapid progress that helps motivate students to persevere with their studies. Due to a variety of reasons, including a low level of academic confidence, many at-risk students have difficulty focusing on five or six courses at once and can become overwhelmed with effectively managing their time. In extreme cases, this may lead to students abandoning formal learning altogether. By focusing on no more than three subjects at a time, students are able to perform at a maximum proficiency level, exercise greater control over their learning, and enjoy an increased sense of self-efficacy.

**Self-Paced Learning:** Students use a guided, individualized learning format that permits them to tailor their work pace to meet personal needs and goals. Staff members, including Teachers, Tutors, English as a Second Language Educators, Special Education Teachers, and General Education Instructors, Post-Secondary & Student Services Counselors and SEL Specialists, coach students toward attaining their goals, and focus is placed upon student growth. Other Pathways In Education schools found that teachers motivating students and providing individualized support is a reliable formula for accelerated learning.

**Mastery:** Students are placed in the core subjects of English/Language Arts and Mathematics based on assessed achievement levels and other pertinent data, including students' transcripts and standardized test results. Advancement and mastery of skills are determined through a variety of assessment modalities, including teacher observation data, student work samples, and traditional tests. Many of these assessments incorporate composition, multimedia presentations, and artistic expression to meet the needs of individual learning styles. In order to earn course credit, students must demonstrate mastery by achieving a grade of 70% or better. Students who do not meet this requirement must review the curriculum with additional scaffolding, which may include Small Group Instruction (SGI) and/or on-site individualized tutoring.

**Small-Group Instruction:** PIE-Memphis provides needed interventions for students who may be struggling. Small Group Instruction (SGI) classrooms help students develop a much greater understanding of the core curriculum. Small Group Instruction and tutoring are also offered in a flexible manner. This instruction delivery model provides additional support to students as they matriculate through school. Small Group Instructors are trained in current research-based teaching practices in order to effectively engage students, many of whom have had negative classroom-based experiences in the past. SGI classes host 12-15 students, allowing for an increased amount of differentiation and one-on-one support for struggling students. Efforts are made to create strong relationships among the students in SGI courses, which creates peer support opportunities. SGI teachers use RenSTAR Assessments, transcripts, credit attainment data, and attendance trends to guide their planning of instruction and to prioritize course offerings.

**Data-Driven Instruction:** All students at PIE-Memphis will be placed at the appropriate curriculum level based on assessed reading levels and remaining graduation requirements. Diagnostic testing measures to determine academic achievement levels in math, reading, and writing are implemented with the STAR Assessment, which is administered three times a year. In addition, the Achievement Series has been adapted in order to create diagnostic tools to acquire data regarding students who may be at risk, and to closely monitor student achievement. This data is used to determine individual student programming. For example, a student may be assigned to an SGI class if they need more intensive support, or they may be assigned an independent study class if they demonstrate clear levels of independence. Moreover, several assessment modalities such as benchmark tests, pre/post-tests, and formative assessments are utilized to indicate student progress within the curriculum. Internal analytics software is used as well, providing the ability to assess and prescribe support for students. Some data analysis evident in dashboard reports includes 12th-grade graduation rate, credit attainment, the average length of enrollment, and core course unit completion. More data-based decision-making has been made within the guided individualized learning curriculum, as informed by online, standards-based assessments.

**Flexible Schedules:** The flexibility of the design of the PIE-Memphis program and its curriculum are effective with many students, as students are provided options not available in a traditional school environment. The student population includes students who must work full-time to support their families and/or are pregnant and/or parenting. PIE-Memphis's flexible model allows students to do their school work at times that fit their obligations (for example, the minimum on-campus attendance requirement for each student is for 4 hours per day, 5 days a week). This is supplemented by two and a half hours dedicated to completing online work assignments off-campus. This flexibility encourages students to continue in school and feel successful no matter what life challenges they may face. PIE-Memphis anticipates the need to serve students with a variety of performance levels and academic needs. Meeting the unique needs of students who are at risk for school dropout and/or academic failure is paramount. In order to match the individual student's level of prior knowledge and motivation, rigorous courses are carefully scaffolded and presented using comprehensible language and formatting. This ensures accessibility for all learners, from remedial to advanced.

**High Academic Expectations:** Curricular approaches and instructional programs at PIE-Memphis will foster an environment of high expectations. Teachers challenge students of all skill levels by providing ample individualized feedback. Teachers are equipped with supplemental resources that promote adaptability for students, including Diverse Learners and English Language Learners. Students are supported to be able to achieve the high expectations set for them in completing their coursework. Students are required to complete materials that have not been mastered, as advancement is determined by mastery of skills. Learning is focused on specific skills and tasks to ensure maximum advancement in a minimal timeframe. This focused approach to learning affords students the ability to devote time to the acquisition of higher-order learning tasks, such as analysis, evaluation, and synthesis.

**Small School/Class Sizes:** The small school and class size at PIE-Memphis promotes joint accountability among students and staff. Efforts made by staff members to personalize

education create an environment where all students feel valued and are empowered to contribute to the school community. Students receive academic and social-emotional support on a regular basis. In order to best encourage student success, teachers and support staff work around logistics issues and personal concerns that may hinder student completion of coursework. Personalized interaction between teachers and students makes the discovery of possible issues in the early stages of this vital relationship possible.

Some of these methods and approaches are available to students in other alternative schools and programs throughout Memphis-Shelby County. PIE-Memphis stands apart from these programs in various ways. For example, students interested in earning their HiSET through Hope Works may require additional intervention support, available at PIE-Memphis, to build grade-level academic skills to access prep course work offered through Hope Works. While Hope Works offers students the opportunity of the HiSET, they do not offer a traditional diploma. Students under the age of 18 are not eligible for the Hope Works program, whereas all high school aged students are eligible to enroll at PIE-Memphis. Memphis Virtual School and The Excel Center are the alternative programs that are most similar to PIE-Memphis, but there are key differences that sets PIE-Memphis apart. Some of these differences include:

- The PIE-Memphis provides a year-round calendar to allow students to recover additional credits or attain additional credits to graduate sooner.
- During the identified Thanksgiving, Winter, Spring, and June breaks within the 11 month academic calendar, students are still able to access and progress in their independent study SAW coursework.
- Direct Instruction (SGI) courses are completed in 15 week cycles. However, SAW and online courses are opened and closed at the pace of the student. There is no waiting for a new semester, quarter, or other identified learning period. For example, if a student completed English 9A on Monday, they are able to begin English 9B on Tuesday.
- PIE-Memphis offers a flexible schedule. When students first enroll at PIE-Memphis, students work with their teacher to choose either a morning or afternoon attendance session. However, PIE-Memphis understands the need for many students to have flexibility in their schedule to accommodate their unique needs. Students are able to rearrange their attendance sessions as needed. Whether the rearrangement of attendance sessions is permanent or temporary, students have the flexibility to adjust their attendance sessions to meet their needs.
- The only age requirement for PIE-Memphis to be a high school aged student. The Excel Center and the Memphis Virtual Adult High School have age requirements for enrollment eligibility.
- PIE-Memphis does not have a GPA, grade promotion, nor a graduation cohort requirement for enrollment. Memphis Virtual School has GPA, grade promotion, and graduation cohort requirements for enrollment eligibility.
- The experiential learning program that PIE - Memphis offers has a deep focus of social-emotional learning and an opportunity to explore the nation and the world. PIE-Memphis brings students to where history has happened; from the Capitol steps in Washington D.C., to the bridges vital to the Civil Rights movement, to the

beaches of Normandy. Students explore the world around them and understand how they will be global learners and participants.

- The physical location of the PIE-Memphis school site is geographically appealing for the Whitehaven community as it affords students a feasible alternative school within a minimum amount of travel time.

(h) If your academic plan includes blended learning, describe (x) which blended learning model the proposed school will use (i.e., online content in various lessons only, a single course, or an entire curriculum),

Blended learning is characterized as a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching. Rosemary Fisher, a lecturer and researcher, defines blended learning as “the combination of learning methods through the incorporation of digital technology into teaching practice and lies on a continuum between fully online and fully face to face courses.”<sup>7</sup> PIE-Memphis believes that learning best occurs through a variety of blended learning and instructional strategies and activities, driven by our core values of mutual trust, mutual respect, compassion, and integrity. Our mission, vision, and educational philosophy are derived from proven educational research that a personalized learning approach, coupled with creating an environment of strong personal relationships, fosters the best chance for at-risk students to succeed. Graham, a Professor at Brigham Young University, has described blended learning as a way “to diversify the learning pathways available to accomplish a task; this increased flexibility and personalization and flexibility abets curiosity, absorption, and attention.”<sup>8</sup> With this understanding, online learning will be one of the three key modalities in which instruction occurs. The other modalities are described in more detail in Section I.

A study by Levin, Belfield, Muennig<sup>9</sup>, and Rouse found that small class size, high levels of personalization, and high academic expectations – foundational components of the PIE-Memphis model – were common factors of successful programs dedicated to increasing high school graduation rates.<sup>[1]</sup> This model will address the needs of the PIE-Memphis population because it allows students to access instruction on a more individualized level and keeps students from getting lost in a large impersonal environment found in many traditional high school settings. PIE-Memphis teachers are better able to provide strategic intervention and take a more individualized student approach to minimize learning gaps for those students who fell behind or struggled to academically keep pace with their peers in these larger classroom settings.

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<sup>7</sup> Rosemary Fisher, Perenyi, & Birdthistle (2021). *The positive relationship between flipped and blended learning and student engagement, performance and satisfaction*. Active Learning in Higher Education.

<sup>8</sup> Halverson, L.R., & Graham, C.R. (2019). Learner Engagement in blended learning environments: A conceptual framework. *Online Learning*, 23(2), 145-178.

<sup>9</sup> Levin, H., Belfield, C., Muennig, P., & Rouse, C. (2007). *The costs and benefits of an excellent education for all of America's children* (Vol. 9). New York: Teachers College, Columbia University.

Roorda, D.L., Jak, S., Zee, M., Oort, F. J., & Koomen, H.M.Y. (2017). Affective Teacher-Student Relationships and Students' Engagement and Achievement: A Meta-Analytic Update and Test of the Mediating Role of Engagement. *School Psychology Review*, 46(3), 239-261.

<https://doi.org/10.17105/SPR-2017-0035>. V46-3

A study by Roorda, Jak, Zee, Oort, and Koomen<sup>10</sup> also found that students' engagement and achievement is linked to the teacher-student relationship. This aligns with the Pathways model because teachers have smaller cohorts of students they work with - both in SGI classes and independent study sessions.

Our online curriculum accommodates various reading levels by utilizing a variety of technological features that lend themselves to effective instructional strategies including spoken text, transcripts of videos, interactive dictionaries, and the ability to have the text read to the student in Spanish if necessary. It is important to note that online learning is an option for students who are intrinsically motivated, as well as those with a greater inclination towards a digital presentation of content. The online courses do not ignore the significance of a person supporting the learner; instead, they provide the student with another option for accessing curriculum in addition to the brick-and-mortar school. The selection of the online learning option is negotiated with a teacher and considers students' learning styles, personal challenges, and online access. In addition, credentialed teachers will be available via the online platform to answer student questions, support learning, and provide feedback. Additionally, online courses are primarily utilized for foreign language, additional Elective Focus courses, AP courses, and CTE courses. While the virtual program, through the Edmentum platform, is offered for select courses, PIE-Memphis is not a virtual nor hybrid school model. While students work independently on their online course their independent study teacher is available for support and additional instruction, and monitors virtual program attendance through course completion and Daily Usage Reports.

Virtual education programs may be established in accordance with T.C.A. §§ 49-16-101 – 49-16-105 and this rule. A “virtual education program” means a course or series of courses offered through the use of technology by an LEA or public charter school to provide students a broader range of educational opportunities. Providing students a broader range of educational opportunities includes any of the following: Academic remediation or enrichment, providing students access to a wider range of course, or continuity of educational service for students enrolled in an alternative school pursuant to State Board Rule 0520-01-02-.09.

(y) the role of teachers within the blended learning environment, and

PIE-Memphis students will work on their computer-based coursework under the supervision of the student's Individualized Instruction (IS) teacher, and if applicable, under the supervision of a state certified CTE instructor. This teacher's understanding of and knowledge about the student's needs and abilities will enable him or her to personalize instruction as the student progresses through the online and traditional coursework. An example of this may include the teacher modifying an online lesson to better align with the student's learning style; for example, at the existing Pathways In Education schools, students struggling with math subjects are regularly assigned to work with an on-site math tutor that includes focused instruction. If the IS teacher or a school administrator determines that a student is adequately progressing

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<sup>10</sup>Roorda, D.L., Jak, S., Zee, M., Oort, F. J., & Koomen, H.M.Y. (2017). Affective Teacher-Student Relationships and Students' Engagement and Achievement: A Meta-Analytic Update and Test of the Mediating Role of Engagement. *School Psychology Review*, 46(3), 239-261. <https://doi.org/10.17105/SPR-2017-0035>. V46-3

through the online coursework, the administrator or the IS teacher may suggest the student be enrolled in a Small Group Instruction (SGI) course that meets the same requirement. SGI classes present content in a traditional classroom setting.

New teachers at PIE-Memphis will be required to complete a weeklong training that includes an extensive focus on the learning modalities. This training provides both technical training on how to use the virtual program, Edmentum, platform, as well as effective online teaching strategies. Topics covered in the technical training include trouble-shooting common technical difficulties that students experience; learning how to utilize platform tools like read-aloud, highlighting, and language translation; and assigning, opening, and closing classes for students. Effective teaching strategies include establishing effective pacing standards, how to monitor student progress, and providing timely, effective feedback on online assignments.

(z) how this approach will drive academic gains and close the achievement gap with the targeted population of students, using the latest data analyses and research.

All curricula will provide instruction that can continuously adapt to the instructional needs of the enrolled student. Each student's level of understanding will be checked frequently as the student progresses through the coursework, and units will be re-taught when needed by the teacher. PIE-Memphis will have available a select offering of online virtual program computer-based courses through a virtual program that will utilize the Edmentum Digital Curriculum. The select offering of courses will only include: foreign language, Advanced Placement, a small selection of CTE, and a small selection of elective focus courses. Additionally, a small offering of CTE certification courses will be offered through ICEV. Dr. Jeff McLeod, Ph.D. of Edmentum, has described what sets his company's innovative, industry-leading educational software apart, "In designing Edmentum Courseware, instructional designers think in terms of seven partially overlapping yet distinct principles of effective instruction, each of which has a sound basis in theory and research: Constructivist Learning; Skills Mastery Focus; Practice; Real-World Applications; Rigor, Relevance, and Complexity; Multimodal Learning; and Passion, Perseverance, and Grit."<sup>11</sup>

The Edmentum virtual program platform provides instruction that can continuously adapt to the instructional needs of the enrolled student. PIE-Memphis is confident that, when utilized in combination with our highly-trained teachers, the Edmentum curriculum will have a positive impact on student outcomes. According to recent research conducted by Century Analytics regarding Exact Path, an adaptive instruction and assessment tool offered by Edmentum, "This study evaluated the impact of Exact Path usage on the winter diagnostic assessment of student achievement. Ensuring comparable groups at baseline with the fall diagnostic assessment, results reveal that students who complete Exact Path lessons in the learning progression assigned to them make statistically significant positive gains in achievement compared to students who do not complete any lessons. These results also suggest that Exact Path is targeting the skills that students need to develop in order to improve their reading,

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<sup>11</sup> McLeod, Jeff. (2017). *Research Base and Instructional Design of Edmentum Digital Curriculum*. Bloomington, IN: Edmentum, Inc.

language arts, and math achievement.”<sup>12</sup>

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

N/A

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<sup>12</sup> Century Analytics, Inc. and Edmentum, Inc. (2019, February 7). *Third-Party Research Demonstrates Positive Impacts of Edmentum Exact Path on Student Achievement* [Press release]. Retrieved from <https://www.edmentum.com/news/third-party-research-demonstrates-positive-impacts-edmentum-exact-path-student-achievement>





## 1.4 Academic Performance Standards

In this section: (a) Describe the proposed school’s annual and long-term academic achievement goals.

To ensure the learning growth in an independent study modality, RenSTAR ELA and Math assessments are delivered three times a year to monitor growth. Grade Equivalency (GE) is utilized to measure student growth. Grade equivalency is reported in terms of grade level and months. For example, if a student scores a 10.5 on the ELA RenSTAR, the student tested at a tenth-grade reading level, approximately 5 months into the 10th grade year. The RenSTAR grade equivalency goal of >0.5 would equate to a student, at minimum, showing almost half a year of growth over the course of the year.

At the end of each semester qualified students partake in the Tennessee Comprehensive Assessment Program (TCAP) End of Course assessments. To measure the effectiveness of the mission, vision, and academic plan PIE-Memphis has identified the annual and long-term academic achievement goals below.

**Table I: Annual and Long-Term Academic Goals**

Subject	Skills, Knowledge and Aptitude	Assessment Tools	Frequency	Achievement Goals
<b>English Language Arts</b>	9 <sup>th</sup> -12 <sup>th</sup> Students will be able to read comprehensively, write clearly and demonstrate listening and speaking skills through grade-level appropriate coherent presentations.	RenSTAR ELA assessment	3x a year	RenSTAR Grade Equivalency Growth > 1 year
		Oral presentation	Ongoing	
		Rubric-based performance tasks	Ongoing	Students complete a minimum of 0.5 credit per semester  Applicable students continuously enrolled for more than one semester increase their TCAP proficiency minimum one level
		Unit assessments	Upon unit completion	
		Summative assessments (e.g. End of Course)	Upon course completion	
		TCAP	Bi-Annually	
<b>Mathematics</b>	9 <sup>th</sup> – 12 <sup>th</sup> Students will master higher mathematics standards for number and quantity, algebra, functions, modeling, geometry, and statistics and probability.	RenSTAR math assessment	3x a year	- RenSTAR Grade Equivalency Growth > 1 year
		Rubric-based performance tasks	Ongoing	
		Unit assessments	Upon unit completion	Students complete a minimum of 0.5 credit per semester Applicable students continuously
		Summative assessments (e.g. End of Course)	Upon course completion	

		TCAP	Bi-Annually	enrolled for more than one semester increase their TCAP proficiency minimum one level
<b>Science</b>	9 <sup>th</sup> -12 <sup>th</sup> Students will be able to demonstrate an understanding of the key points of physics, chemistry, biology/life science, and earth sciences through investigation and experimentation.	Lab reports	Ongoing	Students complete a minimum of 0.5 credit per semester  Applicable students continuously enrolled for more than one semester increase their TCAP proficiency minimum one level
		Rubric-based performance tasks	Ongoing	
		Unit Assessments	Upon unit completion	
		Summative assessments (e.g. End of Course)	Upon course completion	
		TCAP	Bi-Annually	
<b>Social Science</b>	9 <sup>th</sup> – 12 <sup>th</sup> Students will master historical and social science analysis skills. Students will be able to analyze, compare and contrast, and reflect on the major turning points that have shaped the modern world.	Oral presentation	Ongoing	Students complete a minimum of 0.5 credit per semester  Applicable students continuously enrolled for more than one semester increase their TCAP proficiency minimum one level
		Rubric-based Performance Tasks	Ongoing	
		Unit assessments	Upon unit completion	
		Summative assessments (e.g. End of Course)	Upon course completion	
		TCAP	Bi-Annually	

(b) Describe the process for setting, monitoring, and revising academic achievement goals.

The Annual and Long-Term Academic Goals have been set as equitable and accessible achievement goal data points for an Independent Study program. These achievement goals are identified by the school leadership team and are set by the PIE-Memphis Board. These identified achievement goal data points in **Table I** are gathered and analyzed at the end of each academic semester for monitoring and revision, if necessary. Instructional adjustments will be made to ensure goal outcomes. The data analysis is also utilized for strategic planning at the end of the school year to adjust, revise, and set achievement goals for the next school year to ensure that student academic growth and progression towards a high school diploma is successfully and consistently occurring for all students.

In addition to utilizing Annual and Long-Term Academic Goal data, PIE-Memphis teachers will

monitor student academic achievement via multiple, measurable methods, including:

- School, district, state, and federal assessments
- Percentage of students completing AP courses, career technical education sequences, or programs of study that align with state board-approved career technical and educational standards and framework
- Percentage of ELs who make progress toward English proficiency as measured by the WIDA
- English Learner reclassification rate, and percentage of students who have passed an AP examination with a score of three or higher

Student achievement will also be measured through benchmarks in each curriculum modality. Small Group Instruction classes include pre and post assessments with mid-point benchmarks to ensure standards are being mastered. Edmentum courses have benchmark assessments in the form of Mastery tests at the end of each tutorial. Finally, Student Activity Workbooks contain checks for understandings embedded throughout the lessons, formative assessments, and each unit ends with a summative assessment.

The PIE-Memphis Board will also receive academic updates during regular board meetings. These updates will include semesterly goal data monitoring and any revisions will be proposed to the Board by school leadership for adoption. The Board may direct the Principal to provide further information if there are any performance concerns.

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

If identified as a school in need of improvement, either as a priority or focus school, the PIE-Memphis Board in collaboration with PMG will actively look at data to ensure effective leaders are in place. Strategic improvement planning will go into effect and the Tennessee Department of Education will become a network and resource to help guide PIE-Memphis in school improvement efforts. We will utilize the Statewide System of Support and take advantage of the framework for analyzing problems, identifying underlying causes, and addressing instructional issues to better understand why we have not made sufficient progress in student achievement. A comprehensive, highly structured plan that is specific and focused primarily on the school's instructional program will be written. We will utilize the state-suggested tools that allow us to include scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement.

Should PIE-Memphis not achieve the academic goals, as outlined in Table I, the following corrective action plan steps will be implemented May - June of the school year:

1. Disaggregate all data points by student sub-groups and by teachers
2. Conduct a Critical Needs Assessment (CNA) to analyze all data points, identify the highest needs, and determine strategies that will target the growth of the identified needs.
3. Revise the Academic Goals

4. Revise, investigate, and implement new or additional interventions to address the needs identified in the CNA
5. Present the CNA findings and strategies to the PIE-Memphis Board and adopt the revised Academic Goals.
6. Identify and conduct professional development as identified in the CNA
7. Conduct any parent conferences for students who may require additional intervention, as identified by the CNA

The action plan above will be monitored and revised on a quarterly basis to ensure goal achievement growth is occurring.

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

### **MTSS Framework**

Part of the supportive structure at PIE-Memphis is based on the use of the Multi-Tiered Systems of Support (MTSS) Framework, and is in alignment with the Tennessee Department of Education Response to Instruction and Intervention Framework. This method of integrating assessment and intervention works to maximize student success and identify students who are at risk of academic failure. The MTSS Framework uses a continuum of academic and social-emotional interventions with targeted, evidence-based supports designed to meet the needs of all learners. Tiers of the MTSS Framework outline the level and intensity of instructional and social-emotional supports provided to students, as noted below:

#### *Tier 1 - Core Universal Instruction:*

All students receive universal instruction. Core curriculum is emphasized in Tier 1. Providing high quality, data driven, and grade-level quality instruction to all students is a constant focus, which also provides a common ground for all content area teachers and school-based experts, such as Related Service Providers, to work collaboratively to best meet the needs of students. Everyone plays a role in removing barriers to accessing high-quality Tier 1 core instruction.

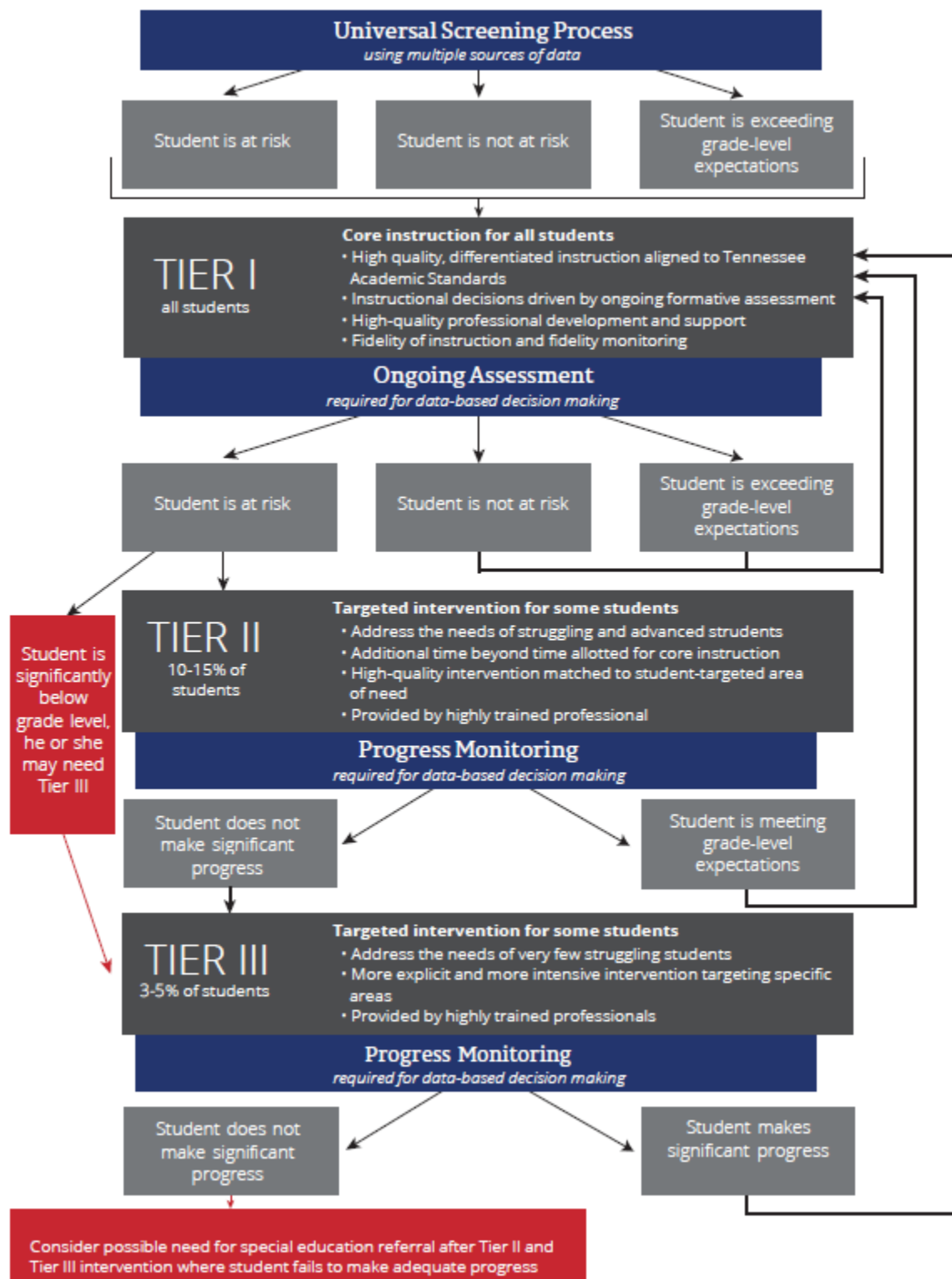
#### *Tier 2 - Targeted Instructional Interventions (Supplemental):*

Some students receive additional targeted academic and behavioral support. The need for further support is identified through data collection from additional assessment through easyCBM. Instruction and interventions are provided in addition to the core instruction that all students receive in Tier 1. Tier 2 instruction does not substitute for the core program – it supplements the core program by requiring additional instructional time in the school site to work with a tutor or Small Group Instruction Teacher, or to attend a skills based Workshop with a small cohort of students, or a change in the modality of curriculum. Tier 2 instruction works to strengthen the academic and/or behavioral skills of students which act as barriers to success in Tier 1. Students who do not make significant progress in their academic grade-level goals, or skill growth monitored by easyCBM, after receiving Tier 2 interventions will transition to Tier 3 interventions.

#### *Tier 3 - Intensive Individualized Instructional Interventions:*

In addition to utilizing progress monitoring data through easyCBM to identify students needing Tier 3 intervention, students identified as “Urgent Intervention”, or as significantly below grade level, in RenStar Reading and Math will also be identified as needing Tier 3 intervention. Deep and intense academic and instructional support based on individual or small group needs, will be implemented and monitored. Students receiving Tier 3 instruction are met with standards-based programming which addresses identified skill deficits. This instruction, which may differ from Tier 1, is in addition to and aligned with curriculum standards, supplemental academic and behavioral curriculum, instruction, and support. Tier 3 instruction is characterized by increased time and intensity on a narrow program of instruction, intervention, and skill-based focus. Some examples of Tier 3 instruction could include intervention courses to address skill deficiency such as My Math Path, Achieve 3000, Math Essentials, English Foundations, and Study Skills. Additional intervention could also include counseling with the SEL Specialist and/or PSSC, and parent meetings to review progress. Students who do not make significant progress in their academic grade-level goals after receiving Tier 3 interventions may be considered for a special education referral.

PIE-Memphis implements Tier 1, Tier 2, and Tier 3 interventions by following the Tennessee Department of Education Response to Instruction and Intervention Framework RTI<sup>2</sup> flowchart:



PIE-Memphis is based on a support model of fostering one-on-one relationships between students and teachers, through which teachers can provide the instructional guidance students need to progress in their coursework and personal development. The various modes of curriculum delivery and intervention techniques and structures built into our model support our vision of re-engaging at-risk students, and providing them with the support they need to become both lifelong learners and productive members of their communities.

In addition to the intervention strategies, PIE-Memphis provides resources to support all students. Students are able to meet additionally with their teachers if they need extra help in their coursework. If the students need a quiet place to study they are able to come to the center for additional time and access to resources, such as tutors, internet, and supplies. The intervention process outlined above can be applied to all students, not just the ones who are at-risk.

(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.

## **Student Retention and Attendance**

PIE-Memphis believes that once a student is engaged in secondary education pursuits, he or she becomes intrinsically motivated. Retaining students is accomplished through re-enrollment strategies, the establishment of an engaging student culture, and the building of a positive learning environment.

PIE-Memphis recognizes that many of the students that enroll in the PIE-Memphis program have been identified as being a chronic absentee student. The PIE-Memphis staff will create a school culture of support, allowing for flexible scheduling, and students will sign a Student Success Plan upon acceptance into the program to ensure students achieve 100% attendance. The autonomy in scheduling, of either morning or afternoon classes, gives students the flexibility they need to meet other life demands, which often conflict with traditional school hours. The Student Success Plan contains strict guidelines for daily attendance.

The State of Tennessee mandates that students attend school regularly and PIE-Memphis wants to provide a successful alternative to traditional high schools. Academic and social successes are significantly related to regular instruction and it is expected that parents and students will assume responsibility for regular school attendance. PIE - Memphis allows parents and students the flexibility to attend school and learn at home. Students must complete assigned activities each school day and a minimum amount of work that is equivalent to at least one Carnegie Unit per week. In addition, students are required to meet with a teacher as specified in their Individualized Learning Plan (ILP). If the student fails to meet those attendance requirements, he/she may be dropped from the program after a 120 day period of student re-engagement and truancy intervention.

Per the PIE-Memphis Student Success Plan and the school policy for grades 9-12, the parent and student agree that the student will:

- Meet with the teacher at the designated “reporting” time, day, and place
- Complete all work, as assigned, and the instructor will verify that the student completed assigned work hours on each day the school is open
- Complete and submit all assigned work for each school month

The teacher verifies attendance based on the attendance sheet and assigned activities completed. This is necessary to keep track of the student’s progress and to verify that learning has taken place. If the student fails to submit the required assignments by the due date, the student will be counted as absent for that period.

Attendance is a key factor in student achievement and therefore, students are expected to be present and on time each day and time that they are scheduled to attend. Students and parents/guardians are responsible for ensuring regular school attendance and at-home work completion. Unexcused absences are prohibited by law and school/district policy. Parents/guardians will be notified when students are absent or excessively tardy, be provided opportunities to restore the student’s attendance, and be offered access to the appropriate resources they need to address truancy challenges.

By nature of an independent study-focused program, students complete a significant amount of work independently and this work is included in calculations for overall attendance. In order to provide clarity to parents/guardians and students, we use the following process to determine physical truancy:

- If a student misses three appointments/classes/assessments the parent/guardian will receive a 3-day warning notice via mail and a meeting will be requested to discuss attendance
- If a student misses five appointments/classes/assessments the parent/guardian will receive a 5-day warning notice and a meeting will be scheduled to create an Attendance Intervention Plan. At that meeting, parents/ guardians will work with the teacher, Principal and/or the SEL Specialist to create a plan to help the student be more successful attendance-wise. Please note that if the parent is not present at the meeting, the plan will be created by school staff and sent via certified mail to the parent/guardian for immediate implementation
- If a student misses 10 appointments/classes/assessments the parent/guardian will receive a 10-day truancy letter

PIE-Memphis will do everything in its power to ensure students are attending school. While there are specific steps spelled out for the formal trancies, there is a 120 day re-engagement and truancy intervention process. The re-engagement and truancy intervention process begins with teacher phone calls, text messages, emails, and letters sent home during the first 10 days of chronic absenteeism. This is followed with multiple home visits and employment visits (if applicable).

Once communication has been established a stakeholder conference that includes the student, parent, teacher, SEL Specialist, and Principal will be immediately scheduled. During this conference the parent and student take a needs assessment survey to ensure that basic needs, according to Maslow’s Hierarchy of Needs<sup>11</sup>, are being met, to identify any barriers that



are keeping the student from finding success at school, and that the family has the appropriate resources for the student to attend school and be successful. These resources can include, but are not limited to transportation, stable internet, food resources, and housing. The PSSSC will provide community resources to address their needs. The school also provides resources such as bus passes, internet hot spots, and basic hygiene supplies. During this conference attendance and academic progress expectations are reiterated and a new Individual Learning Plan (ILP) is created to address closing any gap in skills or progress towards graduation that has occurred due to absenteeism or truancy. The ILP will also include any MTSS Tier interventions that need to be implemented and monitored.

If communication cannot be established with the student nor their family, weekly phone calls, certified letters, and home visits will be made for 120 days. If no communication or re-engagement can be established after 120 days, the Principal will make the final determination as to whether the student should be withdrawn from the PIE-Memphis program.

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

A key tool that teachers use in determining what grade level the students are in is the planning guide. The internal student information system, StudentTrac, is used to identify the courses students still need to take. When students enroll at PIE-Memphis, the credits from their external transcripts are entered into StudentTrac which are then assigned to their appropriate course slots. Once the courses are all assigned, the teachers assign classes that “fill in the blank” and help students fulfill their course requirements. PIE-Memphis uses the amount of credits that a student has to determine their grade level, not age, year, or amount of time spent in high school. All students are expected to attend high school for eight semesters. However, if students work at an accelerated pace and complete the necessary course credit requirements, they may graduate early. Classification may be reviewed each semester. Students are classified as follows:

- Grade 9 (Freshman): 0-5 credits earned
- Grade 10 (Sophomore): 6-11 credits earned
- Grade 11 (Junior): 12-17 credits earned
- Grade 12 (Senior): 18-22 credits earned

Below is an example of this process. The transcripts of a newly enrolled student have been entered into our student information system, StudentTrac, and the courses have been applied to their planning guide. To ensure that any gaps in grade-level academic skills are addressed, incomplete core courses from previous grade levels will be assigned first. If we use the planning guide of Student A below, their first assigned course would be English 9A, followed by the first semester of a foreign language.

**Student:** Student A

**Teacher:**

**Grade:** 10th **GPA:** 1.81

Internal Credits:	0.0	External Credits:	10.5	Unassigned Credits:	0.0	Graduation Credits:	10.5
Excluded Credits:	0.0	Credits Needed:	11.5	Internal GPA:	0.00	External GPA:	1.81

**Grade 9th**

**Grade 10th**

<b>ENGLISH 9A</b>
<b>ALGEBRA 1A</b> <i>Algebra 1A</i> 0.50 C+
<b>PHYSICAL EDUCATION</b> <i>Physical Education A</i> 0.50 B+
<b>FINE ARTS</b> <i>Visual Art B</i> 0.50 C-
<b>FOREIGN LANGUAGE</b>
<b>PHYSICAL/EARTH SCIENCE A</b> <i>Physical Science A</i> 0.50 D-

<b>ENGLISH 9B</b> <i>English 9B</i> 0.50 D+
<b>ALGEBRA 1B</b> <i>Algebra 1B</i> 0.50 C
<b>FINE ARTS</b> <i>Dance 1B</i> 0.50 A
<b>FOREIGN LANGUAGE</b>
<b>ELECTIVE</b> <i>Freshman Advisory Seminar A</i> 0.50 D
<b>PHYSICAL/EARTH SCIENCE B</b> <i>Physical Science B</i> 0.50 D-

<b>ENGLISH 10A</b>
<b>GEOMETRY A</b>
<b>LIFETIME WELLNESS</b> <i>Lifetime Wellness A</i> 0.50 B+
<b>WORLD HISTORY A</b> <i>World History Dual Credit A</i> 0.50 D
<b>FOREIGN LANGUAGE</b>
<b>BIOLOGY A</b> <i>Biology 1A</i> 0.50 D+

<b>ENGLISH 10B</b>
<b>GEOMETRY B</b>
<b>LIFETIME WELLNESS</b> <i>Lifetime Wellness B</i> 0.50 A
<b>WORLD HISTORY B</b> <i>World History Dual Credit B</i> 0.50 D
<b>FOREIGN LANGUAGE</b>
<b>BIOLOGY B</b> <i>Biology 1B</i> 0.50 D-

**Grade 11th**

**Grade 12th**

<b>ENGLISH 11A</b>
<b>ALGEBRA 2A</b>
<b>U.S. HISTORY A</b>
<b>ELECTIVE</b> <i>Freshman Advisory Seminar B</i> 0.50 C-
<b>PHYSICS/CHEMISTRY A</b>

<b>ENGLISH 11B</b>
<b>ALGEBRA 2B</b>
<b>U.S. HISTORY B</b>
<b>ELECTIVE</b> <i>Tier III ELA Intervention B</i> 0.50 C
<b>PHYSICS/CHEMISTRY B</b>

<b>ENGLISH 12A</b>
<b>HIGHER LEVEL MATH</b>
<b>U.S. GOVERNMENT</b>
<b>ELECTIVE</b> <i>General Music B</i> 0.50 D
<b>ELECTIVE</b> <i>Sophomore Advisory Seminar A</i> 0.50 C
<b>CIVICS TEST</b>

<b>ENGLISH 12B</b>
<b>HIGHER LEVEL MATH</b>
<b>ECONOMICS</b>
<b>PERSONAL FINANCE</b> <i>Personal Finance A</i> 0.50 D-
<b>ELECTIVE</b> <i>Sophomore Advisory Seminar B</i> 0.50 C

Based on the sample planning guide above, the student’s course completion schedule for 1 Learning Period would be as follows:

Course	Week 1	Week 2	Week 3	Week 4	Week 5
English 9A* (SAW modality)		Unit 1			Unit 2
Spanish 1A** (Edmentum modality)	Unit 1		Unit 2		Unit 3
Geometry A*** (SGI Modality)				Unit 1	

\* English 9A would be completed during a portion of time with their Independent Study teacher and during their required Independent Study time at home. The student would work 2.5 hours everyday at home on English 9A SAWs (for a total of 12.5 a week)

\*\*Spanish 1A is an online Edmentum course and therefore would be 100% completed in the center under the supervision of the Independent Study teacher. The student would work independently for 2 hours every day in the center to complete 2 units in the learning period.

\*\*\* Geometry A unit would be completed in the classroom through direct instruction with minimal homework assignments to be completed at home and in the center. There would be 10 hours of direct instruction and 2 hours of homework for the completion of Unit 1.

(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.

After completing the credits required for graduation, teachers, and the school leader facilitate a grad check. The grad check verifies that the student has completed all courses necessary outlined in State Board Policy 2.103 and additional graduation requirements. All requirements are outlined in the next section: 1.6: high school graduation and postsecondary readiness.



## 1.6 High School Graduation and Post-Secondary Readiness (high schools only)

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

Students who choose to graduate from PIE-Memphis are required to meet the following graduation requirements, in accordance with State Board Policy 2.103:

- All students participate in a rigorous curriculum that is aligned with the Tennessee Academic Standards
- PIE-Memphis does not track students by ability and expect all students to complete a challenging course of study.
- All PIE-Memphis graduates will take the ACT
- All students are required to successfully pass the Civics Exam
- All PIE-Memphis graduates will have a satisfactory attendance and discipline record
- All students will have the option of participating in the Move On When Ready program
- All students complete the Tennessee graduation course requirements as outlined below

**Table J: Tennessee Graduation Course Requirements**

Subject	Number of Credits	Subject	Number of Credits
English	4	Mathematics	4
Science	3	Social Studies	3
Elective Focus	3	World Language	2
Fine Arts	1	Wellness	1
Personal Finance	0.5	Physical Education	0.5
<b>Total Credits to Graduate:22</b>			

Students earn credit by completing the coursework based on the material covered and learned in relation to the Carnegie Standard. 1 PIE-Memphis credit = approximately 120 hours. For example: To earn 1 credit of English 9 at PIE-Memphis a student must complete:

English 9A = 0.5 credit = 60 hours

English 9B = 0.5 credit = 60 hours

For each 0.5 credit course, the curriculum requires approximately 60 hours of student work to complete. Some courses may take longer than 120 hours due to their rigor. Students are required to work Monday through Friday on their courses. If students choose to focus on one course at a time, and they work six and a half hours a day on their course, it would take them nine to ten school days to complete. Credits may be earned for grades "A" to "C" in all courses

(grades 9–12). The school may accept transfer credits for grades “A” to “D” in applicable courses only from schools that have current accreditation. (Credits from unaccredited schools will be evaluated on an individual basis.) A standard credit is 0.5 units for each semester course passed. Physical Education and most elective courses are standard credit (0.5-unit maximum per semester). Since students have the flexibility to work at their own pace, they may require more or less time than the average 60 hours to complete 0.5 credits. Students will complete credits in an independent study course method of study or through a Small Group instruction course method of study. The method of study requires the student to meet with his/her instructor 5 days a week while working independently for a minimum of 390 minutes (6 1/2, hours) each day that the school is open and that the student will complete 180 days of work T.C.A. § 49-6-3004(a)(l) and (h); Ten. St. Bd. of Ed. Rule 0520-01-03-.02(l) (a); Ten. St. Bd. of Ed. Policy on Distance Learning and e-Learning 3.208). Students may also be required to attend Small Group Instruction classes or programs, which meet at times other than the designated appointment times, including but not limited to small group instruction, sessions with student advisors and resource specialists, State Mandatory Assessments, and anything appropriate to the student's educational needs. Through these methods of study, students are expected to complete and earn approximately 0.6 credits every 4-5 week Learning Period.

All unit grades in any given course are based on the combination of formative and summative assessments. Summative assessments are multiple choice questions and are graded against answer keys. Summative assessments inform teachers as to the degree of content mastery for the identified state standards. Formative assessments vary by subject and include, but are not limited to, essays, research presentations, lab experiments, and project-based assignments. Detailed rubrics for formative assessments that are identified as part of the unit grade are provided for students. Formative assessment rubrics are utilized by all teachers to ensure fair and equitable grading practices. While summative assessments are weighted slightly higher for the unit score, formative assessments offer students the opportunity to demonstrate content mastery through alternative measures to ensure an equitable opportunity to raise the final unit score within the students desired 10-point scale. For example, if a student scored a 75% on the summative assessment, but earned full points for their formative assessment, their final unit score would be an 85%.

**Table K: Grading Chart**

Score	Grade	Description
90-100	A	Superior achievement/exceeding mastery of content. The student has excelled; their work is of exceptional quality and stands apart.
80-89	B	Above average achievement/mastery of content. The student has done more than is expected of a student who satisfactorily completed the objectives.
70-79	C	Average achievement/approaching mastery of content. The student has satisfactorily accomplished the objectives of the course.
69 and below	I	Far below mastery and re-teaching / learning needs to occur followed by re-assessment to demonstrate content mastery prior to credit being awarded

PIE-Memphis students earning a regular high school diploma are prepared for their post-secondary plans, whether it be college or career. As such, PIE-Memphis students must demonstrate that they have met or exceeded content standards through unit formative and summative assessments. Grade Point Average is then measured by dividing the total number of standard grade quality points earned by the total number of credits attempted. In accordance with Uniform Grading Policy 3.301, PIE-Memphis will award additional percentage point weighting for students completing an AP course and sit for the culminating exam and for students who complete a dual enrollment course with an institute of higher education.

PIE-Memphis will provide and issue transcripts reflecting the following information: Student name, school, and state identification numbers, parent/guardian contact information, school contact information, enrolment date, leave date, enrollment/leave status, internal and external grade and credit information by semester, accreditation seal, graduation credit summary, GPA summary, excluded credit summary, and vaccination information.

PIE-Memphis offers a wide array of elective courses for Workforce Preparation, Career Exploration, Experiential Learning, and College Preparation. Elective courses that will be offered at PIE-Memphis are listed below. Due to the nature of our model and curriculum, students can enroll in their desired elective focus, without contingencies, via independent study coursework or Edmentum courses since these are not limited by enrollment size.

**Table L: Elective Course Offerings**

<b>Course Number</b>	<b>State Code</b>	<b>Name</b>	<b>Online Course</b>	<b>Intervention</b>	<b>College Readiness</b>	<b>Elective Focus</b>
HSED9089	C29H00	ACCOUNTING SEM A	Y	N	N	CTE
HSED9090	C29H00	ACCOUNTING SEM B	Y	N	N	CTE
HS10AL	G01H01	American Literature	N	N	N	Humanities
HSED2028	G02H45	AP Computer Science CP	Y	N	Y	CTE
HSED6018	G05HC8	ART HISTORY AND APPRECIATION	N	N	N	Fine Art
HSAC01	G05H08	ARTS AND CRAFTS A	N	N	N	Fine Art
HSED9142	C11H01	AUDIO VIDEO PRODUCTION 1 SEM A	Y	N	N	CTE
HSED9143	C11H01	AUDIO VIDEO PRODUCTION 1 SEM B	Y	N	N	CTE
HSED9144	C11H02	AUDIO VIDEO PRODUCTION 2 SEM A	Y	N	N	CTE
HSED9145	C11H02	AUDIO VIDEO PRODUCTION 2 SEM B	Y	N	N	CTE
HSED9146	C11H03	AUDIO VIDEO PRODUCTION 3 SEM A	Y	N	N	CTE
HSED9147	C11H03	AUDIO VIDEO PRODUCTION 3 SEM B	Y	N	N	CTE
HS6011	G05HB6	BASIC DRAWING	N	N	N	Fine Art
HS1034	G25H00	Basic Study Skills	N	N	N	Electives
HSED9139	C12H16	BUSINESS COMMUNICATIONS SEM A	Y	N	N	CTE
HSED9140	C12H16	BUSINESS COMMUNICATIONS SEM B	Y	N	N	CTE
HSED9148	C12H16	BUSINESS INFORMATION MANAGEMENT SEM A	Y	N	N	CTE
HSED9149	C12H16	BUSINESS INFORMATION MANAGEMENT SEM B	Y	N	N	CTE



HS2007	G02H42	Business Math	N	N	N	CTE
HSCEV9005	C12H16	Business Office Technology Certification Course	y	N	Y	CTE
HS8042	G25H00	Character Education	N	N	N	Electives
HS1023	G01H16	Contemporary Composition	N	N	N	Humanities
HS3030	C30H00	Criminal Justice	N	N	N	Humanities
HS65CL	G01H05	Critical Literacy	N	Y	N	Electives
HSED9058	G05H05	DIGITAL AND INTERACTIVE MEDIA SEM A	Y	N	N	Fine Art
HSED9059	G05H05	DIGITAL AND INTERACTIVE MEDIA SEM B	Y	N	N	Fine Art
HSED4005	G03H02	EARTH SCIENCE SEM A		N	N	Math and Science
HSED4006	G03H02	EARTH SCIENCE SEM B	Y	N	N	Math and Science
HSED9051	C31H05	ENTREPRENEURSHIP SEM A	Y	N	N	CTE
HSED9052	C31H05	ENTREPRENEURSHIP SEM B	Y	N	N	CTE
HSED4019	G03H33	ENVIRONMENTAL SCIENCE SEM A	Y	N		Math and Science
HSED4020	G03H33	ENVIRONMENTAL SCIENCE SEM B	Y	N	N	Math and Science
HSED6009	G24H21	FRENCH 1 SEM A	Y	N	N	Humanities
HSED6010	G24H21	FRENCH 1 SEM B	Y	N	N	Humanities
HSED6011	G24H22	FRENCH 2 SEM A	Y	N	N	Humanities
HSED6012	G24H22	FRENCH 2 SEM B	Y	N	N	Humanities
HS90124	G05H05	Fundamentals of Multimedia	N	N	N	Fine Art
HSED6021	G24H29	GERMAN 1 SEM A	Y	N	N	Humanities
HSED6022	G24H29	GERMAN 1 SEM B	Y	N	N	Humanities
HSED6023	G24H30	GERMAN 2 SEM A	Y	N	N	Humanities
HSED6024	G24H30	GERMAN 2 SEM B	Y	N	N	Humanities

HS8502	G04H04	History of the Ancient World	N	N	N	Humanities
HS80IL	G25H00	Independent Living	N	N	N	Electives
HSED9095	C12H17	INTERNATIONAL BUSINESS	Y	N	N	CTE
HSED9026	G03H02	INTRODUCTION TO ASTRONOMY	Y	N	N	Math and Science
HSED9009	G05HC6	INTRODUCTION TO FASHION DESIGN	Y	N	N	Fine Art
HS6031	G05H16	INTRODUCTION TO PLAYS AND THEATER	N	N	N	Fine Art
HS7020	G08H02	LIFETIME WELLNESS A	N	N	N	Electives
HS7021	G08H02	LIFETIME WELLNESS B	N	N	N	Electives
HSMM01	G02H43	Math Readiness A	N	Y	N	Electives
HSMM02	G02H43	Math Readiness B	N	Y	N	Electives
HSMM03	G02H43	Math Readiness C	N	Y	N	Electives
HSMM04	G02H43	Math Readiness D	N	Y	N	Electives
HSED9055	G05HB3	MUSIC APPRECIATION	Y	N	N	Fine Art
HS90169	G02H43	My Math Path A	Y	Y	N	Electives
HS90170	G02H43	My Math Path B	Y	Y	N	Electives
HS90171	G02H43	My Math Path C	Y	Y	N	Electives
HS90172	G02H43	My Math Path D	Y	Y	N	Electives
HS90173	G02H43	My Math Path E	Y	Y	N	Electives
HS90174	G02H43	My Math Path F	Y	Y	N	Electives
HS90197	G04H37	Pathways: Black History and Culture	N	N	N	Humanities
HS9097	G04H37	Pathways: Career Exploration at Blackbird Farm	N	N	N	Electives
HS90106	G04H37	Pathways: China	N	N	N	Electives
HS90144	C30H00	PATHWAYS: CSI				Humanities
HS9047	G04H37	Pathways: Cuba	N	N	N	Electives
HS9050	G04H37	Pathways: Italy	N	N	N	Electives
HS8060	G04H37	Pathways: RMPR Leadership	N	N	N	Humanities
HS90125	G04H37	Pathways: Washington DC	N	N	N	Humanities
HS90131	G04H37	Pathways: WWII	N	N	N	Electives

HS2030	G04H36	PERSONAL FINANCE	N	N	N	Math and Science
HS5001	G08H02	PHYSICAL EDUCATION I	N	N	N	Electives
HS4026	G03H00	PHYSICAL SCIENCE A	N	N	N	Math and Science
HS4027	G03H00	PHYSICAL SCIENCE B	N	N	N	Math and Science
HSED9130	C30H08	PRINCIPLES OF LAW AND CORRECTIONS SEM A	Y	N	N	Humanities
HSED9131	C30H08	PRINCIPLES OF LAW AND CORRECTIONS SEM B	Y	N	N	Humanities
HSCEV9004	C12H16	Professional Communications Certification Course	Y	N	Y	CTE
HSED6019	G05HC2	PROFESSIONAL PHOTOGRAPHY SEM A	Y	N	N	Fine Art
HSED6020	G05HC2	PROFESSIONAL PHOTOGRAPHY SEM B	Y	N	N	Fine Art
HS3016	G04H15	PSYCHOLOGY A	N	N	N	Humanities
HS3017	G04H15	PSYCHOLOGY B	N	N	N	Humanities
HS10RF	G01H01	Reading Fiction	N	N	N	Humanities
HSED6001	G24H04	SPANISH 1 SEM A	Y	N	N	Humanities
HSED6002	G24H04	SPANISH 1 SEM B	Y	N	N	Humanities
HSED6003	G24H05	SPANISH 2 SEM A	Y	N	N	Humanities
HSED6004	G24H05	SPANISH 2 SEM B	Y	N	N	Humanities
HSED6005	G24H06	SPANISH 3 SEM A	Y	N	N	Humanities
HSED6006	G24H06	SPANISH 3 SEM B	Y	N	N	Humanities
HS6014	G05H08	VISUAL ARTS A	N	N	N	Fine Art
HS6015	G05H08	VISUAL ARTS B	N	N	N	Fine Art
HS3046	G04H07	WORLD GEOGRAPHY A	N	N	N	Humanities
HS3047	G04H07	WORLD GEOGRAPHY B	N	N	N	Humanities

PIE-Memphis requires additional graduation requirements to ensure that each graduate achieves the mission and vision of our school. These additional requirements include 10 hours of community service and a student survey that captures updated contact information and updated post-secondary plans. To ensure that students are able to meet the requirement of 10 hours of community service, PIE-Memphis participates in monthly service opportunities

through local non-profit community organizations. Students are also able to participate in service opportunities at every grade level. The PIE-Memphis PSSSC will track and monitor community service in the student information system, StudentTrac.

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

PIE-Memphis will offer students a college preparatory plan that ensures students can be considered to be a Ready Graduate and also leads to enrollment in a four-year college or university or enrollment in a community college with the ability to transfer to a four-year institution. PIE-Memphis will offer a diverse array of courses that meet college admission requirements and awards EPSO clock hours. Students at PIE-Memphis will be able to enroll in Advanced Placement and CTE Certification courses, through ICEV, as independent study EPSOs. A list of College Prep and applicable Ready Graduate courses that PIE-Memphis will offer is provided in the PIE-Memphis Student Handbook. Finally, PIE-Memphis will pursue partnerships with local community colleges to offer Dual Enrollment courses to its students. Previously, PIE-Tennessee had a Memorandum of Understanding for a Dual Enrollment Partnership with Southwest Tennessee Community College for the Spring 2022 semester. The PSSSC will ensure all eligible students prepare for and take the ACT, and will also offer guidance and counseling for students who do not intend to enroll in college or university and provide options for trade schools, the military, or the workforce. PIE-Memphis will host college/career fairs for students to learn about their options, to include military recruiters and options for taking the ASVAB.

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

PIE-Memphis has a robust intervention program that includes graduate monitoring. As the targeted enrollment demographic is primarily at-risk students, many academic and non-academic supports are in place for all students. The Post-Secondary & Student Services Counselor (PSSSC) tracks the Senior cohort on a monthly basis to monitor academic progress and attendance. MTSS Tier 1 and 2 interventions are implemented for students struggling to make significant academic progress toward their high school diploma. Senior cohorts are required to participate in semesterly Grad Check workshops with their parents or guardians to ensure that they remain on track to complete their course/credit requirements and do not miss important graduation requirement deadlines. The Social Emotional Learning Specialist will also provide support to students who may be struggling academically because of trauma or other social-emotional concerns.

PIE-Memphis uses a 1-year grad cohort to measure graduation metrics. The students who attend PIE-Memphis who may have initially struggled in high school or are dealing with life challenges that have impeded their academic progress. The students are often academically behind ("over-aged and under-credited") their peers and will not typically be in a position to achieve a 4 year or sometimes even 5-year graduation deadline. To track the progress of the students we serve, we will utilize a 1-year graduation cohort to focus on graduating students who are enrolled at PIE-Memphis during their senior year, regardless of when their high school

entry date occurred. The 1-year cohort success metric locks a student roster at the end of Learning Period Two (end of August). Teachers are expected to graduate 85 - 100% of those students listed on the 1-year grad cohort roster. If students enroll during their senior year or become a senior during the school year, teachers are also focused on graduating those students (even though those students are not part of the 1-year locked cohort list). We also track data associated with 4- and 5-year cohort students in order to ensure we are graduating students who enroll with us who are in a position to achieve their original graduation date.

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

Ensuring that students are prepared for their post-secondary options is incredibly important to PIE-Memphis. In Bridge to Completion<sup>13</sup>, researchers found that students in 9th-11th grade need earlier exposure and access to college and career pathways. PIE-Memphis will focus on all students to ensure they have a plan and access to information. To do so, all students are prepared for their post-secondary journey, PIE-Memphis utilizes Naviance, an online platform that prepares students for college and career exploration and opportunities. Naviance is a tool that is research-based and provides students with tools for college, career, and life readiness. Students will begin using Naviance when they enroll and continue with this tool throughout their time at PIE-Memphis. Naviance has been proven to help students uncover strengths and interests so they can make informed decisions about their futures. With the use of Naviance, PIE-Memphis will be able to track the students' interest, where they decide to go post-secondary, who completed the FAFSA, and more. This is a great resource that aligns with the support of the PSSSC.

PIE-Memphis offers post-secondary elective curriculum and workforce curriculum. The table below identifies offered elective courses that address post-secondary opportunities.

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<sup>13</sup> <https://www.tncollegeaccess.org/bridge-to-completion>

**Table M: Electives for College Readiness**

Course Number	State Code	Name	Online Course	Endorsement
HSED2028	G02H45	AP Computer Science CP	Y	013, 125, 152
HSEV9004	C12H16	(CTE) Professional Communications Certification Course	Y	030, 031, 032, 034, 037, 039, 041, 052, 054, 055, 056, 057, 152, 153, 158, 201, 202, 203, 204, 311, 430, 432, 433, 434, 435, 436, 471, 472, 474, 475, 476
HSEV9005	C12H16	(CTE) Business Office Technology Certification Course	Y	030, 031, 032, 034, 037, 039, 041, 052, 054, 055, 056, 057, 152, 153, 158, 201, 202, 203, 204, 311, 430, 432, 433, 434, 435, 436, 471, 472, 474, 475, 476
HSED4015	G03H10	AP Biology A CP	Y	015, 126, 211, 415
HSED4016	G03H10	AP Biology B CP	Y	015, 126, 211, 415
HSED2019	G02H24	AP Calculus Sem A	Y	013, 125, 413
HSED2020	G02H24	AP Calculus Sem B	Y	013, 125, 413
HSED4031	G03H16	AP Chemistry A CP	Y	016, 127, 212, 416
HSED4032	G03H16	AP Chemistry B CP	Y	016, 127, 212, 416
HSED1015	G01H18	AP English Literature & Comp A CP	Y	007, 159, 407
HSED1016	G01H18	AP English Literature & Comp B CP	Y	007, 159, 407
HSED3007	G04H21	AP US History A CP	Y	133
HSED3008	G04H21	AP US History B CP	Y	133

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

PIE-Memphis will be offering the regular high school diploma, the special education diploma, the occupational diploma and the alternate academic diploma. All general education students work with their teachers and the PSSSC to develop a plan towards obtaining their high school diploma, including short term monthly credit goals and long term post-secondary goals.

The Special Education teacher, IS teacher, and PSSSC will consult with students eligible for a special education diploma, occupational diploma, and alternate academic diploma to review eligibility requirements and inform students and their guardians of their options. Students' progress towards their IEP goals and post-secondary goals will also be discussed during these conversations to ensure students' diploma options are aligned and appropriate to their needs, situation, and future goals. For instance, students who are eligible and interested in pursuing an occupational diploma will be encouraged to take CTE courses and participate in workshops that focus on their specific vocational goals. They will also receive support from their IEP team in identifying appropriate work experience opportunities that meet the requirements outlined by the occupational diploma but which also enable them to successfully balance their school course load.





## 1.7 Assessments

Charter school students must take the same State-mandated assessments as students in other public schools. Charter schools also administer internal assessments. In this section: Identify the primary internal assessments the proposed school will use to assess individual student and sub-group learning needs and progress throughout the year. Explain how these internal assessments align with the school's curriculum, performance goals, and state standards.

Immediately following the completion of the enrollment process, students will be given a diagnostic, universal screener, assessment in reading and math using the RenSTAR assessment system. Results will be documented in each student's ILP, thus enabling the teachers to develop specific classroom-level skills to show student growth and understanding. Student progress will be monitored at all times, and the ILP will allow for highly-personalized instruction, pacing, and intervention. Students will be assessed using the benchmark assessment RenSTAR three times a year with fall, winter, and spring assessments to determine growth in mathematics and English language arts.

As PIE-Memphis will serve primarily at-risk students, PIE-Memphis recognizes that a significant number of students will enroll with gaps in grade-level academic skills that could potentially be a barrier in accessing grade level curriculum, achieving performance goals, and meeting proficiency levels on TCAP assessments.

One of the assessments that PIE-Memphis will use to measure student progress will be RenSTAR. As indicated in **Table DD** in section 2.10 the average grade level for math skills, based on network RenStar assessment data, is 6.6 (6 months into the 6th grade year). The average grade level for reading skills, based on network RenStar assessment data, is 7.04 (weeks into the 7th grade year). To address this PIE utilizes the computer adaptive test, RenStar, to evaluate reading and math skills, aligned with Tennessee grade-level standards, that contribute to student achievement. Students identified with below grade level skill gaps through RenStar will struggle to access state standard-based curriculum. Identified students will participate in computer adaptive intervention courses to build academic skills that will enable them to access grade level curriculum, achieve performance goals, and meet proficiency levels on TCAP assessments.

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

The responsibility of the building testing coordination is with the Principal. It is the Principal's responsibility to identify qualified testing coordinators, ensure that they are properly trained in accordance with TDOE requirements and that all PIE-Memphis stakeholders are aware and prepared for testing and assessments.

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

Teachers at PIE-Memphis will use multiple formative, summative, and student self-

assessments to track student progress and inform instruction. Formal and informal assessments within each instructional unit and course will provide teachers and students with real-time data to evaluate the effectiveness of content delivery and standard mastery achievement. Teachers and students will use the data when working collaboratively on Individual learning plans (ILP). Teachers and leadership will further utilize this data to inform teaching skills and additional professional development offerings. Appropriately selected and administered assessment instruments will be aligned with the mission, exit outcomes, and curriculum of PIE-Memphis. These assessments will provide information that is critical for:

- Meaningful course placement decisions
- Documentation of student growth through pre-testing and post-testing
- Assistance to teachers in making effective decisions about instructional content and pacing for individual students
- Evaluation of overall program effectiveness

Test scores are only one indicator of a student's abilities and knowledge. Such scores are best used in the context of other information about the student and only after careful consideration of the most appropriate test to administer and a full understanding of the individual student being tested. This is particularly true for a high-risk student whose progress is not typically reflected by traditional evaluation methods. PIE-Memphis will use multiple measures and indicators to accurately determine student success and inform instruction. These measures will include a variety of assessments such as standardized assessments, TCAP End of Course assessments, benchmark assessments, teacher-developed rubrics, performance tasks, and portfolios. The assessments that are built into each curriculum modality are used to increase student growth and achievement. Teachers review the benchmark assessments that are embedded in the curriculum to give feedback to students and provide a learning plan that will increase student growth.

Professional development focused on data will be specific to PIE-Memphis. The teachers and leaders will collect data from the RenSTAR results to analyze and identify where students need additional support. The data dive training will give teachers the time to use RenSTAR data side by side with the students assessment data from their curriculum modalities. Additionally, for students in SPED and EL programs, the teachers will use Achieve 3000 and My Math Path data to hone in on the skills the students need to develop. The teachers will then take the data and create action plans for additional interventions, support, and extra time the students need. Other professional development topics that will be offered to teachers can be found in 2.5 Professional Development.

A list of subjects and the type of assessments used are provided below.

**Table N: Subjects, Assessment Tools, and Frequency of Assessment**

Subject	Assessment Tools	Frequency
<b>English Language Arts</b>	RenSTAR ELA benchmark assessment	3x per year
	Oral presentation	Ongoing
	Rubric-based performance tasks	Ongoing
	Unit assessments	Upon unit completion
	Summative assessments (e.g. End of Course)	Upon course completion
	TCAP EOC	Bi-Annually
<b>Mathematics</b>	RenSTAR math benchmark assessment	3x per year
	Rubric-based performance tasks	Ongoing
	Unit assessments	Upon unit completion
	Summative assessments (e.g. End of Course)	Upon course completion
	TCAP EOC	Annually
<b>Science</b>	Lab reports	Ongoing
	Rubric-based performance tasks	Ongoing
	Unit Assessments	Upon unit completion
	Summative assessments (e.g. End of Course)	Upon course completion
	TCAP EOC	Bi-Annually
<b>Social Science</b>	Oral presentation	Ongoing
	Rubric-based Performance Tasks	Ongoing
	Unit assessments	Upon unit completion
	Summative assessments (e.g. End of Course)	Upon course completion
	TCAP EOC	Bi-Annually
<b>World Languages</b>	Rubric-based performance tasks	Ongoing
	Unit assessments	Upon unit completion
	Summative assessments (e.g. End of Course)	Upon course completion
<b>Health/PE</b>	Rubric-based performance tasks	Ongoing
	Unit assessments	Upon unit completion

	Summative assessments (e.g. End of Course)	Upon course completion
<b>Electives</b>	Rubric-based performance tasks	Ongoing
	Unit assessments	Upon unit completion
	Summative assessments (e.g. End of Course)	Upon course completion
<b>Post-Secondary</b>	ACT	Once a year in the PIE-Memphis school site, with available waivers
	Career Inventories	Ongoing
	ASVAB	Ongoing

For teacher evaluations, per State Board Evaluation Rule 0520-02-01, PIE-Memphis will propose an alternate observation model for teacher observation. PIE-Memphis will propose the use of the already established HQTI observation model for TEAM. Part of the HQTI process will be analyzing student data such as core course summative assessments and Ren Star assessment trends for each teacher as part of the evaluation process.

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

PIE-Memphis independent study teachers will receive significant training and support in conducting Achievement Chats. Achievement Chat forms are provided for semesterly parent conferences. Achievement Chat forms collect student data from all three rounds of RenSTAR ELA and Math assessments, TCAP EOC reporting data (if applicable), significant formative and summative assessment data from SGI courses, WIDA assessment data (if applicable), attendance data, and monthly unit progression data. Based on the Achievement Chat data, teachers assign appropriate modality courses for the upcoming semester. The Achievement Chat form drives the parent conference conversation. Below is a sample Achievement Chat form.

Small Group Instruction teachers work with school site leadership to utilize formative and summative assessment data and identify student areas of strength and growth. This data will inform instructional decisions as teachers adjust and improve instruction in the core classes of English, Math, and Science. Small Group Instruction teachers are supported by school site leadership in implementing best practices, monitoring goal and student progress, engaging in reflective pedagogy, and strategically incorporating academic interventions and learning opportunities to promote student success and build mastery.

- SGI teachers track student progress through the RenStar fall, winter, and spring administrations to monitor student growth and achievement in both GI and SGP.
- SGI teachers monitor GE growth across A&B sections in the spring to quantify the impact of the SGI program.

- SGI teachers examine subgroup performance data to ensure an equitable program.
- Principals lead monthly PLCs to dive deeper into RenSTAR Instructional Planning Reports which identify students' suggested skills and focus skills that will move students to proficiency.

Independent Study teachers will collaborate with SGI teachers to ensure that the goals and skills they are targeting with students are reinforced during student appointments.

PIE-Memphis independent study teachers receive significant training and support in conducting Achievement Chats. Achievement Chat forms are provided for semesterly parent conferences. Achievement Chat forms collect student data from all three rounds of RenSTAR ELA and Math assessments, TCAP EOC reporting data (if applicable), significant formative and summative assessment data from SGI courses, WIDA assessment data (if applicable), attendance data, and monthly unit progression data. Based on the Achievement Chat data, teachers assign appropriate modality courses for the upcoming semester. The Achievement Chat form drives the parent conference conversation. Below is a sample Achievement Chat form.

The purpose of this Achievement Chat form is to facilitate the student coaching conversation that outlines the student's goals and progress toward those goals. Additionally, this conversation will aid in providing students with a connection to academic, program, and extracurricular support and resources in order to graduate from high school prepared for success in their chosen college and career. To ensure that all teachers are prepared for Achievement chats, training will be provided by the Principal. Achievement Chat training includes:

- How to identify, gather, and analyze student academic quantitative data from the past and current school year to drive instructional planning decisions for the next semester/school year
- How to identify, gather, and analyze qualitative data points from the past and current school year to drive instructional planning for the next school year
- How to complete the Achievement Chat form
- Identify various strategies to ensure 100% parent participation
- Strategies to conduct Achievement Chats with varying estimated parent responses

**Table O: Sample Achievement Chat Form**

Student Name	School ID	Charter	Center	Teacher

Credits Earned	Current Grade	E-Date	Current Phone Number	Current E-mail Address

Postsecondary Plan		
<input type="checkbox"/> 4-year	<input type="checkbox"/> Vocational School	<input type="checkbox"/> Armed Forces
<input type="checkbox"/> Community College	<input type="checkbox"/> Workforce	<input type="checkbox"/> Other _____

Career Path		
<input type="checkbox"/> Health	<input type="checkbox"/> Arts & Communication	<input type="checkbox"/> Natural Resources
<input type="checkbox"/> Business & Technology	<input type="checkbox"/> Industrial & Engineering	<input type="checkbox"/> Human Services
		<input type="checkbox"/> Undecided

Postsecondary Resources/Supports Offered:	
Counselor Meeting Date:	

Progress Report					
LP	1	2	3	4	5
Units					
LP	6	7	8	9	10
Units					
	11	Total for the Year:			

**Table P: Assessment Information**

<b>Assessment Information</b>					
REN STAR - ELA					
	Fall	Winter		Spring	
Date					
Scaled Score					
Lexile					
Benchmark Level					
REN STAR - MATH					
	Fall	Winter		Spring	
Date					
Scaled Score					
Benchmark Level					
EOC SCORES (if applicable)					
Date of Test:					
	Score	Achievement Level		Score	Achievement Level
ELA (01)			Math (02)		
<b>Recommended Courses/Supports</b>					
<b>Math</b>					
Course(s)			Designated Supports		
<input type="checkbox"/> Direct Instruction					
<input type="checkbox"/> Independent Study					
<input type="checkbox"/> Intervention					
<b>EOC AND ADDITIONAL TEST SUPPORTS</b>					
<b>ELA</b>					
Course(s)			Designated Supports		
<input type="checkbox"/> Direct Instruction					
<input checked="" type="checkbox"/> Independent Study					
<input type="checkbox"/> Intervention					
<b>EOC AND ADDITIONAL TEST SUPPORTS</b>					
<b>Social Sciences</b>					
Course(s)			Designated Supports		
<input type="checkbox"/> Direct Instruction					
<input type="checkbox"/> Independent Study					
<b>ADDITIONAL TEST SUPPORTS</b>					

Credits to Complete 21/22						
Classes for Fall 2021			Classes for Spring 2022			5 units every Learning Period = 55 credits a school year. <b>-16 deficient.</b>
1			1			
2			2			
3			3			
4			4			
5			5			
6			6			
7			7			
8			8			
9			9			
10			10			
Fall 2021						
	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6
Unit 1						
Unit 2						
Unit 3						
Unit 4						
Unit 5						
Unit 6						
Unit 7						
Unit 8						
Unit 9						
Unit 10						
Spring 2022						
	Month 7	Month 8	Month 9	Month 10	Month 11	
Unit 1						
Unit 2						
Unit 3						
Unit 4						
Unit 5						
Unit 6						
Unit 7						
Unit 8						
Unit 9						
Unit 10						



## 1.8 School Calendar and Schedule

In this section: (a) Provide the annual academic calendar for the proposed school as **Attachment A**.

The annual academic calendar for PIE-Memphis is attached 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.

PIE-Memphis will be open from 7:30 am-4:00 pm Monday through Friday and may stay open in the evening and on weekends depending on student needs. The school site will be open year-round and will offer a minimum of 200 instructional days, the number of days of instruction set forth in T.C.A. §49-6-3004. Students will attend appointments with their teacher 5 days a week for at least 4 hours to review course materials, receive academic support and intervention, complete written and verbal assessments, and collaborate in working towards academic and social-emotional goals. All students will be expected to complete an additional 2.5 hours of daily instruction through the virtual program platform, Edmentum. Additional appointment times, with a Special Education teacher, will occur daily and/or weekly, as outlined by their IEP, to ensure an appropriate educational plan is in place for each identified Special Education student. When agreed upon at the yearly IEP goal setting conference, attended by the Special Education school team, guardian(s), and student, IEP goals and minutes will be re-evaluated, agreed upon, and updated. PIE-Memphis will provide students additional time to gain academic support on content-specific instruction through tutoring, intervention specialists, and small group instruction. Students will be expected to complete 6.5 hours of academic work per day through combined in school time and independent work time. Special Education students will be held to the standards outlined in their Individualized Education Plan, while also holding to PIE-Memphis expectations for completed work. Teachers will hold students accountable for both attendance and assignment completion through phone calls, virtual programs online course monitoring and completion, virtual program Daily Usage Reports, and completion, and written communication with parents, and where necessary, home visits.

Provided below are two sample student schedules that illustrate how the program can be individually scheduled to accommodate each student's needs. Students have the option to enroll in a variety of electives as well as other small group instruction courses which may not be listed in the sample schedules (e.g. science, social studies, visual arts, etc.).

**Student One** is a 16-year-old, 10<sup>th</sup>-grader who scored below grade level on the initial math and English RenSTAR benchmark assessments and, as a result, has been assigned to both math and English small group instruction (SGI) classes and tutoring. These courses are in addition to the one-on-one student/teacher appointments required of all students. Student One has some family responsibilities but does not hold a full-time job and is not parenting.

**Table Q: Student Sample Schedule 1**

<b>Monday</b>	8:00am - 10:00am: one on one appointment with teacher and independent study	10:00 am -12:00 pm: Algebra 1 SGI class	At least 2.5 hours of independent academic work at home via the virtual program platform, Edmentum. Students will complete teacher assigned lessons and activities in Edmentum.
<b>Tuesday</b>	8:00am - 10:00am: PSSSC meeting to review Post-Secondary plan and math tutoring	10:00 am -12:00 pm: 10th grade English SGI class	At least 2.5 hours of independent academic work at home via the virtual program platform, Edmentum. Students will complete teacher assigned lessons and activities in Edmentum.
<b>Wednesday</b>	8:00am - 10:00am: one-on-one appointment with teacher and independent study	10:00 am -12:00 pm: Algebra 1 SGI class	At least 2.5 hours of independent academic work at home via the virtual program platform, Edmentum. Students will complete teacher assigned lessons and activities in Edmentum.
<b>Thursday</b>	8:00am - 10:00am: one-on-one appointment with teacher, independent study, and math tutoring	10:00 am -12:00 pm: 10th grade English SGI class	At least 2.5 hours of independent academic work at home via the virtual program platform, Edmentum. Students will complete teacher assigned lessons and activities in Edmentum.
<b>Friday</b>	8:00am - 10:00am: Leadership opportunity, tutoring (if necessary), intervention course cohort, addition one-on-one time with teacher, or additional independent study time		At least 2.5 hours of independent academic work at home via the virtual program platform, Edmentum. Students will complete teacher assigned lessons and activities in Edmentum.

**Student Two** is a 17-year-old 11<sup>th</sup> grade male who scored at grade level on the initial math and English Renaissance STAR benchmark assessments. Student Two is an English language learner that works to help support his family; however, based on WIDA assessment data and conversations between the student and his parents, teacher, and employer have resulted in Student Two receiving additional language support to improve English proficiency. This support helps Student Two achieve his goal of reclassification, high school graduation, as well as engage in effective communication in expressing his ideas and desires in real-world situations. Additionally, Student Two has an IEP and receives 120 minutes of services every week.

**Table R: Student Sample Schedule 2**

<b>Monday</b>	12:00 -2:00: One on one teacher appointment and independent study	2:00-3:30: Direct ESL Service support through Achieve 3000 cohort	3:30-4:00: One on one time with special education teacher	At least 2.5 hours of independent academic work at home via the virtual program platform, Edmentum. Students will complete teacher assigned lessons and activities in Edmentum.
<b>Tuesday</b>	12:00-2:00: One on one teacher appointment and independent study	2:00 -4:00: iLit (ESL designated instruction) SGI class	3:30-4:00: One on one time with special education teacher	At least 2.5 hours of independent academic work at home via the virtual program platform, Edmentum. Students will complete teacher assigned lessons and activities in Edmentum.
<b>Wednesday</b>	12:00 -2:00 : One on one teacher appointment and independent study	2:00- 3:30: Direct ESL Service support through Achieve 3000 cohort	3:30-4:00: One on one time with special education teacher	At least 2.5 hours of independent academic work at home via the virtual program platform, Edmentum. Students will complete teacher assigned lessons and activities in Edmentum.
<b>Thursday</b>	12:00-2:00: One on one teacher appointment and independent study	2:00-4:00: (ESL designated instruction) SGI class	3:30-4:00: One on one time with special education	At least 2.5 hours of independent academic work at home via the virtual program platform, Edmentum. Students will complete teacher assigned lessons and activities in Edmentum
<b>Friday</b>	<p>12:00-1:00: one-on-one appointment with EL specialist to increase English proficiency (e.g. ELD standards-based lessons for all domains, vocabulary development, reading strategies, and supplemental writing support)</p> <p>Additional time with EL specialist will be scheduled as needed.</p> <p>1:00-4:00: transitional goal workshop, additional time with teacher, additional independent study time</p>			At least 2.5 hours of independent academic work at home via the virtual program platform, Edmentum. Students will complete teacher assigned lessons and activities in Edmentum.

(c) Explain why the academic calendar and schedule will be optimal for student learning.

The academic calendar and schedule for PIE-Memphis is optimal for student learning as it meets the diverse needs of all learners by prioritizing time management and flexibility options that our targeted demographics require. Many high-risk students have difficulty focusing on the six courses that typically comprise a standard student schedule at a comprehensive, traditional high school. The students then become overwhelmed trying to effectively manage

their time for each course.<sup>14</sup> Concentrating on fewer subjects at a time allows for greater depth of learning in each subject area and enables students to perform at maximum proficiency, perceive greater control over their learning, and enjoy increased self-esteem and motivation. Therefore, PIE-Memphis students, on average, will work on just two or three courses at a time, allowing them to focus their attention and progress through courses at their own pace and without competition. Students will receive immediate feedback and continual encouragement that builds success and leads to greater self-confidence. In addition, the academic and behavioral standards to which the students will be held reinforce self-discipline and productive work habits.

The PIE-Memphis calendar and weekly schedule will also accommodate our students who may need to work or provide child care.

Summarize how you will plan time for tiered interventions, enrichment, tutoring, and other academic activities.

As the Sample 1 student exemplified (**Table P**), there is time built into the daily and weekly instructional schedule to provide tiered interventions, enrichment, tutoring, and other academic activities. During their academic time with their teacher, the student and teacher create an individual weekly schedule for additional academic support plans to meet the needs of the student. Additionally, Friday mornings are designated for intervention and tutoring for students to ensure that the student needs are being met.

(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.

As part of its mission to connect with and inspire students, PIE-Memphis plans to offer students opportunities to learn through hands-on real-life experiences and cultural immersion. A major component of preparing students for college and career readiness can be achieved in part by providing access to travel and career and college exploration outside of a traditional field trip model. We will partner with nonprofit organizations to provide students with an exceptional selection of Career Technical Education hands-on instruction, college tours, international travel, and community service activities. All experiential learning and community service programs will be provided at no cost to all PIE-Memphis students.

Many students attending the other Pathways In Education schools have experienced limited exposure outside of their immediate surrounding communities. PIE-Memphis believes that students are more likely to envision themselves in, and work diligently towards succeeding in an environment outside of what has been modeled locally through demystifying the path to success and access. As such, we provide opportunities for students to gain hands-on experience in multiple career sectors, visit local colleges and experience the fulfillment one has by putting in a hard day's work to serve those in need and positively impact communities. The Pathways In Education experiential learning opportunities have proven to be truly transformative in opening our students' eyes to vast opportunities outside of what they have

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<sup>14</sup> Levin, H., Belfield, C., Muennig, P., & Rouse, C. (2007). *The costs and benefits of an excellent education for all of America's children* (Vol. 9). New York: Teachers College, Columbia University.

experienced thus far in life. Students return from experiential learning trips with a new appreciation of what the world has to offer. As these experiential learning opportunities are integral in achieving the mission, funding for these experiential learning opportunities are continuously built into the operating budget for Student Activities.

(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?

PIE-Memphis will serve students year-round. As such, Saturday school, summer school, and after-school programs are not applicable.



## 1.9 Special Populations

In this section: (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)?

PIE-Memphis will be responsible for the hiring, training, and employment of staff necessary to provide special education services to its students, including, without limitation, special education teachers and paraprofessionals. PIE-Memphis shall ensure that all special education staff hired or contracted by PIE-Memphis are qualified pursuant to district and state board policies, as well as meet all legal requirements. PIE-Memphis shall be responsible for the hiring, training, and employment of itinerant staff and/or contracting with a non-public agency necessary to provide special education services to PIE-Memphis' students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and school psychologists.

PIE-Memphis administrators hold a Tennessee Instructional Leadership License, as outlined by the Tennessee State Board of Education's Educator Licensure Policy 5.502, in order to ensure they are prepared to implement appropriate instructional programs that meet the needs of the special population groups. The PIE-Memphis Board ensures that the Principal, and all subsequent leadership personnel and school teachers, receive any and all needed training, or additional professional development, in order to implement a sound academic program that addresses the needs and academic achievement of all special population learners.

PIE-Memphis leaders are experienced in working with special population groups and are encouraged by the Pathways in Education Charter Management Organization (CMO) to grow professionally, as often as possible, by attending workshops, trainings, and internal review processes, focused around IDEA laws and currently available programs. The Pathways In Education network of schools, and the CMO, has several decades of experience in ensuring that all components of IDEA and components of the Department of Education 34 CFR Part 300, are successfully implemented throughout the PIE schools. As part of the ongoing support offered by PIE to its leaders, the CMO has a Diverse Learner Programs Supervisor who monitors special population achievement, progress, and programs. This individual also works with PIE-Memphis leadership to develop and implement any necessary achievement goal revisions based on data, as well as working collaboratively with PIE Memphis leadership on any additional professional development needs for site leaders, teachers, and staff.

PIE-Memphis will meet the needs of English Learners (ELs) by recruiting, hiring, and training highly-qualified staff members who have the specialized knowledge required to teach ELs. PIE-Memphis will require all teachers—including out-of-classroom teacher positions—to possess appropriate authorization to teach ELs. The requirement is met by being certified or having an endorsement, as outlined in the Tennessee Department of Education English as a Second Language Manual. An ESL authorization allows the teacher to provide ELD and Specifically Designed Academic Instruction In English (SDAIE) instruction to ELs.

(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?

The daily schedule of an Independent Study program aligns to address the diverse needs of all students. Students meet with their general education teacher for 4 hours, 5 days a week. Additional time with Special Education staff or ESL staff will be required, depending on the needs of the student. As an example, in Section 1.8, the student schedule example for Student 2 (**Table R**) reflects the additional time in the school site for a Special Education student.

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

- Methods for identifying students with disabilities and avoiding misidentification or over identification;

PIE-Memphis will identify, locate, and evaluate all children with disabilities, in accordance with IDEA and the Tennessee State Board of Education Child Find Procedures. Once students have been enrolled, during the orientation process at PIE-Memphis, parents and students are asked if the student received Special Education services at their last school, or if they have ever received Special Education services in the past. They are also asked these questions in written form. Transcripts and previous school records are also reviewed for any special education designation. If the student has received Special Education services, the parent is asked to provide copies of the most recent IEP, Eligibility Report, and Behavior Intervention Plan, if applicable, while PIE-Memphis waits for these requested documents from the school so that there is no gap in services for the student. Records requests are made through a fax or email, and a follow-up email to ensure the request was received. Once collected, the documents are given to the Special Education teacher, who is also the Case manager.

PIE-Memphis shall also have the responsibility to conduct Child Find, Search and Serve, and refer and work cooperatively to locate students who have or may have exceptional needs that identify the students as eligible for special education services. PIE-Memphis will implement district and state policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs.

PIE-Memphis will follow district and state Child Find procedures to identify all students who may require an assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a Free Appropriate Public Education (FAPE) to the student in question. Child Find activities will be conducted so that students who have or are suspected of having a disability and needing special education-related services are appropriately identified and if necessary referred for evaluation in accordance with state and federal law.

In order to offer every student the opportunity for a fair and equitable educational experience, and to remove all barriers, if a PIE-Memphis school site employee suspects that a student, not previously identified with a special need, is identified as having a possible need for special education services, the following processes in **Table S** should be followed. Each of the identification steps should have special attention paid to the individuality of each case and each student. Slight modifications to each step may be necessary to ensure that each student is offered the best educational experience.



**Table S: PIE-Memphis Identification Process**

Responsible Person(s)	Identification Step	Process / Next Steps / Timeline	Screener Questions
Leader SPED Teacher GenEd Teacher Staff Parent	<p><b>1 - Initial Inquiry for possible SPED resource needs</b></p> <p>This step can be verbal but must be followed up in writing. Parent signature is required.</p>	<p><b>Child Find</b>                      Or  <b>Referral or Request</b>                      Or  <b>Parent Request</b></p>	<ol style="list-style-type: none"> <li>1. Have the parents been contacted?</li> <li>2. Has the student been previously evaluated?</li> <li>3. Is there a previous IEP or 504 in the student records?</li> <li>4. Is there a previous parental consent on file?</li> <li>5. Parent request: What is/are the main concerns of the parent?</li> <li>6. What were the results of the youth's hearing and vision tests?</li> <li>7. What are the achievement scores for the learner for the past 2 years?</li> <li>8. What are the RenStar (or equivalent test) for the past 3 years?</li> </ol>
SPED Team	<p><b>2 - Initial Evaluation</b></p> <p>This step must be "full and individual", focused on the specific child being discussed.</p>	<p><b>SST - Student Study Team/Student Success Team Referral</b></p> <ol style="list-style-type: none"> <li>a. Referral can come from leader, teacher, parent, psychologist, counselor, doctor, or other qualified individual</li> <li>b. Evaluative period should be no less than 2 weeks and no more than 8 weeks from point of referral.</li> </ol>	<ol style="list-style-type: none"> <li>1. Does the youth have a disability that requires provision of special education and related services?</li> <li>2. What are the youth's specific educational needs?</li> <li>3. What special education services and related services, then, are appropriate for addressing the needs of the learner?</li> <li>4. Is the youth's behavior(s) impeding the learning of other students in the class(es)?</li> </ol>
SPED Team Parent/Guardian	<p><b>3 - Discussion of Evaluated Evidence</b></p>	<p><b>Evaluation of information and data.</b></p> <ol style="list-style-type: none"> <li>1. Joint discussion regarding SPED Team decision regarding youth "with a disability", as defined by IDEA.</li> <li>2. If the parent disagrees with the eligibility decision, they may request a hearing to challenge the decision.</li> </ol>	<ol style="list-style-type: none"> <li>3. What are the academic diagnoses found by the qualified professionals?</li> <li>4. Were any specific SPED resources used during the evaluation process? Which ones?</li> <li>5. If used, what was the outcome?</li> <li>6. How much time was spent on the evaluation process?</li> <li>7. Was there any specific data used to come to the final decision?</li> <li>8. What services can be offered to help the academic success of the student?</li> <li>9. What, if any, additional resources are recommended?</li> </ol>

SPED Team	<b>4 - Eligibility Found</b>	<b>Parent agrees to SPED services:</b> <ol style="list-style-type: none"> <li>1. IEP must be written within <b>30 days</b> of determined eligibility.</li> </ol>	
SPED Teacher Lead Parent Learner	<b>5 - IEP Meeting Calendared</b>	<b>School System Schedules IEP Meeting:</b> <ol style="list-style-type: none"> <li>1. Contact participants</li> <li>2. Contract parents <ol style="list-style-type: none"> <li>a. Ensure early contact</li> </ol> </li> <li>3. Schedule meeting at agreeable time and place</li> <li>4. Verbally tell parents purpose, time, location of meeting</li> <li>5. Send written document to parents of purpose, time, location of meeting</li> <li>6. Allow parents to invite other knowledgeable or people with expertise about the youth.</li> </ol>	

- Specific instructional programs, practices, and strategies the proposed school will employ to provide a continuum of services, ensure students’ access to the general education curriculum, and ensure academic success for students with disabilities;

To ensure students’ access to the general education curriculum, PIE-Memphis curriculum has been designed around the following evidence-based practices:

- Backwards design for assessment and learning
- Differentiated instruction
- SDAIE strategies for all learners
- Project-based assignments

- Plans for monitoring and evaluating the progress and success of students with disabilities, including coordination with the authorizer’s monitoring and evaluation; and

Individual student progress will be evaluated on a monthly and quarterly basis and measured by compliance with the Student Success Plan and the IEP (signed at enrollment, specifying agreement to the policies, education model, and programs of the school), attendance, credit completion, and participation in State standardized tests. Additionally, easyCBM will be utilized as progress monitoring. Each student’s IEP goals will be monitored based on charting, observation, and assessments, and student progress regarding IEP goals will be shared with

parents on at least a quarterly basis and as provided by the IEP. In the case where a student with disabilities has difficulty progressing in PIE-Memphis's program, an IEP meeting will be scheduled to discuss further interventions and support with the intention of improving student credit accumulation or progress towards IEP goals. Annual IEP meetings and triennial IEP meetings are scheduled with the parent, special education staff, general education staff, and an administrative designee to ensure that everyone has meaningful participation in the IEP process. The student's case manager is responsible for monitoring the provision of all primary and related services. The case manager assures that all service providers submit progress reports toward goals and objectives at the required reporting periods. Quarterly progress reports are provided to the parent and student to communicate the student's progress toward meeting their IEP goals. The special education staff tracks special education student performance and provides yearly summaries for the special education program at PIE-Memphis. This information assists the leadership staff and the special education staff in adjusting program support and identifying successful intervention programs. Data collected includes monthly work completion, RenSTAR benchmark assessments, attendance rates, length of stay in PIE-Memphis, graduation rates, and State standardized test results. Students who were previously identified as special education students but are no longer eligible for services will be offered additional support by the general education staff and the special education staff. Should a parent request reinstatement of special education services or should staff believe that there is a suspected area of disability, an assessment, and an initial IEP meeting are held.

The special education teacher or school psychologist, if the student has related service only, will share primary responsibility for ensuring appropriate interventions are applied, monitored, and adjusted so that adequate progress is made by the student. PIE-Memphis will provide all services for students with disabilities in conformity with their IEP as well as in compliance with the IDEA (20 U.S.C. § 1400 et seq.) and all applicable State laws.

The PIE-Memphis special education program provides services for eligible students between 9th grade and 12th grade. Students who graduate with a diploma by completing their course of study will exit special education at the same time they exit the PIE-Memphis program.

Some students will exit special education when they are able to succeed in the general education program with passing grades, or they have acquired the skills that were lacking at one time, as discussed on their IEP. Each year our Special Education students will participate in an annual IEP review meeting, as well as a 3-year evaluation meeting, which will discuss and decide on the recommendations for the student's continued need for special education services.

If the Special Education team determines that the student is able to successfully participate in general education courses with passing grades and without the support of the special education department, the IEP team will develop an appropriate transition plan for the student.

2 exceptions to the exit process:

- (1) Parent revocation (SPED services void at time of revocation)
- (2) Transfer of parental rights at age of majority and signed rejection of services (age18)  
(SPED services void at time of rejection signature)

- Plans for promoting graduation for students with disabilities (high school only).

In accordance with High School Policy 2.103 students with disabilities have the option to earn a regular high school diploma, special education high school diploma, alternate education diploma or occupational diploma with appropriate support and accommodations. Students will be supported by their IEP team in identifying the appropriate diploma path and outlining short and long term goals towards achieving this goal. Students and their parents/guardians will be updated on students' progress on their diploma path at annual IEP meetings and any progress meetings held.

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

PIE-Memphis has worked with PMG to create and implement an English Language Development Master Plan that addresses the ELD program in accordance with State Board Policy 3.207. The EL Master plan includes:

- the delivery of quality instructional programs that meet the needs of all our English learners;
- clear communication on identification, assessment, placement, and reclassification procedures to students and families
- English language proficiency is maintained after exiting the ELD program;
- Professional development covering current and effective language acquisition practices that respect, affirm, and build upon the language and culture of each student;
- Defines how our ELD program will be evaluated for efficacy.
- Additional Services:
  - PIE Experiential Trips
  - PIE Tutoring
  - PIE School Clubs
  - College Tours
  - Mental Health Support
  - College Support (FAFSA and Naviance)
- Achieve 3000 and My Math Path
  - iLit
  - ExactPath
- Methods for identifying EL students and avoiding misidentification;

PIE-Memphis completes the following steps to ensure that EL students have been identified and misidentifications are avoided:

- A Home Language Survey (HLS) is completed as part of the enrollment paperwork for

all students

- As part of the enrollment process, the student's parent and/or legal guardian or the student themselves, if over 18, completes the Home Language Survey in StudentTrac. An explanation of the purpose and use of the Home Language survey is communicated verbally by the Center Coordinator or other staff member in the parents/guardians' preferred language, if a staff member speaking the parent/guardian-preferred language is immediately available. If there is no staff member that is able to speak the preferred language, an interpreter will be provided.
- Information from the Home Language Survey is entered into the student information system by the Compliance Coordinator
- Student transcripts and records are requested and analyzed for any indication of previous EL courses or WIDA assessment data
- Using a Decision to Assess Matrix, the WIDA assessment coordinator administers language assessments to students requiring initial identification
- Language assessment results are reviewed and the EL indicator is updated in the Student Information System (SIS)

If the HLS indicates a language other than English, the WIDA assessment coordinator will determine if the student has already been screened for language proficiency in another Tennessee district, or another WIDA state by checking the following:

- Student Information System (SIS)
- Review cumulative file for WIDA assessments
- Review cumulative file for Limited English Proficiency Plan (LEP)
- Review cumulative file for EL exit forms
- Communicate with the previous district

If the student has not already been screened for language proficiency, the WIDA assessment coordinator administers the WIDA online screener to determine eligibility within 30 calendar days of enrollment.

By following this set process and ensuring all parties involved have verified the information, PIE-Memphis will avoid misidentification of EL students.

• Specific instructional programs, practices, and strategies the proposed school will employ to ensure academic success and equitable access to the core academic program for EL students;

PIE-Memphis utilizes the Sheltered Instruction Observation Protocol (SIOP) Model to facilitate content comprehensibility for our EL population. We use this model as the basis for designing and delivering instruction in our programs. Staff participates in SIOP training professional development sessions throughout the school year in addition to our English language specialists being certified in TESOL (Teaching English to Speakers of Other Languages) instruction techniques.

All Independent Study Core Subject Student Activity Workbook, Small Group Instruction, and

Edmentum curriculum embed specially designed academic instruction in English (SDAIE) strategies, in speaking, listening, reading, and writing. All three modalities of the curriculum also include Inquiry-Based Learning (IBL), where students apply a method in which students are actively involved in the learning process by focusing on questions, problem-solving, and critical thinking activities.

- Plans for ensuring individual learning plans (ILPs) are maintained and addressed; and

PIE-Memphis will use the English language proficiency results to tailor instruction to meet the linguistic and academic strengths and needs of your child. An Individualized Learning Plan (ILP) may be written by EL staff to detail the appropriate services and accommodations that your child qualifies for. An ILP is required to be written if a student qualifies for assessment accommodations (including but not limited to classroom and ISAT assessments).

- Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.

Each year, EL students complete the language proficiency assessment between January and March. Using these results, ELs are exited from the English language development program based on the following criteria identified in Tennessee's English Language Learner Identification and Placement Guidance document:

- Students who score an overall composite proficiency level of 4.4 or higher and a literacy composite proficiency level of 4.2 or higher on ACCESS for ELLs shall be exited for ESL direct services.
- For ELs who are taking Alternate ACCESS for ELLs, students who score an overall composite PL of P1 or higher and a literacy composite of P1 or higher on Alternate ACCESS for ELLs shall be exited for ESL direct services.

If these criteria are met, upon review of the ACCESS scores received in the late Spring from WIDA, PIE-Memphis will exit the qualifying student from their LIEP. According to ESSA guidelines {Section 299.19(c)(3)} students who meet the statewide criteria must be exited and begin a four-year academic monitoring status. The updated EL status of the student will be reported to the district and state before the end of the school year in June. The student is now considered a transitional EL student for the next four years.

Students who have met the criteria to be exited from the English language instruction program will be monitored for a minimum of four years, as required by state and federal guidelines, to provide additional assistance if needed. While the student is in this monitoring status, PIE-Memphis will complete an exit monitoring form aligned to state regulations.

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

- Methods for identifying at-risk students through academic and behavioral processes; and

The PIE-Memphis program was created specifically for at-risk students. The majority of students who attend PIE are already considered at-risk, so we begin with that assumption. The

unique blended learning through different curriculum modalities and the one-on-one staff support enables our school to address the unique needs of all learners.

- How the proposed school will address the learning needs of at-risk students and monitor their progress. Specify the programs, strategies, and supports that will be provided.

During the Learning Period, the IS Teacher, Principal and Post-Secondary & Student Services Counselor monitor the Academic Progress of all students. Students who are identified as not making significant academic progress by completing four high school credits in a learning period are tracked with the “At-Risk Tracker”. This tracker monitors communication, parent conferences, and tier 1 MTSS strategies implemented. Through this tracking process, academic needs are also identified and are addressed through research-based intervention courses such as Achieve 3000 or My Math Path.

Through the progress monitoring process for all students, if students have not been making significant progress of completing a minimum of 0.4 credits for 3 consecutive learning periods, the student will enter a 120-day truancy and re-engagement intervention process. Once a teacher has identified a student who is not meeting their academic progress goals, the first step on the intervention process is having the teacher work with the student and parent to identify any barriers that may be in place to access success. The teacher will identify 1-2 additional Tier 1 interventions to remove the barriers and implement them for an entire learning period. The second step of this process is for the students’ education team, which will include the teacher, PSSSC, Principal, student, and parent, to meet to determine if Tier 1 strategies have been successfully implemented and accessed. Revised and additional Tier 1 interventions will be agreed upon and implemented for the next learning period. At the end of the learning period the same team will meet to analyze student progress and determine which Tier 1 strategies were successful and if there is a need to transition to Tier 2 interventions. Any Tier 2 interventions will be monitored through another learning period, and the team will meet at the end of the learning period to discuss progress and if there is a need to move into Tier 3 and then determine Tier 3 interventions to implement and monitor for another learning period, if applicable. If at the end of the learning period the student has not made significant progress, the team will meet to determine if the student will be referred to special education.

(f) Describe the following related to gifted students:

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

Academically high-achieving students are defined by PIE-Memphis as those learners who, because of a natural proclivity for learning and a higher IQ, can accelerate their program of study. Accelerated study will allow the student to advance in credit opportunities into grade levels above their age-specific requirement, preparing them for even more advanced programming in junior and senior years as well as the opportunity for more electives.

The individualized nature of student-teacher interactions provides strong access to a differentiated curriculum that is tailored to the student's individual need for complexity and pacing. The program model will allow for students to move through courses at a pace which aligns to their learning style and allows advanced and gifted students to complete coursework at an accelerated rate. Students may reach graduation requirements earlier than expected or take additional courses to enhance their education prior to entering post-secondary learning environments. PIE-Memphis will also offer Advanced Placement courses to all students. Students participating in Advanced Placement courses will be provided instructional support on site and additional support will be offered as needed to ensure that students are able to successfully complete the course and pass the required AP exam.



## 1.10 School Culture and Discipline

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

The Student Handbook is provided as **Attachment B**. Upon enrollment into the PIE-Memphis program, the following forms will be provided and required of students and families in the StudentTrac Registration:

- Student Success Plan
- Internet Access Policy
- Computer Network/Internet Acceptable Use Regulations

(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.

The mission and vision drive the culture of PIE-Memphis. We do this by ensuring all stakeholders implement the Core Values of our school: Mutual Trust, Mutual Respect, Compassion, Integrity, and Resilience. A Core Values matrix is included in the Student Handbook that exemplifies how students conduct themselves within the Core Values of our school. Along with the Core Values, PIE-Memphis's Student Handbook also includes the Positive Behavior Interventions and Supports Plan (PBIS) which supports our schools in maintaining safe, nurturing, participatory, and productive learning environments. In order to maximize learning time and promote positive behaviors, every school must establish multi-tiered systems of support for students' social, emotional, and behavioral needs. This includes developing clear expectations, teaching social-emotional competencies, and fostering positive relationships among all members of the school community. PIE-Memphis is committed to an instructive, corrective, and restorative approach to behavior. If behavior incidents arise that threaten student and staff safety or severely disrupt the educational process, the response should minimize the impact of the incident, repair harm, and address the underlying needs behind the student's behaviors. All disciplinary responses must be applied respectfully, fairly, and consistently, and protect students' rights to instructional time whenever possible.

(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.

Teachers, staff, and administrators receive professional development in adopting and embedding the school culture. New administrators visit out-of-state schools to gain an understanding of how the culture is instilled and implemented. The PIE-Memphis culture begins with the building and maintaining of positive relationships between all stakeholders. For students, this culture is introduced, and the relationship is established, at the enrollment orientation. The orientation is built around the Core Values of the school. One-on-one orientations are tailored to the unique needs of each student. In addition to delivering an overview of the student handbook, and the rules and policies within, staff engage students in discovering why the family chose PIE-Memphis and the goals and dreams of the student. An individualized learning plan is established at the orientation to lay the foundation for achieving their goals and dreams. As PIE-Memphis offers continuous enrollment throughout the school

year, the one-on-one enrollment orientations enable the acculturation of the school culture. The English Language Learner and Special Education programs will promote PIE values and build students' social, emotional, and cognitive abilities, through a specifically designed curriculum, based on current student data, testing results, and student input, in order to support a whole student approach. From the point of enrollment all diverse learners will immediately be introduced to their specific diverse learner teacher where they will discuss personal and academic goals for the duration of this school year, and design goals for the next steps in their academic careers.

(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.

The Core Values of PIE-Memphis truly sets the school culture. All stakeholders are expected to treat and embrace all stakeholders with Mutual Trust, Mutual Respect, Integrity, Compassion, and Resilience. Students enroll at PIE-Memphis for an educational setting that is unique to their needs and is not reflective of their past educational experience. The school site setting is inclusive to all students. As all independent learning occurs in one large room, students are not aware of educational designations for students, thus eliminating any designated labels. Pathways In Education schools exist to meet the needs of the whole student, at their current academic, social, and cognitive level, thus allowing the student to thrive in a positive, encouraging, and less restrictive school environment. PIE-Memphis will encourage well rounded diverse learner program, that focus on the unique needs of each learner, by ensuring all multilingual and/or special education learners have access to comprehensive, thorough, and fully developed curriculum and instruction that ensures their academic and social development, in order to conceptualize, interpret, and use these skills to be successful in everyday life.

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

The student discipline policy is included in, **Attachment C**.

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

- Practices the school will use to promote good discipline, including both penalties for infractions and incentive for positive behavior;

The practices the school uses for good discipline, including penalties for infractions and incentives for positive behavior are included in the student handbook and discipline policy, **Attachments B and C**. PIE-Memphis understands that many of our students may have experienced a negative behavioral incident, and subsequently may not have a positive perception of a school environment. By requiring all stakeholders to conduct themselves within the Core Values of our school and implementing the Positive Behavior Interventions and Supports Plan (PBIS) which supports our schools in maintaining safe, nurturing, participatory, and productive learning environments, PIE-Memphis strives to foster a positive educational experience for all students. Any behavior incidents are immediately addressed by PIE-Memphis staff within PBIS, and it begins with respectful conversations about why the behavior

occurred and is solutions based to ensure the behavior does not occur again. Penalties for recurring behavior incidents could include the removal of extra-curricular and experiential learning opportunities and may require additional time in the school site. Positive behavior that is exemplified by the Core Values of PIE-Memphis are the attributes that help to determine which students qualify to participate in experiential learning and extra-curricular opportunities. The school culture and behavior expectations are instilled in all stakeholders to the point that in all 8 Pathways In Education school sites throughout 4 different states, there have been zero expulsions in the past 3 school years.

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

A list of definitions and offenses for which students in PIE-Memphis may be suspended or expelled are included in the student discipline policy, **Attachment C**.

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

This information can be found in the student discipline policy, **Attachment C**.

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

The Principal is responsible for carrying out the discipline policy of PIE-Memphis.

### **Principal General Summary:**

The school Principal serves as the educational leader, responsible for managing the policies, regulations, and procedures to ensure that all students are supervised in a safe learning environment that meets the approved curricula and mission of the District.

Achieving academic excellence requires that the school Principal work collaboratively to direct and nurture all members of the school staff and to communicate effectively with parents. Inherent in the position are the responsibilities for scheduling, curriculum development, extracurricular activities, personnel management, emergency procedures, and facility operations.

### **Essential Functions include, but are not limited to the following:**

- Working within company guidelines to hire, train, and supervise teaching staff.
- Evaluating teacher performance and serving as a contact person for problem resolution or guidance.
- Conducts in-service training programs and implements Professional Development plans.

- Monitor and anticipate staffing vacancies and/or FTE needs. Conduct interviews
- Monitors student enrollment numbers for all centers within the assigned area, including actively seeking referrals from surrounding schools.
- Oversee budgeting and determine budget allocations for items such as supplies, materials, staff, and equipment.
- Assisting in developing and implementing a curriculum for the school to provide courses for students of varying abilities and interests and of differing vocational goals.
- Weekly monitoring of teacher data input to ensure accurate attendance and academic progression reporting.
- Provide leadership in establishing and enforcing regulations for student behavior.
- Implements policies, procedures and/or processes for the purpose of providing direction and/or complying with mandated district and state requirements.
- Directs teaching staff to provide educational and vocational guidance for students.
- Supervises State mandated tests to ensure quality and compliance.
- Represents the school within community forums for the purpose of maintaining ongoing community support for educational goals and/or assisting with issues related to the school environment.
- Manages the bi-monthly and year-end audits for centers of responsibility.
- Works with teachers to resolve student and parent conflicts as needed.
- Liaison with local school district personnel, assigned area, and corporate staff.
- Supervises the set-up of new learning centers in the area of responsibility.
- Coordinate with other department managers to meet various needs of the centers.

**Knowledge, Skills, and Abilities Required:**

- Strong ability to train, direct and delegate responsibility to staff.
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Knowledge of virtual schools or distance learning and educational technology.
- Ability to synergize with colleagues and corporate staff to manage and monitor the growth of the company.
- Ability to work effectively under pressure and demonstrate problem-solving skills, while maintaining courtesy, professionalism, and a customer service attitude.
- Strong interpersonal relationship skills, team building skills, and leadership development.
- Excellent oral and written communication skills.
- Ability to do formal presentations to districts regarding the company philosophy and educational beliefs.
- Strong organizational skills and attention to detail.
- Ability to travel as needed.
- Knowledge of pertinent district, state, and federal laws, rules, and policies

**Education and Experience**

- BA/BS Degree
- MA/MS Preferred
- Tennessee Teaching License

- Tennessee Administrative License required
- Previous experience as an Assistant Principal or equivalent preferred.
- Managerial experience in an educational setting.
- Minimum 6 months of company teaching experience preferred.

- How students and parents will be informed of the school's discipline policy.

Students and parents are informed of the school's discipline policy through the Student Handbook, which is given and acknowledged at the enrollment orientation and is also available on the school's website.



## 1.11 Recruitment and Enrollment

In this section: (a) Provide as **Attachment D** the proposed school’s Enrollment Policy, which should include the following:

- Tentative dates for the application period and enrollment deadlines and procedures, including an explanation of how the school intends to receive and process application forms and run a lottery, if necessary (considering the authorizer’s open enrollment and lottery schedule);

The Enrollment and transfer policy is outlined in the Student Handbook (**Attachment D**). In accordance with T.C.A. § 49-13-113 and SBE Rule 0520-14-01-.04, PIE-Memphis will be open for enrollment to any student residing within the geographic boundaries of the LEA in which the charter school is located. PIE-Memphis will not exclude students from enrollment based on race, color, ethnicity, national origin, religion, income level, disability, proficiency in the English language, or academic ability. PIE-Memphis offers continuous open enrollment throughout the school year, eliminating any application period and enrollment deadline. Continuous enrollment is available as students achieve their academic goals and either graduate or return to their district school at the end of every learning period. Students do not need to wait for an enrollment period to enroll. Students are able to enroll at any point in the school year. PIE-Memphis does not require an application to enroll. As long as students meet the enrollment eligibility requirements, as determined by the chartering district, students can enroll at PIE-Memphis. While it is not anticipated, if an enrollment lottery is necessary, PIE-Memphis will adhere to the lottery process, as outlined by T.C.A. § 49-13-113 and SBE Rule 0520-14-01-.04.

**Table T: Recruitment Timeline**

Month	Activities/Events
Upon approval	Establish relationships with key community leaders and inform them about the school’s unique education model
January 2024	Attend community events targeted to prospective students and their families
April -May 2024	Hosted community meetings at local public facilities
May 2024	Attend job and career fairs to promote PIE-Memphis to high school-aged students
Jan-June 2024	Launch webpage, social media, and internet marketing accounts
July 2024 (Ongoing)	Establish relationships with non-profit organizations that serve at-risk students
May-August 2024	Door-to-door distribution of PIE-Memphis flier
May -June 2024	Advertise in public places such as bus stops, libraries, and other heavily trafficked places
July 2024	Open House Event, School Tours
July 2024 (Ongoing)	First-day school is open and ongoing recruitment & enrollment

- Nondiscriminatory admission policies, pursuant to T.C.A. § 49-13-107;

Pursuant to T.C.A. §49-13-107 PIE-Memphis shall not exclude students from enrollment based on race, color, ethnicity, national origin, religion, income level, disability, proficiency in the English language, or academic ability.

Additionally, PIE-Memphis is open to enrollment for homeless, foster, and juvenile justice system students. In accordance with The McKinney- Vento Homeless Assistance Act (McKinney-Vento Act) (42 U.S.C. § 11431-11435), PIE-Memphis provides homeless students with equal access to free and appropriate education and support services necessary to meet the same academic standards as all other students.

- Any proposed articulation agreements, pursuant to T.C.A. §49-13-113;

PIE-Memphis does not have any proposed articulation agreements.

- Identification of any pre-admission activities for students or parents; and

Prior to the enrollment orientation, students and parents are required to provide the following enrollment documents: a copy of their birth certificate, 2 documents to verify proof of address, and documentation that reflects their current academic standing (most recent report card or transcripts). Additionally, students and parents complete digital registration forms in the student information system, StudentTrac.

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

Parents and other community members will be informed about the proposed PIE-Memphis program through community communication of informative postcards mailed in the targeted enrollment area and social media messaging. Informative flyers and brochures will also be distributed to community entities such as the local YMCA, churches, and other community partners. In addition, the PIE-Memphis team will communicate with local partner high school staff regarding the proposed opening timeline. Open house events will be held for families, community members and MSCS school partners.

These informative opportunities will also inform students and parents of the various alternative programs in the Memphis-Shelby County area and raise awareness of how PIE-Memphis works compared to these programs. For example, students interested in earning their HiSET through Hope Works may require additional intervention support, available at PIE-Memphis, to build grade-level academic skills. This will enable them to be better prepared and successful when accessing prep course work offered through Hope Works. While Hope Works offers students the opportunity of the HiSET, they do not offer a traditional diploma. Students under the age of 18 are not eligible for the Hope Works program, whereas all high school aged students are eligible to enroll at PIE-Memphis. Memphis Virtual School and The Excel Center are the alternative programs that are most similar to PIE-Memphis, but there are



a few differences that sets PIE-Memphis apart. Some of these differences include:

- The PIE-Memphis academic calendar is based on 11, 21 student day learning periods. These 11 learning periods provide the opportunity to allow students to recover additional credits or attain additional credits to graduate sooner.
- During the identified Thanksgiving, Winter, Spring, and June breaks within the 11 month academic calendar, students are still able to access and progress in their independent study SAW coursework.
- Direct Instruction (SGI) courses are completed in 15-week cycles. However, SAW and online courses are opened and closed at the pace of the student. There is no waiting for a new semester, quarter, or other identified learning period. For example, if a student completed English 9A on Monday, they are able to begin English 9B on Tuesday.
- PIE-Memphis offers a flexible schedule. When students first enroll at PIE-Memphis, students work with their teacher to choose either a morning or afternoon attendance session. However, PIE-Memphis understands the need for many students to have flexibility in their schedule to accommodate their unique needs. Students are able to rearrange their attendance sessions as needed. Whether the rearrangement of attendance sessions is permanent or temporary, students have the flexibility to adjust their attendance sessions to meet their needs.
- The only age requirement for PIE-Memphis to be a high school aged student. The Excel Center and the Memphis Virtual Adult High School have age requirements for enrollment eligibility.
- PIE-Memphis does not have a GPA, grade promotion, nor a graduation cohort requirement for enrollment. Memphis Virtual School has GPA, grade promotion, and graduation cohort requirements for enrollment eligibility.
- The experiential learning program that PIE-Memphis offers has a deep focus of social-emotional learning and an opportunity to explore the nation and the world. PIE-Memphis brings students to where history has happened; from the Capitol steps in Washington D.C., to the bridges vital to the Civil Rights movement, to the beaches of Normandy. Students explore the world around them and understand how they will be global learners and participants.

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

The Spring semester prior to the school opening the PIE-Memphis Principal will conduct High School visits and attend counselor meetings to present our unique academic recovery program. PIE-Memphis will reignite the collaboration with Frayser Community PTA, the I Love Whitehaven organization, Greater Memphis Chamber, Greater Whitehaven Economic Redevelopment Corporation, advertising with Chalkbeat Tennessee, and re-engage the previous MOU with United Way's Driving The Dream. A good portion of marketing and recruitment comes from being part of the Driving the Dream referral network and the monthly

participant meetings. The previous MOU with Driving The Dream is in **Attachment E**. PIE-Memphis will also participate in local community events to market the upcoming opening such as A Taste of Memphis, the Whitehaven Holiday Market, Redbird video board messages, farmer markets, and other local events that occur throughout the year. Information nights will also be held for the community and potential students and families to learn about the PIE-Memphis program.

(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.

All High School students are able to enroll at PIE-Memphis, including special populations and suspended and expelled students. To ensure that PIE-Memphis markets students at risk of academic failures, the Principal will meet with local high schools to reach out to students who have dropped out and to students who have exceeded their graduation cohort by more than a year. The SEL Specialist and PSSSC will also reach out to community partners on a regular basis to set up time for presentations, drop off brochures and attend special events to raise awareness of our program. The PIE-Memphis Principal will meet quarterly with the Shelby County Juvenile Court staff to provide program information and be available for consultation for students who want to enroll.

Prior to opening, PIE-Memphis will invite local Whitehaven businesses to visit the school. We will encourage them to communicate with any of their staff who have dropped out about our program and share brochures. After opening we will coordinate with these local businesses to participate in special events and maintain contact regarding enrollment opportunities.

(e) Describe student recruitment after the proposed school has opened. How will it differ from pre-opening recruitment? Note: for sponsors of existing schools, please identify how this will differ from current enrollment strategies.

Once PIE-Memphis has opened, ongoing recruitment will occur similarly to pre-opening recruitment through semesterly meetings with local high school counselors' meetings, community outreach events, and media advertising.

## 1.12 Parent and Community Engagement and Support

In this section: (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?

Having previously engaged with the Memphis community, PIE-Memphis understands the experiences and needs of the community and has received community feedback from parents and schools that supports the startup of the school. The community recognizes that the unique learning modality, mission, and vision of PIE-Memphis fulfills a great need in the targeted Memphis communities. Community feedback regarding additional educational options in the community is the driving force behind the PIE-Memphis proposal. Multiple community organizations highlight the community's need. According to the Juvenile Intervention and Faith-Based Follow-Up (JIFF) Memphis organization, there are 35,000 individuals, aged 16-24, who are not in school or working in the Memphis community, indicating a community need for the PIE-Memphis program. JIFF also indicates that compared to their peers, juveniles who are involved with crime are, on average, 4 years behind in school. The proposed PIE-Memphis program incorporates the community's need for an alternative placement for at-risk students.

Feedback from the previous PIE-Memphis program has been incorporated into this application. When the ASC-contracted PIE-Memphis school was closed the students and community voiced support for the need for our program and encouraged us to seek alternative authorization.

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

From the time that PIE-Memphis is approved through the school's opening, numerous engagement opportunities will occur to engage parents, students and the community. Open House events to meet staff and explore the school site will be offered every month once the school site is completed. Prior to the school site being open we will offer information sessions at community partner locations and other public venues. PIE-Memphis will also re-engage previous community members such as I Love Whitehaven, the Greater Memphis Chamber, and United Way's Driving The Dream and inform them of the school's opening. The Principal and Post-Secondary & Student Services Counselor will visit local high schools to share information about the school and help identify students who may be good candidates for our program. Marketing videos highlighting the school's experiential learning opportunities will be made available on the schools' website. Celebratory opening events will also take place at the school site to incorporate the surrounding community members. PIE-Memphis will provide all correspondence to parents or guardians who do not speak English in the parent or guardian's native language. PIE-Memphis will also recruit bilingual students and staff members, and translation services will be provided when needed.

(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.

## See Attachment E.

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).

PIE-Memphis recognizes that parents are our biggest supporters and collaborators in student success. In the life of the school PIE-Memphis will engage in parents and community members in the following ways:

- Surveys: PIE-Memphis utilizes multiple surveys to parents, students, and community members for school improvement, determining extracurricular activity offerings, critical needs assessments, and engagement activity interest
- Achievement Chats: students and families participate in semesterly meetings to discuss student data and collaborate on the curricular plan for the new semester
- Workshops: multiple workshops will be provided for PIE-Memphis families, students, and community members on various topics such as FAFSA, College Application support, Military information nights, and curricular support at home
- Family/Community school engagement events: PIE-Memphis will host engagement events such as Fall Festival, Community Health Resource events, community service events, Open House events, and student celebration events
- Community events: PIE-Memphis will participate and engage in local community events such as 901-day celebration events, local farmer markets, holiday parades and events, awareness events and walks, and community service events

(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.

School policies are distributed to parents through the Student Handbook, which is made available at the enrollment orientation meeting and accessible through the school website. Any new or updated policies are made accessible at semesterly parent conference meetings, Achievement Chats, the school website, and through the School Messenger system.

PIE-Memphis does not require any school commitments or volunteer opportunities. Students and families are able to volunteer with the planning and implementation of any school events such as the Fall Festival or Senior Prom. Volunteers are also welcome to plan and implement community outreach events, such as Farmer Market booths or community service events.

(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.

Parents and community members will have the opportunity to participate in events offered by community partners that may include topics such as: adult education, parenting, language learning, legal aid, financial planning, and more. PIE-Memphis will be a resource to not only our students, but the entire family and community. Many events that benefit our students will also be open for general community participation.

## Section 2: Operations Plan and Capacity

### 2.1 Governance

In this section: (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.

PIE-Memphis will be governed by an autonomous, independent Board of Directors (hereinafter referred to as the “Board”) dedicated to the successful operation of the school—including academic programs, compliance in operations (all legal and policy requirements), financial solvency, and the hiring of an effective and quality staff, which begins with school leadership.

The Board will consist of members with expertise and who are qualified in the fields of business, education, finance, politics, public relations, community engagement and/or other areas that will directly benefit the school. The Board will consist of individuals who understand the needs, expectations, and context of the local population, including local nonprofit leaders, parents, and local business partners. In addition to seeking benefits for the organization and school through the backgrounds of Board members, gaining input from individuals with grassroots ties to the community will be a key priority for PIE-Memphis.

The Board will consist of members who can work effectively together and with the school leadership team to meet the mission, vision, and student academic goals in a measurable and sustainable manner. The characteristics PIE-Memphis will look for in its Board members are:

- Service-oriented track record,
- Proven community leadership,
- Student-first thinking,
- Personal connection to and passion for the school’s mission,
- Shared vision and an understanding of the steps necessary for implementation,
- Expectation that all students can achieve success,
- Understanding and support for elements contained in school's charter contract,
- Cognizance of roles and responsibilities of a Board member,
- Ability to work within a team structure, and
- Specific knowledge or experience in at least one element of governance as aforementioned.

The majority of the Board will be composed of individuals residing in Tennessee. The size of the Board will be consistent with T.C.A. § 49-58-103 and PIE-Memphis’ Bylaws.

The Board currently consists of three (3) members. Their resumes/biographies are included in Exhibit F6. Each current PIE-Memphis Board member is invested in advancing the school’s mission and is an impassioned community leader. The Board members are devoted, student-first advocates for communities not only in their local districts but across the state of Tennessee, especially underserved and under-resourced communities. The Board also consists of community outreach and engagement activists who boldly serve congregations and communities through social outreach programs and who are strong advocates of equal access

to quality educational opportunities for at-risk, disconnected youth and young adults. The Board members cumulatively represent decades of work experience and community involvement both professionally and personally. The Board encompasses the necessary scope and capacity to plan, implement, execute, administer, and manage with a combination of seasoned experience and nuanced expertise. Most of all, the Board embodies the compassion, shared vision, and mission of PIE-Memphis to serve underserved communities with excellence.

PIE-Memphis will create a school advisory council of at least five members that will include the principal, at least one parent and at least one teacher. This council will provide for parent representation and satisfy the requirement of T.C.A. § 49-58-103. The school advisory council will be an essential component of the governance structure to ensure a variety of voices are represented. Parents will be provided with information regarding the advisory council during registration and orientation, open houses, conferences and postings on the PIE-Memphis website.

The Board of PIE-Memphis is the exclusive body responsible for school policy under T.C.A. § 49-2-203 and will be dedicated to the effective governance and oversight of the education of the school's student population and the successful operations of the school.

The Board will be responsible for ensuring the academic program is applied effectively and leading to quality student achievement, reviewing the school's finances, overseeing student discipline (expulsions), monitoring organizational performance, and making certain other policy considerations are being carried out as needed or mandated by Tennessee or federal law. Ultimately, the Board will be responsible for overseeing the effectiveness of the academic program, the school's fiscal performance, and guaranteeing the school remains in compliance with its mission.

In addition to policy decisions, the Board will be responsible for the development, review, and revision of the school's accountability plan, strategic plan, mission, and annual budget. The Board will also participate in dispute resolution procedures, whenever necessary, and approve charter amendments, annual fiscal and performance audits, and budget amendments. The Board will make final decisions on the operations of PIE-Memphis, as well as oversee, direct, and hold accountable the officers of PIE-Memphis—president, vice president(s), treasurer, and secretary.

The Board intends to utilize the services of a Charter Management Organization ("CMO") to assist the school in serving its target student population and to ensure that the school will be an educational and operational success. The Board will oversee and ensure that the CMO is responsible for serving certain operational needs of the charter school including but not limited to human resources, payroll, accounting and instructional management services. Pathways Management Group, Inc. ("PMG"), a 501(c)(3) nonprofit organization, has been identified as a CMO with a proven track record of serving opportunity youth. If approved by the Board, PMG will help manage the charter school's day-to-day operations as its CMO pursuant to a management agreement for such services. The draft CMO agreement is included as **Attachment K**.

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

Success of the School: The Board is ultimately responsible for ensuring the success of the proposed school. During board meetings the following will be reviewed:

- Academic Reports that reflect accurate progress in meeting the identified Academic Achievement Goals including: student RenStar assessment data, available TCAP data, graduation rates, and credit attainment metrics
- State Accountability Data including reporting compliance, special populations compliance and grants compliance
- Financial Reports including: quarterly Cash Forecast reports, quarterly detailed Income Statements, quarterly Balance sheets, quarterly Funding Summaries which include any applicable budget scrubs, revenue and expense assumptions, year-end fund balance, cash flows and audited financial statements
- Human Capital Reports including turnover/retention data, HQTl evaluation data, annual employee review data, survey data, and professional development feedback

Success of the School Leader: The Board will hire, support and evaluate the Principal. Each year the Board will conduct a formal evaluation of the Principal using the Tennessee Educator Acceleration Model (TEAM) Administrator Evaluation Model. The Principal evaluation will combine self-reflection, observation, input of school staff and student data. During regular board meetings time will be allocated for the progress monitoring of the Principal to foster a culture of growth and improvement.

Board Evaluation: The Board will conduct an annual self-evaluation to ensure they are fulfilling the mission and vision of PIE-Memphis. The self-evaluation occurs individually with each board member, and also collectively to assess the performance of the Board as a whole. The board will consider the following:

- Knowledge of PIE-Memphis mission and vision
- Meeting attendance
- Adherence to Open Meeting Law requirements
- Understanding of Academic Performance Measures
- Adoption and maintenance of annual budget
- Review of financial statements on a regular basis
- Review and approval of annual audit report including actions for any findings and recommendations

The Board will oversee and evaluate the CMO's performance using an approved rubric but will also utilize feedback from the school's leadership team, the Board's experience working with the CMO at Board meetings, and the Board's review of budgetary and operational items. The Board will also use the school's annual financial audit to evaluate the CMO's performance as the charter school's back-office accounting service-provider.

The Board will oversee and evaluate the CMO's performance using an approved rubric, but will also utilize feedback from the school's leadership team, the Board's experience working with

the CMO at Board meetings, and the Board's review of budgetary and operational items. The Board will also use the school's annual financial audit to evaluate the CMO's performance as the charter school's back office accounting service-provider.

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

Over time, the current PIE-Memphis board will identify gaps and seek to add or change members to ensure the continued focus on representing and serving the school community. This will be accomplished through parent/student surveys and open house-style forums. Areas of expertise that could enhance board function will be taken into consideration when recruiting new members. The Bylaws for the PIE-Memphis Board state that there shall not be less than three (3) or more than eleven (11) members.

As stated above, the characteristics PIE-Memphis will look for in its Board members are:

- Service-oriented track record,
- Proven community leadership,
- Student-first thinking,
- Personal connection to and passion for the school's mission,
- Shared vision and an understanding of the steps necessary for implementation,
- Expectation that all students can achieve success,
- Understanding and support for elements contained in school's charter contract,
- Cognizance of roles and responsibilities of a Board member,
- Ability to work within a team structure, and
- Specific knowledge or experience in at least one element of governance as aforementioned.

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

All Board members shall be properly trained during their service on the PIE-Memphis Board to ensure effective governance and meaningful oversight of school performance, operations and finances. Board members will receive initial and ongoing training to gain and maintain a thorough understanding of their duties and responsibilities.

Board members will participate in at least one (1) annual training and documentation of such training will be provided to the authorizer as required by T.C.A §49-13-111. The training course will be certified by the Tennessee Charter School Center ("TCSC") and approved by the State Board of Education ("SBE") as required by law.

New board members will receive an orientation on the school's philosophy, structure, and management in addition to training on a variety of applicable subject areas including but not limited to charter school and open meetings laws; charter school governance best practices; fiscal oversight and responsibilities; conflicts of interest; and ethics.



Training will be completed through an approved vendor that is qualified to provide charter board training. Some of the sessions will be in the form of webinars provided by the Tennessee School Board Association. The Board will submit documentation of completed trainings to TCSC to receive a certification of compliance with the Tennessee Department of Education.

The Board will also participate in an annual retreat and host ongoing professional development opportunities it deems necessary and relevant.

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

PIE-Memphis will establish grievance policies and resolution procedures to be used for all complaints and disputes raised by employees, parents, and students. The policies will be written and available in policy manuals or handbooks (possibly also in electronic format such as on the school's website).

In every instance, the first line of reconciliation will be between the two parties involved in the grievance. If disputes cannot be resolved, the dispute will be directed to the Principal if necessary. If the grievance is with the Principal and an attempt is made to resolve the issue with no success, the individual may outline the issue or grievance in writing and submit it to the Board. The Board will then investigate the matter and respond in a timely manner to the parties involved. If needed, the Board may seek legal counsel or representation on behalf of the school. The ultimate goal of grievance policies and procedures, as set by the Board, is to resolve issues in a fair and equitable manner for each party.

List all current and identified board members and their areas of focus or expertise in the following table, adding rows as needed.

PIE-Memphis has a Board consisting of three board members. While there is statute (T.C. A. § 49-2-1202) that applies to consolidated boards of education for a minimum of five board members, this does not apply to Charter Schools. The Bylaws in Attachment F3 state that there should be no less than three and no more than eleven board members.

**Table T** lists the names of the current PIE-Memphis board members. All of these board members have had previous experience as a board member of a Pathways In Education school. This previous experience will be an asset in opening a new school.

Deandre Brown, Sr. has dedicated his life to advocating for justice for ex-offenders who have spent time in the judicial system. He personally understands how challenging it can be to re-enter into a meaningful life and a successful career after being incarcerated. Deandre has experience starting a non-profit organization and the process that entails. He is passionate about creating programs for youth who are at-risk and inclusive systems and programs for all.

Summer Owens is an author, mentor and professional development provider. Summer is a strong advocate for programs like PIE-Memphis having found it difficult to finish high school as a teen mom. Owens worked in marketing before creating her own company. Summer's strong

business skills combined with a deep understanding of what it takes to succeed when faced with challenges make her an asset to the Pathways Board.

William Fredrick brings a variety of skills and experience to the Pathways Board. He has extensive experience in business management, finances, strategy and staffing. Since retiring from his full-time employment, he focuses using his skills to support non-profit organizations that support workforce development for young adults.

For legal guidance, the Board will utilize the services of Fisher & Phillips LLP, a Memphis legal firm that specializes in education law.

**Table U: Board Member Information**

Full name	Current job and employer	Area of focus/expertise
DeAndre D. Brown, Sr.	Executive Director, Shelby County Office of Reentry	Ex-Offender Re-entry
Summer Owens	Professional Speaker, Self-Employed	Motivational Speaker, Non-profit Foundation
William (Bill) Fredrick	Retired, Business Executive	Management/Organizational Experience, Personnel/Human Capital

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)

**See Attachment F.**

## 2.2 Start-Up Plan

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

The tables below show a detailed start-up plan for PIE-Memphis including tasks, timelines and responsible individuals. The Start-Up budget includes the salary of the Principal (\$100,000), legal fees, copier lease, internet and phone services, cell phone service, and IT service. It also includes textbooks, supplies, and technology equipment. Facility-related expenses are also included in the start-up budget for rent and utilities. PMG will provide services at no-charge for Phase 1 and 2. The Post-Secondary Student Support Counselor (\$48,000) and the Center Coordinator (\$31,000) will be the first staff hired and start on July 1, 2024. Their salaries appear in the Year 1 budget.

**Table V: Start-Up Plan**

Start-Up Plan (Phase 1: Upon Approval of Proposed Charter)			
Timeframe	Project	Action	Owner
Upon Approval of Application Aug 2023 Through Dec 2023	Facilities	<ul style="list-style-type: none"> <li>• Confirm facility (prior location)</li> <li>• Negotiate lease</li> </ul>	PMG (in kind)
	Marketing & Community Outreach	<ul style="list-style-type: none"> <li>• Launch Website</li> <li>• Launch Social Media</li> <li>• Establish MOUs with Community Partners</li> <li>• Attend Community Events</li> </ul>	PMG Principal Board Members
	Instructional Materials	<ul style="list-style-type: none"> <li>• Create list of instructional materials to be ordered</li> </ul>	Principal

Start-Up Plan (Phase 2- January 2024-June 2024)			
Timeframe	Project	Action	Owner
Feb 2024	Submit for access to MSCS systems	Access to student information systems, IEP systems, etc.	Principal
November 2023 - April 2024	Staff Recruitment	Post positions and begin the interview process. Attend various college campuses and career fairs.	Principal
Jan 2024- June 2024	Marketing	Develop advertising plan	PMG
Jan 2024- June 2024	Recruiting & Community Outreach	Host Enrollment Information Events <ul style="list-style-type: none"> <li>• Attend Community Events</li> <li>• Neighborhood Canvassing</li> <li>• Meet with Counselors and Leaders</li> </ul>	Principal

		from local high schools	
March 2024	Facilities	Identify janitorial service provider	PMG
April 2024	SPED Support	Identify SPED related services provider	Principal

Start-Up Plan (July 2024)			
Timeframe	Project	Action	Owner (Compensation)
June 2024	Staff training	Begin PD with all PIE-Memphis Staff	Principal PMG
July 2024- Ongoing	Recruiting	<ul style="list-style-type: none"> <li>• Host open houses</li> <li>• Meet with Counselors and Leaders from local high schools</li> <li>• School tours</li> </ul>	Principal Post-Secondary & Student Services Counselor
July 2024 - Ongoing	Student Enrollment & Orientation	Begin enrolling students	Center Coordinator

(b) Describe what you anticipate will be the challenges of starting a new school or transitioning to your home LEA, as applicable, and how you expect to address these challenges.

One challenge in starting a new school is student recruitment. To address this challenge, we have a robust community engagement strategy that has proven successful at recruiting students at the other Pathways In Education schools using a multi-pronged communication and outreach strategy involving meeting with key influencers, meeting with local high school staff, parents, and fostering relationships with students.

A second challenge involves hiring highly qualified, mission-aligned teachers for our school. To address this challenge, we plan to utilize the services of PMG, which has a track record of finding high-quality, mission-aligned, individuals. PMG and the PIE-Memphis Principal will attend job fairs at local colleges including University of Memphis, Arkansas State University, Rhodes College, and the University of Mississippi. PMG and the PIE-Memphis Principal will also participate in local career fairs such as Teach901 events and the Memphis Career Fair.

## 2.3 Facilities

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

PIE-Memphis plans to use an existing site for our new school located at 4701 Elvis Presley Blvd, Memphis, TN 38116. The site consists of a 7,500 square foot "storefront" in a small shopping center located on a main thoroughfare that provides excellent public transportation opportunities for students. The site is already built out to meet the unique requirements for our program. The current configuration consists of a reception/ waiting area for visitors and parents, a main floor area where students and teachers will have most of their regular appointments, and three small group instruction (SGI) classrooms that can be used for direct instruction courses. Additional spaces include an administrator office, conference room, teacher kitchen/ break room, student restrooms (two), faculty restrooms (two), and an area for supplies/ storage.

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

Due to the unique nature of the PIE-Memphis program, it is not necessary for our school to have a traditional school campus. Leasing a smaller storefront facility allows us to save money on facilities costs. In addition, the existing location that has already been "built out" to meet the needs of our school will allow us to save money on renovation costs.

(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.

PIE-Memphis will contract with PMG for the charter school's facilities search and selection, tenant improvements, and management. PMG has extensive experience in providing facilities management to charter and contract schools and will search, select, acquire, configure, and maintain facilities on PIE-Memphis's behalf. Based upon clause 5.11 in the CMO Agreement, PMG and PIE-Memphis will enter into a separate lease agreement for PIE-Memphis' learning centers in the event that the board chooses to separate from PMG.

(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.

PIE-Memphis has already secured a facility at 4701 Elvis Presley Blvd, Memphis, TN 38116.

(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.

The property at 4701 Elvis Presley Blvd, Memphis, TN 38116 was built out to comply with the

Americans With Disabilities Act requirements. During our planning year we will hire an outside firm to inspect the facility to ensure that the building still meets all federal, state and local requirements per T.C.A. § 49-13-107. If any fixes or upgrades are required, money has been allocated in the budget to meet these needs.

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

Since PIE-Memphis already has possession of the site our timeline is fairly straightforward.

**Table W: Facilities Timeline**

<b>January 2024:</b>	Hire an outside firm to make recommendations on any upgrades/ fixes needed to meet all federal, state, and local requirements per T.C.A. §49-13-107
<b>February- March 2024:</b>	State Fire Marshall and health inspections
<b>July 2024</b>	School is ready to open

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

If the site that we currently use falls through, the PMG Operations team will allocate 12 months toward the process of identifying and building out a site. The process will include searching for sites and finding potential locations through real estate agents or internal multiple listing services. They would then research each property to ensure ample parking, public transportation accessibility, and code compliance. They would then tour potential locations with PIE-Memphis leadership and determine final configuration costs for the proposed space. Once a site is selected they would receive/create a draft lease and negotiate as-needed and a recommendation would go to PIE-Memphis Board of Directors for approval. Once the lease is finalized and signed, we would meet with contractors and architects, and obtain required permits. Once all permits are obtained, the facilities team would manage and supervise construction details and timeframe, secure furnishings, and configure IT requirements. Once construction is complete, final inspections would be scheduled so that occupancy can be granted and classes can commence.

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

4701 Elvis Presley Blvd, Memphis, TN 38116

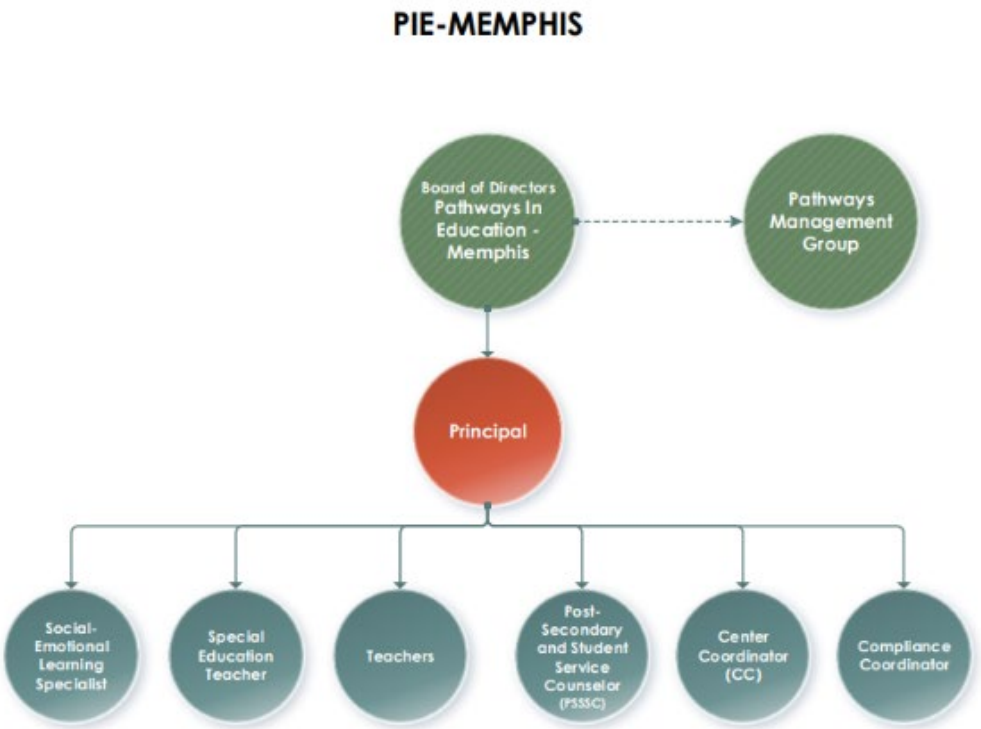
## 2.4 Personnel/Human Capital

In this section: (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.

### School Leadership/Organization

PIE-Memphis will have a single administrator, Principal, who will report to the Board of Directors. All school employees will report to and be evaluated by the Principal. The Principal will make day-to-day operational decisions.

The organization chart included below outlines the structure of PIE-Memphis. The Principal for PIE-Memphis will report to and be evaluated by the Board of Directors based on the Tennessee Instructional Leadership Standards. The school will be led by the Principal, who in turn will oversee the general education and Small Group Instruction Teachers, Lead Teacher, Special Education Teacher, Post-Secondary & Student Services Counselor, SEL Specialist, Compliance Coordinator, Center Coordinator, and other instructional support staff.



## Roles of the Board of Directors and Administrators

The Principal will be the primary liaison between PMG and the PIE-Memphis Board of Directors. He/she will provide regular updates to the Board at each of the meetings on school progress, achievements, and any issues that may arise. Through analysis of school achievement data, review of financial reports, and staff evaluations, the Principal will collaborate with PMG to revise the academic program and staffing, if applicable, and present revisions to the PIE-Memphis Board. He/she will work closely with PMG's school implementation team to accomplish all school start-up priorities, and to develop the staff at PIE-Memphis. He/she will provide instructional support and evaluation of teachers and staff.

**Table X: Roles of the Board and Administrators**

<b>Roles/ Responsibilities</b>	<b>Board of Directors</b>	<b>Principal</b>	<b>PMG</b>
<b>General</b>	Governs the School	Advises the Board Manages the School	Provides training and guidance as needed
<b>Policy</b>	Adopts	Recommends and Implements	Provides research as requested
<b>Instructional Operations</b>	Adopts and monitors Academic Achievement Goals	Recommends and implements academic program to meet or exceed Academic Achievement Goals. Monitors and reports progress to Board	Provides Principal requested professional development to implement academic program. Prepares and reviews progress monitoring with the Principal and Board. Advises any revisions to academic programs.
<b>Board Meetings</b>	Sets agenda. Conducts all meetings in accordance with the Brown Act.	Serves as resource and liaison between the Board and PMG.	Prepares supporting documents and data reports, as requested.
<b>Personnel</b>	Establishes criteria, approves, or rejects. Evaluates Principal	Interviews, recommends, hires, evaluates, promotes, trains	Recruits and screens as requested
<b>Community Relations</b>	Creates a positive image for school	Creates a positive image for school, participates in local community events	Supports with marketing
<b>Labor Relations</b>	Provides guidelines	Monitors process within guidelines	HR management and guidance and sources legal counsel if necessary
<b>Facilities</b>	Develops policy on the use of facilities	Implements policy, writes procedures, makes recommendations	Vets and monitors any service and procurement providers, as requested



<b>Budget</b>	Adopts and monitors	Develops and recommends a budget based on actual budget reports and forecasted enrollment.	Monitors and prepares quarterly reports for Board updates. Supports the Principal in budget development, as requested.
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(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 Rule 0520-02-01 and State Board Policy 5.201.

The PIE-Memphis Board has selected Valarie Brennan to be the PIE-Memphis Principal. Ms. Brennan was selected based on her previous experience as a Pathways Principal and knowledge of the Memphis educational system and community. Over the past 18 years, Ms. Brennan has been a teacher, Instructional Coach, Assistant Principal, and Principal within the Pathways In Education network of charter schools. Ms. Brennan relocated to Memphis in July 2021 and was the Principal of the Pathways In Education school sites in Memphis under the ASD through June 2022. Ms. Brennan is currently employed by Pathways In Education-Louisiana supporting the leadership development and strategic planning development and implementation to address their newly identified State accountability alternative school metrics. Upon approval of the charter for PIE-Memphis, Ms. Brennan will resign from PIE-Louisiana.

**Principal:** The Principal is the instructional leader and an integral part of the structure of the school. The Principal will serve as the chief administrator in developing and implementing policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member. The Principal will be selected and evaluated based on the criteria set forth in the Tennessee Instructional Leadership Standards.

The PIE-Memphis Principal will be critical to the success of the school. The Principal will be an active and proactive instructional leader who is a role model for all stakeholders. The leadership qualities expected of the Principal of PIE-Memphis are based on research that ties Principal quality to student outcomes.<sup>15</sup>

Below is a chart showing a more detailed list of the Board’s expectations for the school leader, both in capacity as an instructional leader and a school manager:

<sup>15</sup> Krasnoff, Basha (2015). “Leadership Qualities of Effective Principals.” *Northwest Comprehensive Center at Education Northwest*. Retrieved from <https://nwcc.educationnorthwest.org/sites/default/files/research-brief-leadership-qualities-effective-principals.pdf>

**Table Y: Board Expectations**

<b>Instructional Leader</b>	<b>Effective Manager</b>
<ul style="list-style-type: none"><li>● Understands effective teaching and learning</li><li>● Shapes a vision of academic success for all students based on high standards</li><li>● Analyzes data to improve achievement</li><li>● Provides professional learning and development, and understands Professional Learning Communities</li><li>● Skilled at providing feedback and evaluations to support growth</li><li>● Builds school climate and culture that supports equity, diversity, safety, and a cooperative spirit</li><li>● Cultivates leadership in others so that teachers and other adults assume their parts in realizing the school vision</li></ul>	<ul style="list-style-type: none"><li>● Hiring high quality staff members</li><li>● Manage school budget</li><li>● Report to board on data, school events and personnel</li><li>● Manage day-to-day operations, ensuring a safe environment</li><li>● Knowledge of Federal and State education law, IDEA, Section 504 and FERPA compliance</li><li>● Manage people, data and processes to foster school improvement</li></ul>

The PIE-Memphis board of directors will monitor and support the professional development of the PIE-Memphis Principal. In addition to fulfilling the requirements of the Tennessee Academy for School Leaders credit hours, the PIE-Memphis Principal will participate in additional Professional Development opportunities such as school leadership conferences and workshops that emphasize at-risk populations, State accountability, and ESSA / ESSER. Professional development will also occur with the evaluation cycle of the PIE-Memphis Principal. The principal would also participate in the monthly district principal meetings, and attend the optional Data Driven Instruction Sessions.

### **Evaluating the Principal**

As the instructional leader of PIE-Memphis, the Principal affects the overall quality of teaching and learning. The purpose of a Principal evaluation system is to support the Principal's growth and development while simultaneously holding him or her accountable for student success. The PIE-Memphis Board will support and develop the Principal by ensuring the principal participates in growth and development opportunities such as the ASCD Conference of Teaching Excellence and the National Principals Conference. PIE-Memphis Board of Directors will evaluate the Principal using the TEAM Administrator Evaluation Rubric, based on the Tennessee Instructional Leadership standards, and includes input from school staff (through the Tennessee Teacher Perception Survey), observation data, student data, and reflection. The Board will ensure that the Administrator Evaluation Individual Action Plan SMART Goals are aligned with the mission and vision of the school, and the student academic achievement goals. The Board will complete the evaluation of the Principal once per year, as required by Tennessee Code. The timeline of the evaluation will follow the TEAM Evaluation Timeline published by TDOE, and will be written out in policy adopted by the Board of Directors after the charter petition is approved.

(c) Describe your strategy, plans, and the 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**.

Please see **Attachment H**: Student Achievement Data.

### **Other PIE-Memphis Staff**

Below is a listing with brief descriptions of the other staff who will be employed by PIE-Memphis. Recruiting for all staff besides the Principal will begin in the November of 2023.

**Teacher:** A teacher's duties are to ensure that students receive quality instruction, make educational progress, and reach their academic goals. PIE-Memphis will have multiple Individualized Instruction Teachers, Small Group Instruction Teachers, a Special Education teacher, and an ESL teacher.

**Post-Secondary & Student Services Counselor (PSSSC):** The PSSSC is responsible for providing counseling support to students, for identifying opportunities for students, as well as being the primary resource for students and teachers regarding postsecondary planning and options. The PSSSC will assist students to be eligible for and knowledgeable about postsecondary options by meeting individually with them. The PSSSC will also use data, conduct workshops and design activities to support students with their postsecondary plans. The PSSSC will also be responsible for coordinating field trips to local colleges and career resources to maximize student exposure to potential opportunities.

**Special Education Teacher (SPED):** The SPED teacher is responsible for providing instruction to students with special needs and identified learning disabilities in a Special Education teacher program. The SPED teacher conducts IEP meetings, coordinates special needs evaluation and testing with service providers, administers and scores individual and group tests, and works directly with teachers and students to ensure student success.

**Social & Emotional Learning Specialist:** The SEL Specialist will provide TIER 1 SEL support to all students. The SEL Specialist will also form student groups for more targeted support as well as one-on-one services for students who are in need. The SEL Specialist will train all teachers on best practices for social emotional learning and regularly lead staff Professional Development.

**Center Coordinator (CC):** The Center Coordinator is a classified position primarily responsible for ensuring the day-to-day operations of the school and ensuring that everything is running efficiently. The Center Coordinator works closely with students and parents enrolling at PIE-Memphis.

**Compliance Coordinator:** The Compliance Coordinator is a classified position to support staff and the school in the preparation of student files and maintaining data in all internal and external systems. The Compliance Coordinator is also responsible for state reporting.

**Math Tutor:** The Math Tutor is a part-time, or on-call, classified position which provides one-on-one academic support to students that need supplemental instruction in their math courses. The Math Tutor also provides targeted instructional intervention support through the My Math Path, or any other identified math intervention course, either on a one-on-one session or in a student cohort.

### **Timeline for Recruitment**

The PIE-Memphis Principal will begin the recruitment of the staff listed above in November 2023 to ensure a timely recruitment window to attract, recruit, and onboard effective talent. To recruit quality professionals, PIE-Memphis will offer teachers a competitive salary, health benefits package, term life insurance, and retirement benefits. The school will offer professional development opportunities, a positive and supportive work environment, and strong administrative leadership. PIE-Memphis staff will be successfully onboarded and ready for training by June 2024 to ensure the school is ready to serve students in July 2024. Teachers will be retained by having a responsive and supportive administrative staff, strong partnerships within the school, team building, and social events to build camaraderie and teamwork within the staff.

Teachers with current Professional Educator's License or who are working toward this licensure will be given priority in the hiring process. Candidates must provide their resume and cover letter in response to a posted job description. If selected as a candidate, they will fill out an application, provide professional references, and prepare for a phone and in-person interview. The Principal will make final hiring recommendations for employment to the board of directors. Teachers will be evaluated by the Principal with written evaluations completed prior to contracts being offered or renewed for the next school year. Teacher evaluations will be based on the Tennessee TEAM model.

(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?

One of the main focuses for staff recruitment for PIE-Memphis will be to hire staff that embraces the PIE-Memphis Core Values of compassion, integrity, mutual trust, mutual respect, and resilience. It is vital that all staff members come to PIE-Memphis focused on equipping future generations with the skills needed to be successful in life after high school. Realizing the importance of staff who can relate to our students' life experiences is something that we will prioritize when selecting candidates. The PMG Human Resources team will research the community and local teacher preparation programs.

(e) How will you ensure that teachers are licensed and endorsed in their content areas? (f) Indicate the state-approved evaluation model used for teachers, required by State Board Rule 0520-02-01 and Policy 5.201. Describe the policies and procedures for evaluating staff, providing feedback, and celebrating excellence.

All instructional and non-instructional staff to be employed by PIE-Memphis shall possess the required knowledge, skills, abilities, education, experiences, and minimum qualifications identified in each job description. All PIE-Memphis employees will be subject to all applicable state and federal employment laws.

Teacher Qualifications: Teachers at PIE-Memphis shall hold, at a minimum, a Bachelor's degree and a valid state Professional Educator's License or another document equivalent required in accordance with state law and demonstrate subject matter competency. The teacher's licensure and status are reviewed during the hiring process to ensure they have the appropriate status.

For teacher evaluations, per State Board Evaluation Rule 0520-02-01, PIE-Memphis will propose an alternate observation model for teacher observation. PIE-Memphis will propose the use of the already established HQTI observation model for TEAM. Part of the HQTI process will be analyzing student data for each teacher as part of the evaluation process.

Principal Qualifications: The Principal shall have, at a minimum, a Bachelor's degree—an advanced degree is strongly preferred. The Principal must have a valid Tennessee Instructional Leader License - Aspiring or Instructional Leader License - Beginning and have managerial experience in an education setting. Previous experience as a teacher and an Assistant Principal or equivalent is preferred.

Other Staff Qualifications: All other staff members (instructional and non-instructional) will have the appropriate subject matter expertise, professional experience, and demonstrated capacity to work successfully in an instructional support capacity. They will meet the minimum qualifications outlined in each job description.

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

PIE-Memphis focuses on creating a culture of feedback to support staff development. If a staff member has unsatisfactory performance, the leadership team coaches using the HQTI rubric to provide the teacher key indicators to improve upon. With the coaching first model, the teacher is then observed with this rubric throughout the year to continuously receive feedback. In addition, each staff member receives an annual performance review. If the staff member is not responding to the ongoing feedback, the leadership team will work with HR to initiate the discipline process.

The board of directors will establish the grievance policies of the school for employees. The policies will be written and available in the employee handbook. In every instance, the first line of reconciliation is between the two employees involved in the grievance. If disputes cannot be resolved the dispute will be directed to the managing supervisor and HR if necessary. If the managing supervisor cannot resolve the dispute the employee should put the grievance in writing to the Principal. If the Principal is unable to resolve the issue, the Principal will bring the issue to the board of directors for help in finding a resolution. If the grievance is with the Principal and an attempt was made to resolve the issue with no success, the individual may outline the issue or grievance in writing and submit it to the board, which will then do an investigation into the matter and respond in a timely manner to the parties involved. If needed the board may seek legal counsel or representation on behalf of the school. The ultimate goal of grievance policies as set by the board is to resolve issues in a fair and equitable manner for each party. The board is the final authority in matters pertaining to grievances among employees.

(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.

PIE-Memphis will offer competitive wages and benefits commensurate with experience so it can recruit and retain talented employees. PIE-Memphis will ensure an equitable salary structure based on an employee's academic background, credentials, and the number of years a candidate has served as an educator. The school will offer an independent health plan and retirement benefits for all employees. Furthermore, the school will also pay for workers' compensation insurance, unemployment insurance, and any other payroll obligations of an employer as required by law. PIE-Memphis will also utilize an incentive program to reward high-performing teachers as well as encourage growth. The Pathways network of schools also recognizes staff with awards and recognition every year.

- Principal \$100,000 - \$120,000
- Teacher \$48,000 - \$65,000
- Teacher (Math Credential) \$50,000 - \$67,000
- Teacher (Science Credential) \$50,000 - \$67,000
- Small Group Instructor - ELA \$51,000 - \$69,000
- Small Group Instructor - Math \$53,000 - \$71,000.00
- Small Group Instructor - Science \$53,000 - \$71,000
- Post-Secondary & Student Services Counselor \$48,000 - \$68,000
- Special Education Teacher - \$52,000- \$69,000
- Social-Emotional Learning Specialist \$60,000-\$75,000
- Compliance & Data Systems Coordinator \$17.00 - \$20.00 hr.
- Center Coordinator \$15.00 - \$20.00 hr.
- Tutor \$14.00 - \$18.00 hr.

(i) Explain whether the employees will be at-will or whether the school will use employment contracts. (j) Include a copy of the school's employee manual and personnel policies as **Attachment I**.

Please see **Attachment I: Pathways Employee Handbook for Manual and Personnel Policies**.

Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models.

**Table Z: Staffing Projections**

Position	Start-up	Year 1	Year 2	Year 3	Year 4	Year 5
Principal/School Leader	1	1	1	1	1	1
Independent Study Teachers	0	5	6	6	6	7
Math Small Group Instruction Teacher	0	1	1	1	1	1
Language Arts Small Group Instruction Teacher	0	1	1	1	1	1
Science Small Group Instruction Teacher	0	1	1	1	1	1
Special Education Teacher	0	1	1	1	1	1
Post-Secondary & Student Services Counselor	0	1	1	1	1	1
Social- Emotional Learning Specialist	0	1	1	1	1	1
Compliance Coordinator	0	1	1	1	1	1
Center Coordinator	0	1	1	1	1	1
Math Tutor	0	1	1	1	1	1
Substitute	0	1	1	1	1	1

**Table Y** above is based on enrollment projections provided in Section 1.2. The only positions that increase are the Independent Study Teachers and ESL Teachers. The number of Small Group Instruction Teachers does not increase based on the growth of enrollment; however the number of courses taught is based on enrollment. The projected enrollment growth necessitates an increase in Independent Study Teachers, but not Small Group Instruction Teachers. If there is a need to add another Special Education Teacher, based on a caseload capacity of 30 students, or increase the SEL specialist to full time, the budget will be revised to accommodate the additional staffing needs. The Board will make the decision on how to adjust the budget to balance the budget.

The Math Tutor and Substitute are not full-time positions.





## 2.5 Professional Development

In this section:(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 the time scheduled for collaborative planning and how such time will typically be used.

PIE-Memphis realizes that our unique program requires specialized training and development to ensure all stakeholders are successful. We offer a spectrum of comprehensive professional development for staff to ensure an understanding of the school culture and their instructional roles in our unique and dynamic program. PIE-Memphis designed the independent study schedule to include dedicated professional development and collaborative planning in the academic calendar. Time is scheduled regularly for professional development, PLC meetings, and collaborative planning. The expected number of hours. The 105 hours comes from six Friday sessions of five hour designated professional development throughout the 11 Learning Periods, a weeklong summer PD series that occurs every second week in June, and 35 hours of virtual and/or asynchronous one hour trainings and professional development.

If a Friday is designated for professional learning, staff are still given the opportunity to take PTO as needed. The Principal communicates with the staff in advance if there are professional learning sessions that all staff should attend. However, the school recognizes that PTO and work/life balance is important and that teachers need to take personal time. The professional development opportunities are outlined in the table below.

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

For PIE-Memphis, professional development is the responsibility of the school site Principal. The Principal collaborates with the PMG Professional Development Supervisor for resources that support the implementation of training and professional development. While the Principal collaborates with the PMG PD department, the principal drives school-based training and professional development, such as Achievement Chat training or data dives. Teachers also are actively engaged and take ownership of their growth as educators through participating in PLCs and collaborating on best practices and strategies for successful academic interventions. The PMG Professional Development team acts as a resource for the school site to develop trainings and provides feedback to support the Principal with a smooth and effective roll-out of professional development. Often, the PMG team works closely with the Principal to develop trainings and investigate out-of-network resources for professional development opportunities in line with the school's needs and goals, and the Principal executes the session. PIE-Memphis staff also participate in any district offered trainings and professional development that are available. The principal also ensures that sufficient resources are allocated to the budget for professional development conferences and training from outside vendors.

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

To support the effective implementation of the academic plan, the professional development plan is designed to build the school’s culture through the PIE-Memphis mission, vision, and core values. The ultimate goal is for teachers to build their toolkit to push their students forward while utilizing data to identify areas of need.

Most of the PD will be held in-person. But virtual and asynchronous training and professional development will also be provided on various topics to build the teacher toolkit needed to successfully implement the academic plan. **Table AA** below highlights the professional development topics that are annually offered, but topics will be added to this list as qualitative and quantitative academic achievement goal data is gathered and analyzed and any other topics that are deemed necessary.

**Table AA: Annual Professional Development**

Topic	Timeframe	Identified learners
Instructional professional development to support the effective implementation of Tennessee Academic Standards and corresponding state assessments in new and updated curriculum.	As needed	All
Effective instruction in the independent study model includes, but is not limited to, student pacing, feedback, accountability, checks for understanding, and study skills for students.	As needed	All
Understanding how to differentiate Independent Study curriculum in all modalities.	June	SWD, EL
Implementing appropriate modifications and accommodations to Independent Study instructional strategies and independent study curriculum in all modalities.	June	SWD, EL
Effective instruction in the small group instruction environment, including, but not limited to, lesson planning, learning targets, student engagement, classroom culture, feedback, checks for understanding, student grouping, and effective teaching strategies.	June	All
Effective teaching instruction in the virtual program online platform for courses including, but not limited to, student pacing, feedback, accountability, checks for understanding, and study skills for students.	June	All
Creating and implementing a welcoming and equitable learning environment for diverse learners - emphasis on strategies and resources to establish and maintain positive and consistent communication with families.	June	EL
Discipline With Dignity - ensuring MTSS and the Core Values guide student issues and what strategies and procedures do we utilize to maintain a safe and conducive learning environment for all	June	SWD and All
Sexual harassment and discrimination training	August	N/A

Suicide prevention policies and mandated reporting	August	All
Blood Borne Pathogen training	August	N/A
English Learners <i>EL Assessment - Access 2.0 (through WIDA)</i> Strategies to support English learners	June	EL
Diverse Learners <i>SIOP training</i>	June	EL
Assessment <i>State webinars for state assessment</i> <i>College Board - virtual SAT, ACT, PSAT, etc</i>	September / March	All
Naviance <i>Online platform usage for student post-secondary preparation</i>	As needed	All
MTSS Curricular Interventions RenSTAR, Achieve 3000, My Math Path	June	All
Special Education: <i>Child Find, compliance, how to best support students with disabilities, IEP roles and responsibilities, and instructional practices</i>	June	SWD
Achievement Chat Training <i>Semesterly student data analysis to determine data driven instructional planning</i>	November / May	All
The Right Mindset: analyze how words, attitudes, and preconceived ideas form the implicit and explicit expectations we have and verbalize for students and how we change them	As needed	All
Boost Student Work Completion: Identify strategic ways teachers can significantly boost student work completion including, but not limited to: in-the-moment conversations with students when they come unprepared; initial orientation conversations with parents about work completion; schedule adjustments to reinforce expectations; use of the student planner as a tool for creating student ownership, buy-in, and accountability; how all staff members can reinforce and boost student work completion	As needed	All
Trauma and Compassion: Recognizing the signs of Compassion Fatigue from working with at-risk students and how to implement wellness strategies to reduce Compassion Fatigue	As needed	N/A
Meet The Student Where They Are At: recognize and identify gaps in executive functioning skills with students and implement strategies to close the gap	February	All
Truancy Intervention: Identifying and tracking the truancy intervention process, to include MTSS tiered strategies and implementation.	June	All
Polarity Thinking: recognizing differences in concept understanding and communication	As needed	N/A

Building Student Relationships: Understand the importance of strong and appropriate student relationships and strategies to implement to build strong relationships	June	N/A
De-escalation training	June	All
Active Shooter training	October	All
Policy and procedure updates	As needed	N/A
Google Suite training	As Needed	N/A

To drive the training and professional development needed to implement the academic plan PIE-Memphis will utilize the High-Quality Teaching Initiative (HQTI) framework that is used in all Pathways In Education schools. The principal utilizes HQTI as a tool for teachers to not only self-reflect, but also provide areas to focus coaching support. The HQTI is a tool that leads to shared discussions on growth for individuals and the larger team. Key elements of HQTI include:

- Coaching cycle designed around the HQTI rubric which outlines High-Quality Teaching in the unique PIE-Memphis model
- Instructional mentoring from the principal to support teaching and learning in the classroom and at the independent studies desk to increase teachers' capacity in their positions
- HQTI is differentiated for the independent study and the small group instruction role



2022-2023 High Quality Teaching Initiative Framework

Domain 1: Planning and Preparation	
1A: Knowledge of Content, Program Mission, and Pedagogy	1A1: Connection to Pathways Philosophy 1A2: Program and Content Knowledge
1B: Using Data to Set Instructional Outcomes and Objectives	1B1: Set Objectives 1B2: Ongoing Evaluation of Outcomes
1C: Knowledge of Students and Resources for Support Plan	1C1: Knowledge of Students 1C2: Knowledge and Use of Resources
Domain 2: The Learning Environment	
Element	Indicator
2A: Creating an Environment of Respect and Rapport	2A1: Building a Relationship 2A2: Discipline with Dignity
2B: Establishing a Culture for Learning	2B1: Value of Effort and Challenge 2B2: Expectations for Learning & Achievement 2B3: Post Secondary Success
2C: Managing Student Appointment Procedures	2C1: Management of Attendance/Appointment Groups 2C2: Management of Norms, Routines, and Transitions
Domain 3: Instruction and Assessment	
Element	Indicator
3A: Questioning	3A1: Depth of Knowledge Questions
3B: Using Assessment in Instruction	3B1: Pre-Assessment Monitoring of Student Learning 3B2: Post-Assessment Feedback to Students
3C: Demonstrating Flexibility and Responsiveness	3C1: Ability to Respond to and Coach Through Challenges 3C2: Tenacious Commitment
Domain 4: Professional Responsibilities	
Element	Indicator
4A: Participating in the Professional Community	4A1: Individual Growth and Reflection 4A2: Relationship with Colleagues: Teamwork
4B: Maintaining Accurate Records and Organizational Systems	4B1: Records 4B2: Organizational Systems 4B3: Quality Work Check
4C: Communicating with Families	4C1: Engagement of Family or Guardian

All teachers will go through a minimum of two coaching cycles a year. Teachers will complete a self-assessment using the HQTI for their role and create a goal with their site administrator around the areas they want to improve. The principal will set up a formal observation during the coaching cycle to gather evidence which they will align to the HQTI rubric to determine areas of strength and areas of growth. At the end of each conference, the principal and teachers will discuss the observation and evidence, self-reflect and have a candid dialogue, and determine next steps to help teachers continuously improve their teaching practices and grow as educators. The principal will also informally observe teachers in between formal observations to give targeted and timely feedback. Informal observations will not be part of staff evaluations and will serve as opportunities for collaboration, learning, self-reflection, and growth.

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

During the two weeks leading up to the opening of PIE-Memphis, all staff will participate in a detailed onboarding and induction process to ensure they are prepared and acclimated to the school culture. After completing new-hire paperwork with a member of the Human Resources Department, new staff will meet with the principal to receive training on the unique educational modality of PIE-Memphis and develop skills to implement a successful academic plan. The unique induction plan below illustrates the thorough training plan prior to the opening of the school:

**Table BB: Pre-Opening Training Protocol**

Session	Participants	Objective	Description and Outcome
New Staff Onboarding	All staff	To welcome new staff members and complete new hire paperwork as well as review employee guidelines and benefits	Newly hired staff members will be welcomed to PIE as well as review and complete needed paperwork for the hiring process
Welcome to new staff training  The basics of the school	All staff	To introduce and familiarize staff to the school's mission and vision, and Core Values. Staff will understand the organizational structure (big picture) and how the center specific roles work together	Pathways 101 <ul style="list-style-type: none"> <li>● Pathways Culture</li> <li>● Mission/Vision/Core Values</li> <li>● Overview of organization and where your role fits</li> </ul>
HQTI	All Staff	Develop an understanding of HQTI	To introduce and familiarize staff of the HQTI rubric and process and how all training supports the HQTI initiative

Instruction and Curriculum Part 1	All staff	To show new staff how we support the “whole student” and introduce the programs they will encounter.	Introduction to Pathways curriculum <ul style="list-style-type: none"> <li>● Student Activity Workbooks</li> <li>● Online Program - Edmentum</li> <li>● Small Group Instruction courses</li> </ul>
Instruction and Curriculum Part 2	Independent Study Teachers	To familiarize independent study teachers to the most commonly used form of curriculum.	Student Activity Workbooks <ul style="list-style-type: none"> <li>● Formative Assessments</li> <li>● Performance Tasks</li> <li>● Introduction to Online Assessment</li> </ul>
Instruction and Curriculum Part 2	Small Group Instruction Teachers	To introduce small group instruction (SGI) teachers to the format of SGI classes.	Introduction to unit planning, course scope, and sequence  <i>Learn about resources available</i>

Virtual Program Part 1	Independent Study Teachers and Small Group Instruction Teachers	To introduce teachers to Edmentum.	Introduction to Edmentum <ul style="list-style-type: none"> <li>● <i>Navigating the website</i></li> <li>● <i>How to enroll students</i></li> <li>● <i>Monitoring student engagement</i></li> <li>● <i>A Day in the life of an OP student</i> <ul style="list-style-type: none"> <li>○ <i>Coursework</i></li> <li>○ <i>Study sheets</i></li> <li>○ <i>Taking classes</i></li> <li>○ <i>Platform navigation</i></li> </ul> </li> <li>● <i>Assessment Compliance</i></li> <li>● <i>Grading</i></li> </ul>
Virtual Program Part 2	Independent Study Teachers and Small Group Instruction Teachers	To engage teachers on the Edmentum website platform.	Introduction to Edmentum Continued <ul style="list-style-type: none"> <li>● <i>Navigating the website</i></li> <li>● <i>How to enroll students</i></li> <li>● <i>Monitoring student engagement</i></li> <li>● <i>A Day in the life of an OP student</i> <ul style="list-style-type: none"> <li>○ <i>Coursework</i></li> <li>○ <i>Study sheets</i></li> <li>○ <i>Taking classes</i></li> <li>○ <i>Platform navigation</i></li> </ul> </li> <li>● <i>Assessment Compliance</i></li> <li>● <i>Grading</i></li> <li>● <i>Hands-on practice</i></li> </ul>
Learning Periods and Units	All Staff	To familiarize staff with what a learning period is, and how the numbers are calculated through Carnegie Units.	<ul style="list-style-type: none"> <li>● Breakdown of learning periods</li> <li>● How Carnegie Units are used</li> <li>● Accelerated Progress</li> </ul>
Enrollment	All Staff	To familiarize staff with the enrollment process.	<ul style="list-style-type: none"> <li>● Pre-registration</li> <li>● Process for enrollment</li> </ul>

			<ul style="list-style-type: none"> <li>● Student-trac: create and enroll a mock student</li> </ul>
Orientation	All staff	To practice presenting the orientation.	<ul style="list-style-type: none"> <li>● Orientation is pre-created with leadership</li> <li>● Site administrator leads staff through a mock orientation</li> <li>● Staff practices and presents the orientation to one another for feedback</li> </ul>
Guides and Goals	All staff	To inform staff of the guides and goals process.	<ul style="list-style-type: none"> <li>● Analyze a transcript</li> <li>● Fill out planning guide</li> <li>● Enter courses into Student trac</li> <li>● Discussion of how to set up a student schedule when they enroll (rigorous classes, SGI, etc.)</li> </ul>
Center Team	All staff	Staff will understand the differences between IS and SGIs and how they work together toward a common goal.	<ul style="list-style-type: none"> <li>● IS/SGI shared and separate responsibilities</li> <li>● Communication between staff members (hourly/daily/weekly/monthly)</li> <li>● Creation of a written agreement</li> <li>● Establish communication processes with families</li> </ul>
Student attendance and truancy	All staff	To familiarize staff with the attendance policies.	<ul style="list-style-type: none"> <li>● Review attendance policies</li> <li>● Review how students sign-in for attendance</li> <li>● Learn and understand the truancy policy</li> <li>● How to enter attendance</li> </ul>
Routines and Procedures	Independent Study Teachers	To explore workspace set-up and organizational tools for independent study.	<ul style="list-style-type: none"> <li>● Maximizing workspace</li> <li>● Organization and best practices</li> <li>● Work time: set up based on pre-determine center theme</li> </ul>
Routines and Procedures	Small Group Instruction Teachers	To think through classroom set-up and routines for the Small Group Instruction classrooms.	<ul style="list-style-type: none"> <li>● Classroom set-up</li> <li>● Classroom routines and expectations (i.e. attendance policies)</li> <li>● Work time: set up based on pre-determine center theme</li> </ul>
Appointment Time	Independent Study Teachers and Center Coordinators	To familiarize independent study teachers and center coordinators with the appointment routines.	<ul style="list-style-type: none"> <li>● Review appointment time structures and best practices</li> <li>● Determine routines to use as a site</li> <li>● Learn how to communicate with students regarding the appointment</li> </ul>

Pacing: Unit Planning/ Scope and Sequence	Small Group Instruction Teachers	To create whiteboards for SGI courses.	<ul style="list-style-type: none"> <li>● Rosters</li> <li>● Overview of resources available</li> <li>● Work time: Unit planning for SGI course</li> </ul>
Special Education in Independent Study 101	All staff	<p>To inform teachers of Special Education methodologies that work in the IS model.</p> <p>To inform teachers of Special Education compliance indicators.</p>	<ul style="list-style-type: none"> <li>● Review special education compliance</li> <li>● Learn how special education works in independent study</li> <li>● Learn how the special education teacher works with the other roles</li> <li>● Learn what to do at enrollment if a student enrolls with an IEP/504 plan</li> </ul>
English Language learners in Independent Study 101	All staff	<p>To inform teachers of successful EL methodologies in an IS model</p> <p>To inform teachers of EL compliance indicators</p>	<ul style="list-style-type: none"> <li>● Review the EL Master Plan</li> <li>● Review and understand the designated EL curriculum</li> <li>● Learn how the EL Specialist works with the other roles</li> </ul>

In addition to the training outlined above, specifically pursuant to Tennessee Code Annotated 49-6-3004 and other federal and state mandates, staff will be trained on the following prior to the schools opening:

- Human Trafficking
- Suicide Prevention
- Dyslexia
- Child Find (as mandated by IDEA)

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

To ensure that all students are successful, PIE-Memphis provides specific professional development to meet the needs of diverse learners. All staff receive training on Sheltered Instruction Observation Protocol (SIOP). The SIOP training will occur annually and provide diverse, inclusive, and culturally relevant pedagogies and strategies. PIE-Memphis collaborates with an outside partner that offers an annual Equity Summit where multiple workshops are offered to address diversity and inclusion in our unique educational environment. Often PIE-Memphis schools will utilize in-house teachers and staff to share best practices as well as local and national consultants.

(f) Describe the plan to cultivate future leadership capacity.

PIE-Memphis cultivates future leadership capacity by offering multiple opportunities in professional growth and development. Highly qualified teachers can grow into school leadership roles. Current teachers who are interested in growing their leadership capacity can



participate in an in-depth training to build and develop the necessary leadership and managerial skills necessary to achieve the missions and vision of the Pathways schools. Additionally, to cultivate leadership capacity, any staff member has the opportunity to research, create, and implement professional development on a Principal approved topic. Principals are encouraged to create plans to grow future leaders.

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

As teachers progress through their HQTl cycles, professional development offerings are differentiated to address the identified growth needs of each teacher through their coaching cycles. The Principal will develop an individual growth plan with the teacher and the school site leader to ensure the academic plan is implemented and identified achievement metrics are achieved.

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

Teachers that are hired mid-year at PIE-Memphis receive the same on-boarding, induction training, and professional development plan that was delivered at the school's opening. Teachers hired mid-year receive this training through virtual, asynchronous, and in-person modules the first month of employment.



## 2.6 Insurance

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

(a) A list of the types and corresponding amounts of insurance coverage the proposed school will secure. Types of insurance should include, at a minimum, workers' compensation, employer liability, property, professional liability, and surety bonds pursuant to Tenn. Code Ann. §49-13-111(n), and sexual abuse.

NFP Property & Casualty will provide comprehensive insurance coverage for PIE-Memphis, Inc. including but not limited to: Workers Compensation, Employer Liability, Property, Professional Liability, Surety Bonds pursuant to Tenn. Code, and Sexual Abuse.

(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).

See coverage letter in **Attachment J**.



## 2.7 Transportation

In this section: (a) How will you daily transport the students to and from your proposed school, if applicable?

PIE-Memphis will coordinate with students and families for transportation solutions. PIE-Memphis does acknowledge that transportation can be key for some students' success, so the school site location will be centrally located in the Whitehaven community. The school site is accessible via city bus routes, and students who are students facing unusual challenges (e.g. family circumstances, safety concerns) will be given bus passes. We will encourage our students to take advantage of the MATA Ready! System. We have included \$8,000 in our Year One budget for transportation and will reevaluate at the end of the year to determine if we need to adjust the allocation. In addition, the principal reviews expenditures on a monthly basis. If it is determined that the initial \$8,000 budgeted for transportation is insufficient, the budget will be re-forecast and additional funding will be allocated.

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

Any extracurricular or field trips offered by PIE-Memphis include free-transportation.

(c) If applicable, outline your proposed transportation plan as follows:

N/A

- Describe the plan for oversight of transportation operations (e.g., whether the proposed school will provide its own transportation, contract out for transportation, request that a district provide transportation, or a combination thereof) and who on the school staff will provide this daily oversight.

Any transportation that needs to be secured for extracurricular activities or field trips will be coordinated by the Center Coordinator.

- Describe how the school will transport students with special transportation needs and how that will impact your budget.

Special education students who require special transportation will be handled on a case-by-case basis. We will provide transportation for students with special transportation needs in full accordance with students' IEPs or 504 plans. In close consultation and collaboration with the special education teacher, PIE-Memphis will ensure that all IEPs and 504 students whose plans include transportation receive all mandated services in accordance with their specific needs.

These services may include bus passes, taxi/Uber reimbursement, or other transportation options. Historically based on other PIE school data, this cost has been minimal and should not negatively impact the budget.

- Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services.

PIE-Memphis will abide by all state and federal regulations regarding its transportation service, particularly including the federal McKinney-Vento Homeless Assistance Act. We will ensure

that any student that meets the qualification for being homeless or temporarily displaced will be able to remain in the school.

- Explain how you will ensure compliance with Tenn. Code Ann. §49-6-2116

N/A since transportation is not being provided.

(d) If you are not providing transportation, describe how students will get to and from your school.

Students will get to and from PIE-Memphis via personal vehicle, public transit, or by walking. Previous PIE-Memphis schools operated in this manner with no complaints received.

## 2.8 Food Service

Describe the proposed school's proposed food service plan and include the following: (a) A clear description of how the proposed school will offer food service to the students, 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.

PIE-Memphis will also identify a vendor that can provide shelf stable, non-refrigerated meal options for students who qualify and request a meal. Students will have access to snack options such as but not limited to: granola bars, pretzels, popcorn, trail mix, fruit, vegetables, crackers, and peanut butter. All snack options will be kept in a pantry easily accessible to any student. No snack option will need to be refrigerated.

Due to its flexible model, PIE-Memphis will not have designated meal break times, however since most students attend the campus minimum four hours a day, meals will be available during breakfast and lunch hours. Students will have the liberty to access healthy snacks and water at any time of the day.

(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).

PIE-Memphis intends to collect free and reduced-price lunch information from families during the enrollment process. The required digital registration forms in our student information system, StudentTrac, that are completed at the time of enrollment include a Household Income Survey that captures the household income and household size. The Household Income Survey data is calculated by StudentTrac in accordance with the federal Income Eligibility Guidelines to determine free and reduced-price lunch status.

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

PIE-Memphis will issue a Request for Proposal (RFP) for a food service provider. The chosen vendor will be required to provide a quality meal program that includes all the nutrition requirements.





## 2.9 Additional Operations

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

(a) Technology: List the technology that will be required to meet the academic and operational needs of the proposed school. Include any technology needed for classrooms, computer and science labs, library/media center, auditorium, main office, copy rooms, teacher work rooms, and other relevant spaces.

**Table CC: Operational Technology Plan Materials**

Student Hotspots	Staff Laptops	Staff Monitors and Docking Stations	Smartboards	Printers	Student Chromebooks
25	15	15	3	3 ALL in one Copy/Print	200

PMG’s existing infrastructure is composed of a network of computers connected via a wide-area network utilizing MPLS technology to create a secure environment for data stored on the network servers. All existing technology including servers, computers, and other network equipment is replaced every three years at a maximum and more often as changes in technology warrant new equipment. Google G Suite for Education is used throughout the network.

Describe how the proposed school will ensure student access to the technology required for state-mandated assessments; include infrastructure requirements and costs in the budget section.

PIE-Memphis will provide all students with access to Chromebooks while they are in the center. Most days, student sessions will see no more than fifty students in the center at any given time. In addition, students who do not have access to their own devices and/or internet connection may be provided with Chromebooks and/or hotspots.

During state testing, students will be able to utilize the center Chromebooks to complete all testing. The number of Chromebooks available for any individual testing session will be sufficient based upon the overall size of the school.

(b) Student information management: Describe how the proposed school will ensure compliance with the Family Education Rights and Privacy Act (FERPA) and state regulations regarding student privacy and disclosure of student data and records.

PIE-Memphis will utilize Powerschool as their primary Student Information System that is used by all MSCS schools.

According to their Privacy Policy:

**The Family Educational Rights and Privacy Act (FERPA).** This Privacy Policy and our services are designed to meet our responsibilities to protect personal information from the students’ educational records under FERPA. We agree to work with our Customers (schools, school districts, and higher education institutions) to jointly ensure compliance with the FERPA regulations. A school may disclose personally identifiable information from a student’s education records to a third party with either written consent of the parent or by meeting one of the exemptions set forth in FERPA (“FERPA

Exemption(s)”), including the exemption for Directory Information (“Directory Information Exemption”) or disclosure to school officials with a legitimate educational interest (“School Official Exemption”). <https://www.powerschool.com/privacy/>

PIE-Memphis will also require all employees to complete a FERPA training upon hire to ensure that student records and information are kept private.

(c) School health and nursing services: Describe your plan for compliance with the Coordinated School Health Program, including any plans to hire a school nurse. Include who at the proposed school will supervise the school nurse and his/her role in ensuring compliance with health regulations.

PIE-Memphis will seek to fulfill all of the requirements of Tennessee Coordinated Health. At all of PIE schools, who mainly serve at-risk students, we recognize the need to have a systematic approach to support the physical and mental health of our students and families. To fully support this approach, PIE-Memphis will rely on in-house staff, contracted staff and local community organizations.

The Social-Emotional Learning (SEL) Specialist will be a full-time staff member at PIE-Memphis who will assess and provide services for the mental, emotional and social health of all of our students. The SEL specialist will meet individual students, small groups and larger groups throughout the school day. The SEL specialist will support the development of our staff to better recognize the social-emotional needs of our students. The SEL Specialist will also be a liaison with community organizations and agencies that can support wrap-around services for our students and families. The SEL-specialist will also host special events geared towards our families.

PIE-Memphis will contract with a registered nurse to serve all students, provide medical and medication monitoring, serve Special Education student needs, and conduct vision and hearing screenings as needed. In addition, emergency and first aid response training will be provided to all staff members to ensure a safe and healthy learning environment. PIE-Memphis will adhere to all laws related to legally required immunizations for entering students, as applicable to charter schools. PIE-Memphis will maintain a drug, alcohol, and smoke-free environment.

PIE-Memphis will adhere to all laws related to legally required immunizations for entering students, as applicable to charter schools. PIE-Memphis will maintain a drug, alcohol, and smoke-free environment.

The staff at PIE-Memphis spend their days engaged with our students. Many of the students who come to PIE-Memphis have experienced trauma and will rely on our staff to be there for them. Since this can take a toll on staff, PIE-Memphis is committed to creating a safe and healthy work environment that supports the physical and mental health of the school team. The Principal will seek out professional development and find ways to ensure our staff can get the resources they need

(d) Safety and security: Describe your plan for ensuring the safety and security of students, staff, guests, and property. Identify the person or position responsible for school safety operations.

Safety and security will be a priority, PIE-Memphis will ensure that all security services meet the charter school's needs and provide a safe and secure work environment for staff and students. The PIE-Memphis Principal will develop a Comprehensive School Safety Plan that is in accordance with Tennessee State Board of Education School Safety 3201 and Section 49-6-4302 of the Tennessee Code. The plan will be developed by a safety team composed of PIE-Memphis staff, parents, and a to-be-determined community member. The PIE-Memphis safety team will develop this plan in the Navigate360 platform to identify and address any potential safety or security scenario that could occur in the school site. This plan will also establish procedures to ensure a safe and secure learning environment is maintained at all times. Some of the safety procedures will include, but are not limited to: student drop off and pick up requirements, visitor sign-in and sign-out requirements, early dismissal plans, early student pick-up requirements, natural disaster and fire drills, bullying and harassment, and active shooter drills.

In addition to the development of a robust Comprehensive Safety Plan, PIE-Memphis will install safety features to the school site for security measures. All building entry and exit doors will have panic push bars to ensure an easy exit, but entry requires a remote to unlock the door and allow entry. All students and staff must be wearing their school ID for entry. All visitors must provide a valid state issued picture ID to enter the building and must sign in and out. Additionally, visitors must wear a visitor badge at all times while in the school site.

PIE-Memphis will install security cameras at all entrances to monitor activity. Furthermore, PIE-Memphis may contract with a local security company to have a guard on duty during operating hours. The Principal will be responsible for assessing the school's safety operations, including development of the crisis plan and will make recommendations to the board for any additional safety measures necessary.

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

The Principal will create the school's crisis plan prior to the beginning of the school year.

Factors to consider include:

1. Defining terms, goals, and policies
2. Define Crisis Management Team Roles and Responsibilities
3. Make sure to cover the four phases of Crisis Management
  - a. Prevention
  - b. Preparation
  - c. Response
  - d. Recovery
4. Include Communication Plans and Templates

The Principal will train all staff on the crisis management plan and will assign each staff member a role/ responsibility.

(e) School maintenance: Discuss the plan for school maintenance, including maintenance staff or plans to contract for maintenance services.

PIE-Memphis will direct PMG to hire a local vendor to perform regularly scheduled custodial services. Vendors will also be identified to perform maintenance functions, including, plumbing, electrician, pest control, carpet cleaning etc. All procurement policies for vendor selection and bidding will be followed.

(f) Describe any additional operations, as applicable.

N/A

(g) For a sponsor of an existing school in the ASD only, describe any operational matters that will be handled differently following the transition to your home LEA (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.

N/A

## 2.10 Charter Management Operations (if applicable)

(a) If you intend to contract with a charter management organization (CMO), please detail:

- The name of the CMO, if known, and evidence of its educational and management success;

The PIE-Memphis Board has chosen Pathways Management Group (PMG) as an ideal Charter Management Organization for our program. In selecting PMG, the board took several factors into consideration.

- **Program Design/ Intellectual Property-** PMG brings a research-based, customizable program that is specifically designed to serve the population of students that the board is targeting.
- **Experience-** The board looked at PMG's experience in the schools across the nation in serving a similar population of students like we are aiming to support in Memphis.
- **Access to a network of resources -**The board decided to use a management company in order to increase our access to services that we would not normally be able to afford because of our small size. In addition to the program design/ intellectual property, PMG will provide Professional Development, Instructional support, and advising, and the full spectrum of back office support among other services.
- **Professional, Experienced, Collaborative Staff -** The PMG staff is goal focused and will collaborate to tailor the program to the community's needs.

PMG is a nonprofit, tax-exempt organization dedicated to providing a comprehensive high school education program and support services to students who have dropped out of school, are at risk of dropping out of school, or are over-aged and/or under-credited. PMG's leadership team has a long history of providing academic, operational, and fiscal services to charter schools that serve an at-risk youth population and students who need an alternative education option. PMG's leadership team, which consists of individuals who provide direct leadership to PMG-managed schools, currently manages charter and contract schools that operate eight school sites across four states to serve thousands of highly mobile students each year. Last year, the PMG team provided support to the Pathways In Education schools to graduate over 450 students. PMG has been instrumental in improving at-risk students' quick recovery of academic credit and increasing these students' performance on state standardized tests.

- Selection process and criteria;

In addition to the experience, program design, network resources and high-quality staff, the Board also looked at growth data for other Pathways In Education schools. Specifically, how Pathways In Education schools use the RenSTAR Student Grade Equivalency metric as a measurement of how much a student's measurable academic skills have grown over the course of the school year. Other PIE schools have set a goal to have 55% or more students above this benchmark in Math and 55% in Reading. The table below shows that in existing Pathways In Education schools, collectively, 5 of these 8 areas showed measurable growth over a two-year period, and averaged 6.65% in Reading and 1.08% for Math across all states:

**Table DD: Pathways Data**

	Reading Positive Growth (55%)			Math Positive Growth 55%		
	2020-2021	2021-2022	2-Year Growth	2020-2021	2021-2022	2-Year Growth
Phoenix, AZ	37.93%	48.47%	10.54%	49.43%	57.72%	8.29%
Nampa, ID	58.96%	69.23%	10.27%	70.91%	66.18%	-4.73%
Chicago, IL	38.01%	38.11%	0.1%	54.91%	46.02%	-8.89%
Shreveport, LA	53.7%	49.66%	-4.04%	50%	51.19%	1.19%

RenSTAR ELA and Math assessments are delivered three times a year to monitor growth. Grade Equivalency (GE) is utilized to initially measure student grade-level academic skills in Reading and Math, and identify any needed intervention. The second and third assessments measure student academic skill growth. Grade equivalency is reported in terms of grade level and months. For example, if a student scores a 10.5 on the ELA RenSTAR, the student tested at a tenth-grade reading level, approximately 5 months into the 10th grade year. The RenSTAR grade equivalency goal of >0.5 would equate to a student, at minimum, showing almost half a year of growth over the course of the year. As an example of a demographic breakdown, Pathways serves students who enroll many grade levels behind their traditional cohort. Pathways began calculating the GE data during the SY21, hence the two years of data provided. Table DD highlights an example of student demographics and their grade equivalency (GE) scores. In the Table DD below, you will see the average grade equivalency data broken down by state demographics.

**Table EE: Pathways Demographic Data - Grade Equivalency (GE)**

Race	AVG Math GE Scores - Fall 22-23					AVG Reading GE Scores - Fall 22-23				
	AZ	ID	IL	LA	Overall PIE Average	AZ	ID	IL	LA	Overall PIE Average
American Indian or Alaska Native	7.79	7.9	6.83	6.3	7.05	6.81	6.93	6.08		6.26
Asian	5.55	6.32	7.06	5.55	6.88	7.03	6.64	6.24	6.2	6.33
Black	6.94	7.4	6.64	6.10	6.46	6.87	8.6	6.3	5.93	6.15
Multi-Racial	9.08	8.64	7.47	8.35	8	8.6	7.77	8.47	6.6	8.20
Other Pacific Islander	5.2		5.63		5.61	8.3		6.24		6.35
White (Hispanic or Latin)	7.66	7.14	7.14	4.70	7.18	7.03	7.29	6.86	5.37	6.92

White	7.66	8.67	8.26	7.76	8.17	7.5	8.77	8.57	7.82	8.36
Statewide average	7.49	8.11	7.03	6.60	7.23	7.1	8.14	6.76	6.81	<b>7.04</b>

In **Table FF** below, the subgroups reflect the average grade equivalency levels of ELs and students in Special Education. A snapshot of the fall 22-23 data is provided to demonstrate the subgroup performance. While the students average lower than the rest of the student population, Pathways provides the students with specific services to help increase their skill. Because Pathways does not have any enrollment requirements, many of the students in subgroups have a lower GE score. EL students who may qualify are students who have not been officially confirmed as English Learners but are being monitored nonetheless.

**Table FF: Pathways Subgroup Data - Grade Equivalency (GE)**

SPECIAL EDUCATION										
	AVG Math GE Scores - Fall 22-23					AVG Reading GE Scores - Fall 22-23				
	AZ	ID	IL	LA	Overall PIE Average	AZ	ID	IL	LA	Overall PIE Average
Confirmed	6	7.61	7.02	6.1	6.99	7.23	7.44	6.85	5.64	6.82
ENGLISH LEARNERS										
	AVG Math GE Scores - Fall 22-23					AVG Reading GE Scores - Fall 22-23				
	AZ	ID	IL	LA	Overall PIE Average	AZ	ID	IL	LA	Overall PIE Average
Confirmed	4.62	4.7	5.45	n/a	5.35	4.43	4.9	4.93	n/a	<b>4.88</b>
May Qualify	6.5	6.26	7.32	n/a	7.26	6.55	6.26	6.93	n/a	<b>7.29</b>

Due to these proven metrics of success, the support provided to all students, as well as PMG’s aforementioned years of demonstrated academic, operational, and fiscal responsibility, the Board felt PMG was the best fit for our program. In addition to managing other Pathways In Education schools, PMG also has a history of partnering with local school districts to offer support to students with the same levels of rigor and accountability as those adhered to by traditional high schools. An example of this is Pathways In Education-Nampa, a school that has been operating successfully in Nampa, Idaho since 2017, and which is authorized by the

Nampa School District 131. For additional evidence regarding PMG’s record of fiscal efficiency and integrity, please see **Attachment S: Audited Financial Statements for other Pathways In Education schools**, which contains financial records for PIE-Nampa, PIE-Illinois, and PIE-Louisiana’s 2021 school year.

The PIE-Memphis board members engaged in an abbreviated selection process since they all had previous experience with PMG and had not found another CMO that could provide the combination of program, experience, and results.

In addition, PMG is prepared to expand their footprint because of the success they have seen with retention and enrollment. The data below demonstrates that schools under PMG have kept a steady retention rate and an increase in enrollment.

**TABLE GG: PMG SCHOOLS’ RETENTION RATE**

Retention Rates					
Site	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Arizona	89.78%	88.75%	88.98%	94.91%	96.72%
Idaho	88.86%	91.29%	93.24%	93.76%	93.59%
Illinois	88.86%	90.46%	92.36%	94.72%	92.90%
Louisiana	93.71%	95.32%	95.69%	94.64%	94.36%

**TABLE HH: PMG SCHOOLS’ ENROLLMENT**

Enrollment						
Site	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-23 (as of May)
Arizona	136	202	175	162	178	187
Idaho	216	289	307	290	269	305
Illinois	749	893	1087	1042	1155	1072
Louisiana	291	366	282	234	309	323

• **Scope of services and resources to be provided by the CMO;**

PMG will provide the following services to PIE-Memphis:

- Intellectual Property and the provision of an academically rigorous educational program:
  - Coordination of curriculum development and selection
  - Effective use of PMG’s model and curriculum, including instructional strategies
  - Testing coordination and data analysis
  - Data-driven improvements to curriculum and instruction
  - StudentTrac- A unique Student Information System (SIS) that allows leadership

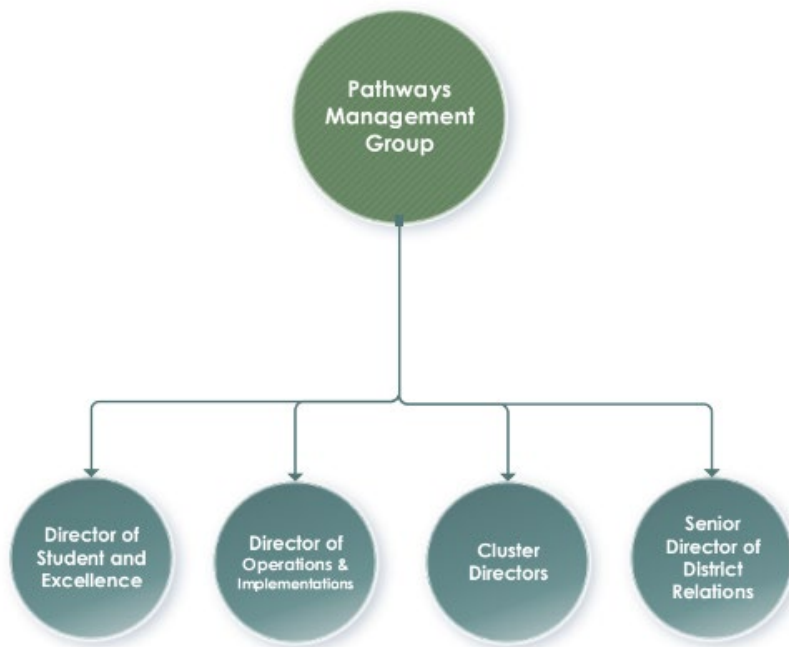


and teachers to track monthly and annual student progress

- Professional development for all staff, including teacher and administrative training, and course assessments
- Instructional support and advising from PMG Associate Superintendent and Director Student Access and Excellence
- Human resources services
- Facilities support and management
- Purchase and installation of technology
- Furnishing and maintenance of school sites
- Procurement of all necessary insurance, including personal/property damage insurance
- Accounting, bookkeeping and required financial reporting
- School administrative support
- Assistance with compliance matters, including with the local school district and other state and federal agencies to which PIE-Memphis is accountable
- Audit arrangements

Through combined efforts with the school implementation team, PMG will support school start-up priorities for PIE-Memphis and will help identify instructional and non-instructional staff. PMG will support the PIE-Memphis Principal, and the Principal will supervise and support PIE-Memphis teachers and classified staff. The PIE-Memphis Principal will work closely with the PMG's Leadership team (refer to PMG leadership roles in the organization chart below).

The organization chart included below outlines the leadership structure of Pathways Management Group:



The leadership team at Pathways Management Group is listed below:

**Associate Superintendent:** The Associate Superintendent oversees the complete management of Pathways In Education, including all of our charters and contracts.

**Director of Student Access and Excellence:** The Director of Student Access and Excellence directly oversees the instructional arm and is responsible for the instructional direction for all Pathways In Education State schools through effective and efficient operations of curriculum, instruction, assessment, special programs, and staff development

**Director of Operations and Implementation:** The Director of Operations and Implementation is responsible for leadership and management of all instruction-related operational needs. Working under the direction of the Associate Superintendent, the Director of Operations directly supervises support staff, manages project schedules, directs the work of vendors, manages internal purchasing functions, manages all school facilities, and oversees internal, local, state, and federal program compliance and accountability.

**Cluster Director:** The Cluster Director is responsible for providing guidance and support to the Principal and instructional team. The Cluster Director is the main liaison between the Principals and PMG. Each of the Cluster Directors work closely with multiple principals.

**Senior Director of District Relations:** The Senior Director of District Relations is responsible for creating and maintaining relationships with authorizers and School District Staff. The Senior Director is also responsible for identifying and growth opportunities for PIE.

- Division of roles and responsibilities between the board and the CMO, disclosure and explanation of any existing or potential conflicts of interest between the board and CMO, and how conflicts of interest will be checked;

The PIE-Memphis Board is contracting with PMG for the services mentioned above as they previously provided CMO services for the PIE-Tennessee ASD Contract school. It was the Board's decision to apply to open a school within Memphis Shelby County. Since this Board has previous experience in Memphis when they provided governance for the PIE-Tennessee ASD Contract schools, they realized that Whitehaven students and community members lacked sufficient options in the geographical location for students who were over age, under-credited, and needing a flexible learning environment.

#### **Checks & Balances for PMG/School/Board**

PMG will provide school staff with training, expertise, and support to ensure that state reporting requirements for financial, student, and staff information are met. However, the generation of much of the data sent to the Tennessee Department of Education (TDOE) will be completed at the school level. For those reports compiled by PMG, the Principal will provide final approval prior to submission. A record of all expenditures, contracts, and reports will also be posted to the school's website for public access, in accordance with Tennessee transparency laws. Please refer to **Table X** in Section 2.4 and **Table HH** below for an in-depth overview of the division of responsibility to differentiate the decision-making process for the

operation and implementation of the PIE-Memphis program between the PIE-Memphis Board and the CMO.

### Vendor Selection Process

PIE-Memphis has a legal and ethical responsibility to assure the wise and appropriate use of public funds. To satisfy this responsibility, PIE-Memphis will adopt a procurement policy that reflects applicable state and local laws and regulations, and that will ensure vendors are selected in a manner to avoid any potential conflicts of interest. PMG’s extensive experience with the PIE model makes it particularly well-suited to assist the school in obtaining various services. However, any contracts entered into for such services will ultimately be either approved by and/or overseen by the PIE-Memphis independent Board of Directors and will comply with the PIE-Memphis procurement policy.

The table below highlights the measures that will be used to prevent any potential conflicts of interest:

**Table II: Potential Conflicts of Interests**

<b>Financial</b>	<b>Responsible for approval</b>
Regular review of balance sheet (total assets, cash, accounts receivable, fixed assets, accounts payable)	Board
Income statement for year (follows GASB standards)	Board
Annual Budget including Budget hearing	Board
Form 990 - Return of Organization Income Tax Exemption	Board
Audited Financials	Board
Any financial transactions over \$10,000. Transactions under \$10,000 reviewed via consent log.	Board
<b>TDOE Reporting</b>	<b>Responsible for submittal</b>
<i>Student Attendance Files:</i> The Student Attendance file contains all of the student attendance that has been verified at the end of each learning period.	Compliance Coordinator - School
<i>Student Demographics File:</i> During each submission window, all files are uploaded and validated in EIS. Note: The PMG Accountability department supports the PIE-Memphis Compliance and Data Systems Coordinator with troubleshooting any errors and warnings that are more complicated to resolve.	Compliance Coordinator - School
<i>Student Course Enrollment Files:</i> All students have corresponding course information entered into PowerSchool based off of the information entered in StudentTrac, the internal database for PIE.	Compliance Coordinator - School
<i>Special Education Students:</i> All students with an active IEP should have the appropriate SPED information entered by each snapshot date.	Special Education Case Manager - School
<i>Staff Assignment File:</i> Contains staff assignment records for all staff whose employment and assignment dates fall within the specified reporting date range. Staff Assignments and course endorsements are updated based on state guidelines, standards, and certifications	PMG - Human Resources (verified by Principal)
<i>Staff Demographic Information:</i> This data contains demographic records for all staff members actively employed at any point during the specified reporting date range.	PMG - Human Resources (verified by Principal)

At any time that a conflict of interest arises, this will be addressed at a Board Meeting to determine a plan of action. If at any point a conflict arises and the solution is not agreed with by the Board, the Board can terminate the contract with PMG. This process is outlined in Article 15 in the CMO agreement.

- How performance of the CMO will be measured, including any deliverables;

**Evaluation of CMO**

The PIE-Memphis Board of Directors will be responsible for monitoring PMG’s performance as its charter management organization, and will have the right to terminate the contract for cause – a term that will be defined in the contract. Below is a proposed draft rubric that the PIE-Memphis board plans to use to evaluate the performance of PMG. The final evaluation tool will be selected and approved by the board.

**Draft CMO Evaluation Rubric**

<b>Human Resources - Staff and Teacher Recruitment</b>			
Responsibilities: Track and advertise job openings for the school site. Facilitate the sharing of job openings across school systems to facilitate coordinated recruiting efforts. <input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
Jobs are inconsistently posted to recruiting platform(s). No attempt at communication with school site administration is made by the recruitment representative. Jobs posted are consistently out of date or inaccurate.	Jobs are posted to recruiting platform(s) within a sufficient amount of time. Recruitment representative tries to communicate with the school site to update openings.	Jobs are accurately posted to recruiting platform(s) within 12-24 hours of notification of the job opening. Recruitment representative consistently communicates with school site administration to ensure job openings are up to date.	Jobs are accurately posted to recruiting platform(s) within 12 hours of notification of the job opening. Recruitment representative initiates consistent communication with school site administration regarding open positions and frequently sends prospective candidates to school administration as appropriate.
Comments:			
<b>Facilities Maintenance</b>			
Responsibilities: Dispatch vendors to the school site for repairs and maintenance through communication with the Facilities Manager. <input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>

Requests for repairs and maintenance are ignored and/or no attempt is made to provide service.	Some jobs are attended to in a sufficient manner. Modest attempt is made to fulfill job requests.	Jobs requested through the Facilities Manager are responded to within a day (depending on priority level) and vendors are dispatched to the campus.	Expert or high level of service is provided in dispatching vendors to the school site with immediate follow up when reported to the Facilities Manager.
Comments:			
Responsibilities: Secure vendors and bids for ongoing contracted services (janitorial, landscaping, fire inspection, etc.). <input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
Requests for quotes/bids are ignored. Little or no attempt is made to find vendors.	Less than three quotes/bids are presented for ongoing contracted services.	A minimum of three quotes/bids are presented for ongoing contracted services. Quote/Bids are provided in a timely fashion.	More than three vendors are brought forward with quotes/bids for ongoing contractual services. Quote/Bids are provided within less than 25 days.
Comments:			
Responsibilities: Communicate with site-based personnel on requested projects/repairs. <input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
No communication is provided regarding service projects or repairs.	Inconsistent communication is provided to the Center Coordinator regarding maintenance and repairs. Extended length of time occurs between communication.	Effective communication is provided to the Center Coordinator regarding the status of a maintenance job after initial request. In addition, weekly communication is provided regarding outstanding requests.	Highly consistent level of communication is provided to the Center Coordinator with frequent updates regarding the status of outstanding requests. Follow up is provided to ensure the school is highly satisfied with the outcome.
Comments:			
<b>Facilities/Technology Procurement</b>			
Responsibilities: Work with the school leadership to obtain quotes, create purchase orders, and place orders for furniture and equipment based upon the school's requests and needs, while making sure to maintain their allotted budget. <input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
Requests from the school Center Coordinator or Principal	Some requests are fulfilled in a sufficient manner. Requests are	Quotes are obtained and orders placed in a timely manner. Suggestions are	Expert or high level of service is provided in fulfilling requests from

are ignored and/or attempt to assist in purchasing the materials is not made.	taking an unacceptable length of time to be fulfilled.	provided for materials that will meet the needs and requirements.	school staff. Records are kept and accessible of prior year purchases for reference. Any order issues that are communicated to us are immediately forwarded to the school.
Comments:			
Responsibilities: Assist in creating the budget for the school, and provide regular progress reporting on budget as purchases are made. <input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
Budgets are not communicated with the school administration; school administration is not aware of how much money they have spent and how much money that is left.	Budgets are communicated with the school administration, but only at the request of the school administration.	Budgets are updated in a timely manner and available for the school administration on a normal basis.	Budgets are customized at the request of the school administration, and the budget is communicated with the school every time it is updated.
Comments:			
Responsibilities: Assist as a Liaison for and oversee furniture installation. <input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
No communication is made with the school, installers and furniture show up to the school unannounced.	School administration is notified of installation dates, but no attempts are made to work around requests from the school.	Communication is effective between all parties involved in the furniture installation process, and school process/timeline requests are met.	The installation is completed with a high level of satisfaction and any issues are communicated effectively with little/no oversight needed by school administration. School process/timeline expectations are exceeded.
Comments:			
<b>Budgeting and Financial Reporting</b>			
Responsibilities: Prepare budgets that are realistic and keep the school compliant with state and debt requirements. <input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
No communication with the Board when	Little communication of the budget. Budget is	The budget is communicated with the	The budget is explained to the Board and school

prepared. Budgets are unrealistic and do not take into consideration the needs of the school. Budget would not meet the state financial framework or debt covenants.	shared but little explanation of the budget. Options are not readily explored with the school.	Board and school Principal and the overall budget is explained. Options are presented when requested. The budget is realistic and will meet the state and debt covenants.	Principal. Different options are presented and explained when requested to see what options may be available. The budget will pass all required state and debt covenants.
Comments:			
<b>Curriculum</b>			
Responsibilities: Develop high-quality curriculum that is based on the Tennessee Academic Standards, and that provides students with a strong foundation in all core content areas. <input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
Curriculum has little to no alignment with Tennessee Academic Standards, and does not adequately address core content areas.	Curriculum meets only some Tennessee Academic Standards, and only addresses some core content areas to a small degree of detail.	Curriculum is aligned to Tennessee Academic Standards, and covers all basic core content areas.	Curriculum is aligned to Tennessee Academic Standards, it provides thorough instruction in basic skills and core content areas. Additionally, intervention and acceleration resources are present.
Comments:			
Responsibilities: Provide instructional strategies and techniques for effectively implementing the Pathways In Education - Memphis model and curriculum. <input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
Teachers have been given little to no training on how to implement the PIE model and curriculum; few resources for instructional strategies and/or techniques are available.	Teachers have been given some training on how to implement the PIE model and curriculum; they have access to some resources for effective instructional strategies and/or techniques.	Teachers have been given periodic and adequate training on how to implement the PIE model and curriculum; they have access to ample resources for instructional strategies and/or techniques	Teachers have been given frequent and thorough training on how to implement the PIE model and curriculum throughout the school year; the teachers have been provided a variety of instructional strategies and/or techniques, and their needs have been addressed a targeted manner.
Comments:			

<p>Responsibilities: Provide a vigorous professional development program to all staff, including teachers and administrative staff as well as course assessments.</p> <p><input type="checkbox"/> UNABLE TO RATE THIS CATEGORY</p>			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
Little to no professional development opportunities are offered to either teachers or administrative staff; courses assessments are never given.	Occasional professional development opportunities are offered to both teachers and administrative staff; courses assessments are sometimes given.	Regular professional development opportunities are offered to both teachers and administrative staff; courses assessments are frequently given.	Frequent professional development opportunities are given to teachers and administrative staff at regular intervals, and course assessments are always given. Professional development contributes to a measurable increase in student achievement.
Comments:			
<p>Responsibilities: Provide assessment resources to teachers that are aligned with existing curriculum and that function as a tool to monitor student progress.</p> <p><input type="checkbox"/> UNABLE TO RATE THIS CATEGORY</p>			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
Little to no assessment resources are provided to teachers; no training is given on testing platforms, and no resources are provided to help connect student test results to academic interventions.	Some assessment resources are provided to teachers, but they may not be fully aligned to existing curriculum; little training is given to help teachers familiarize themselves with testing platforms, and little effort is made to show teachers how to connect student test results to academic interventions.	Adequate assessment resources are provided to teachers which are solidly aligned to existing curriculum; teachers are reasonably trained on testing platforms, and they are given the means to connect student test results to specific academic interventions that students need.	Teachers receive a variety of detailed assessment resources that are fully aligned to existing curriculum; teachers are thoroughly trained on testing platforms (with frequent refreshers), and teachers are given many resources to confidently connect test results to academic interventions that students need.
Comments:			
<p>Responsibilities: Use data to make regular and targeted improvements to curriculum and instructional techniques, consistently taking teacher feedback into account.</p> <p><input type="checkbox"/> UNABLE TO RATE THIS CATEGORY</p>			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
Data on curriculum effectiveness is never collected or analyzed; teachers are never consulted regarding the effectiveness of	Data on curriculum effectiveness is occasionally collected and analyzed, and the results of this analysis are rarely shared with staff; teachers are sometimes	Data on curriculum effectiveness is regularly collected and analyzed, and the results of this analysis are occasionally shared with staff; teachers are regularly	Data on curriculum effectiveness is frequently collected and analyzed, and special effort is made to share the results of this analysis with staff with the goal of improving practices;



prescribed instructional techniques.	consulted regarding the effectiveness of prescribed instructional techniques.	consulted regarding the effectiveness of prescribed instructional techniques.	teachers are frequently consulted regarding the effectiveness of prescribed instructional techniques, and that feedback creates noticeable improvements in standard instructional procedures.
Comments:			
<b>School Administrative Support</b>			
Responsibilities: Registers school employees for conferences when requested. <input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
Requests are ignored and conferences are not booked for school employees.	Limited communication with the school regarding the conference. Conference early bird discounts and or group rates are missed (if requested on time).	Conference is booked in a timely manner. Conference early bird and/or group discounts are applied (if requested on time).	Highly consistent communication with the school. Conference early bird and/or group discounts are applied (if requested on time).
Comments:			
<b>Accounting and Bookkeeping</b>			
Responsibilities: Budget to actuals are provided to the Board and School Principal in order to make timely and accurate decisions. <input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
Budget to actuals are never provided accurately or timely.	Inconsistently meets the deadline for budget to actual. Lack of details as to what makes up the differences.	Consistently provided time to allow for review and development of questions at or prior to board meetings. Able to provide details and backup (when necessary) to what makes up the differences.	Consistently provided timely, provides expert knowledge of the financials.
Comments:			
Responsibilities: Submit State reports on time and ensure school is meeting required state/federal guidelines for use of funds. <input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>

Consistently late on submission of state reports. Never communicates with the Board or Schools about new or existing required guidelines for the use of funds.	Inconsistent submittal of reports on time. Little communication to the Board and School about guidelines for the use of funds.	Submit reports on time. Keeps Board and School up to date on guidelines for the use of funds.	All reports are submitted on time and accurately. The Board and School are kept up to date about guidelines for use of funds and provide explanations about those guidelines.
Comments:			
Responsibilities: Provide Center Coordinator with support and training to meet their needs <input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
The Center Coordinator was never trained, questions are never addressed.	Center Coordinators was poorly trained, questions are inconsistently addressed in a timely manner (over 1 business day).	Center Coordinators received appropriate training and questions were addressed in a timely manner (within 1 business day).	Center Coordinators receive continuous training and receive frequent communication to resolve questions.
Comments:			
Responsibilities: AP Manager answers all my questions in a timely manner and provides constant guidance. <input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
AP Manager does not respond to questions and ignores requests for assistance.	AP Manager will occasionally respond to questions and provide moderate support and guidance.	AP Manager addresses inquiries effectively and within a reasonable amount of time (1 business day). Accounts Payable offers help and guidance when it is requested.	AP Manager regularly takes the initiative to ask if the school is experiencing any problems, offers solutions and is highly consistent in providing guidance on policies and procedures.
Comments:			
Responsibilities: AP Manager makes payments to vendors in a timely manner. <input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
AP Manager makes little to no attempt to pay vendors on time resulting in late fees, cancellation of orders, interruptions of service and numerous payment	AP Manager inconsistently pays vendors on time.	AP Manager effectively processes payments on time, preserving positive relationships with vendors and improving credit ratings.	AP Manager exceeds expectations by demonstrating a high turn-around time when processing payments.

status inquiries from vendors.			
Comments:			
Responsibilities: AP Manager efficiently handles vendor inquiries, credit applications, adding/removing users from current accounts, obtains proper authorization before payments being made according to Financial Policies & Procedures. <input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
AP Manager makes no attempt to handle vendor inquiries, credit applications, adds/removes users from current accounts and does not guide me to follow Financial Policies & Procedures.	AP Manager makes a moderate effort to handle vendor inquiries, credit applications, adds/removes users from current accounts and sometimes guides me to follow Financial Policies & Procedures.	AP Manager effectively handles vendor inquiries, credit applications, adds/removes users from current accounts and advises me to follow Financial Policies & Procedures.	AP Manager exceeds expectations in handling vendor inquiries, credit applications, adding/removing users from current accounts and always guides me to follow Financial Policies & Procedures.
Comments:			
Responsibilities: Complete personnel changes in the payroll system, assist with the overall payroll processing and requests. <input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
Requests for assistance are ignored and/or no attempt is made to assist. Communication regarding the request is poor.	Some requests are looked into immediately while others take longer to address. Communication regarding the requests needs improvement.	Requests are completed within 24 hours of being notified. Communication regarding the request is open and prompt.	Requests are handled immediately upon sending the initial request. Communication regarding the request exceeds expectations.
Comments:			
Responsibilities: Submit payroll reports to the state on time and accurately. <input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
Reporting is not completed on time and it is not accurate when submitted.	Reporting is often completed on time and it is at times accurate.	Reporting is completed and submitted by the deadline and it is accurate when submitted.	Reporting is completed prior to the deadline and it is completely accurate.
Comments			
<b>Compliance</b>			

<p>Responsibilities: Support the school's Compliance Coordinator with data in both internal and external systems, and in interactions with state and federal agencies; maintain staff assignment and demographic information for school staff.</p> <p><input type="checkbox"/> UNABLE TO RATE THIS CATEGORY</p>			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
<p>The Compliance Coordinator has little to no support from PMG in regular data maintenance tasks. PMG staff is not prepared for interactions with state and federal agencies, and staff assignment and demographic information is poorly maintained and incorrectly reported.</p>	<p>The Compliance Coordinator has some support from PMG in regular data maintenance tasks. PMG staff is somewhat prepared for interactions with state and federal agencies, and staff assignment and demographic information is minimally maintained, and only occasional reporting mistakes are made.</p>	<p>The Compliance Coordinator has sufficient support from PMG in regular data maintenance tasks. PMG staff is almost always prepared for interactions with state and federal agencies, and staff assignment and demographic information is reasonably maintained. Data is mostly reported correctly.</p>	<p>The Compliance Coordinator is in regular contact with PMG, and is frequently supported in regular data maintenance tasks. PMG staff is proactive about preparing for interactions between state and federal agencies, and staff assignment and demographic information is flawlessly maintained. Any data reporting done by PMG is thorough and accurate, and delivered well before due dates.</p>
<p>Comments:</p>			
<p><b>Audit Arrangements</b></p>			
<p>Responsibilities: Support school staff in being prepared for security or audit checks, both external and internal (i.e. audits of data held by PMG at the request of the school).</p> <p><input type="checkbox"/> UNABLE TO RATE THIS CATEGORY</p>			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
<p>PMG staff does not adequately communicate with school staff regarding audit requirements, and does not make student data readily available. School data requests are either ignored or inadequately responded to.</p>	<p>PMG staff occasionally communicate with school staff regarding audit requirements, and it is difficult to procure student data when needed. School data requests are occasionally responded to (though often delayed).</p>	<p>PMG staff regularly communicates with school staff regarding audit requirements, and student data is readily available. School data requests are nearly always responded to within a reasonable time frame.</p>	<p>PMG staff goes out of their way to coordinate with school staff to clarify audit requirements, and ensures that school staff always has access to student data in the appropriate format. School data requests are always responded to promptly, and regular training is provided on how to access data systems.</p>
<p>Comments:</p>			
<p><b>Marketing/Design</b></p>			
<p>Responsibilities: Serve as a resource to the school Principal and Board to determine marketing strategy and design of school marketing materials.</p> <p><input type="checkbox"/> UNABLE TO RATE THIS CATEGORY</p>			

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
Requests for meetings and product designs are ignored and/or no attempt is made to provide service. Material and copy fails to meet the needs of the particular graphic design job, i.e. the size/material or number of products do not match up with the school wishes.	Some jobs requested are completed in a sufficient manner. Modest attempt is made to fulfill job requests. Modest attempts are made to fulfill copy and style requirements and meet needs and vision from time to time.	Marketing materials and design requests are confirmed within 48 hours and a timeline is agreed upon. The final printed product is consistent with the scope and vision of the marketing project and is within the proposed budget price point.	Expert or high level of service is provided in defining what the client needs with immediate follow up. Initial design is ready according to the pre-arranged timeline, based on the current que and time sensitivity of each request. Product meets and exceeds client's expectations in type, style, arrangement and size, and shows a mastery of understanding the targeted audience for the material.
Comments:			
Responsibilities: Work closely with school Principals, directors, managers, administration, and all other school representatives for creative direction. <input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
Opinions and wishes on creative direction are followed rarely.	Some designs reflect the wishes and direction of the client.	Most designs are satisfactory in their layout, design and concept, and closely match up to the client's vision.	Products are professional and meet or exceed client's expectations in final design and presentation.
Comments:			

- Conditions for renewal and termination of the CMO agreement;

The conditions for renewal and termination of the agreement with the CMO are included in **Attachment K - Draft CMO agreement**.

- Any monetary obligations of the CMO agreement; and

PIE-Memphis will compensate PMG for their services on a monthly basis. The dollar amount will be equivalent to 15% of the base revenue.

- Include a copy of the CMO agreement as **Attachment K**, if available, that sets forth proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination

Please see **Attachment K** for the CMO draft agreement.

(b) For a sponsor of an existing school in the ASD contracting with a CMO, in lieu of the above, include a copy of the CMO agreement as **Attachment K**.

N/A

## 2.11 Waivers

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

**Table JJ: Waivers**

T.C.A. Citation/State Board of Education Rule or Policy	Description of Statute	Proposed Replacement Policy or Practice	How the Waiver Will Fulfill School's Ability to Meet Goals or Comply with Mission
T.C.A. § 49-3-306(a); SBE Rule 0520-01-02-.02	Licensed Personnel Salaries	The PIE-Memphis Board approves salaries during the annual budgeting process.	<p>While we ensure that public monies will be used properly and that all personnel will be paid adequately and timely, it is critical to our program that the PIE-Memphis payroll system reflects the school's purpose and philosophy. PIE-Memphis fosters an inclusive and diverse environment that values diversity and provides equal opportunities for all teachers and staff members. PIE Memphis will use a salary schedule that is fair and non-discriminatory. By doing so, the organization can promote equal opportunities and avoid potential biases or disparities in compensation.</p> <p>The salary schedule incorporates additional factors outside of education and years of experience and includes student outcomes, leadership skills, and professional development. Transparency is key to ensuring that teachers understand how their compensation is determined and that they perceive the process as fair. This transparency helps mitigate potential concerns of discrimination or favoritism.</p>
T.C.A. §49-5-501 to 515	Tenure	We will employ on an at-will basis.	Employing staff on an at-will basis will enable us to practice flexibility in hiring and retention policies, which will better ensure that all staff members are helping us achieve our mission, vision, and performance goals, and implementing our academic plan.
T.C.A. §8-23-206(a)	Longevity Pay	PIE-Memphis Board approves salaries during the annual budgeting process.	Public monies will be used properly to ensure personnel will be paid adequately. However, it is critical to the PIE-Memphis program that the payroll system reflects the individual school's purpose and philosophy. Teachers may be given incentive pay that will compensate them for years of consistent student performance, not just years of service. The incentives are paid out based upon student performance indicators that are set forth in business rules and are shared

			with every employee on an annual basis. These indicators include graduation rate, credit completion, and student skills growth as measured by Renaissance Star testing.
T.C.A. § 49-5-401	Teacher Assignment	PIE-Memphis approves annual calendar and school schedules.	PIE-Memphis may utilize an extended schedule, including increased instructional, as well as professional development hours. Teachers will receive compensation commensurate with their work hours.
T.C.A. § 49-5-5002-5010, 49-5-5206-5209, 49-5-5301, 49-5-5304-5306, 49-5-5401, 49-5-5405, 49-5-5406, 49-5-5501, 49-5-5504-5506; SBE Rule 0520-02-02	Career Ladder	PIE-Memphis Board approves salaries during the annual budgeting process. Teachers who meet or exceed the required levels of performance, as outlined in their at-will contracts, will generally be offered another contract, unless legitimate business factors dictate otherwise.	A critical component to PIE's success is being able to attract and retain a staff that is committed to our vision and to provide them with the motivation necessary to get the job done. PIE must be able to develop compensation and evaluation systems that are aligned with our mission and goals. Every teacher will be assessed based on their job performance. As a charter school, PIE will be results driven and all PIE employees, including teachers will be employees at will. The guidelines and performance expectations for teachers and school leaders will be outlined in their employment contracts and may change from year to year based on target student achievement goals and business needs.
T.C.A. §49-5-5205; SBE Rule 0520-01-01-.01	General Requirements for Evaluation	PIE-Memphis Board approves salaries and compensation plans during the annual budgeting process.	PIE-Memphis is able to design hiring, pay, benefits, promotion and evaluation systems that are aligned with the school's mission and goals. Guidelines and performance expectations are outlined in this application.
T.C.A. §49-5-5205; SBE Rule 0520-02-01-.03	Evaluation of Third-Year Apprentice Educators	PIE-Memphis oversees performance evaluations through PIE-Memphis performance management and leadership summit processes.	A key to PIE-Memphis' success is being able to attract and retain a staff that is committed to the PIE mission and to provide them with the motivation necessary to get the job done. Guidelines and performance expectations are outlined in this charter application.
T.C.A. §49-5-408-409; SBE Rule 0520-02-02-(2)	Evaluation Contracts and Termination of Contracts	PIE-Memphis oversees performance evaluations through PIE-Memphis's performance management and leadership summit	A key to PIE-Memphis's success is being able to attract and retain a staff that is committed to our mission and to provide them with the motivation necessary to get the job done. It is essential that PIE-Memphis is able to design hiring, pay, benefits, promotion and evaluation systems that are aligned with our mission and goals. Every teacher will be assessed based on their



		processes.	performance. Teachers who attain the required levels of performance, as outlined in their performance management goals, will be offered an opportunity to remain on staff.
SBE Rule 0520-01-02-.04	Leave for Teachers	PIE-Memphis sets its own leave policies in compliance with all state and federal laws and approved by the PIE-Memphis Board of Directors. All terms will meet standards established by the Family and Medical Leave Act of the US Department of Labor.	PIE-Memphis' leave policies balance both the needs of teachers and those of students by minimizing disruptions to student learning.
T.C.A. §49-5-705 to 715 and T.C.A. §49- 806-811	Teacher Reinstatement of Leave	All staff are employed and evaluated under contract terms approved by the Board of Directors of PIE-Memphis. With the exception of the specific statutory and regulatory waivers requested above, all contract terms and policies will comply with applicable state and federal leave laws.	All staff are employed and evaluated under contract terms approved by the Board of Directors of PIE-Memphis. The focus of contract terms will be based on school specific strategies within the context of the charter Organizational structure and designed to produce dramatic gains in academic achievement and other positive outcomes consistent with the organizational mission. The terms of such contracts and evaluations will vary based upon the discretion of the Board of Directors.
SBE Rule 0520-01-03-.07(2)	Library Information Center Personnel	PIE-Memphis schools will provide students with access to classroom libraries and a wide variety of literacy materials.	A substantial library will be available to students at the nearest public library. This facility will be augmented by classroom libraries.
SBE Rule 0520-01-04-.01	School Facilities	PIE-Memphis Board approves all facility contracts and leases.	PIE-Memphis' facilities will have classrooms that are sufficient in number and adequate in space to be conducive to meeting the school's purpose and Philosophy. PIE-Memphis' facilities meet federal, state, and local requirements regarding planning of new buildings, alterations, and

			safety.
T.C.A. §49-6-2004	Custody of School Property	PIE-Memphis will serve as the owner for contractually acquired School property, as designated by individual contract terms.	PIE-Memphis will serve as the owner for Contractually acquired school property, as designated by individual contract terms.
T.C.A. §49-3-311	Capital Outlay	PIE-Memphis Board approves all facility contracts and leases. PIE-Memphis will Secure facilities that meet certificate of occupancy requirements from the respective local governing body.	It is critical that PIE-Memphis gain freedom from non-health and safety standards for the school site and have control of the facility vested in the PIE-Memphis board, rather than the state board of education. Having this freedom will allow us to use the school site resources most efficiently and effectively and align building choices with the PIE-Memphis mission and goals. PIE-Memphis's unique blended learning model allows for operation in nontraditional educational spaces, which may fall outside of existing requirements.
T.C.A. §49-3-359(a)	Instructional Materials/Supplies	PIE-Memphis standardizes all student and classroom supplies.	The budget is robust and sufficiently meets the needs of our classrooms. Additionally, Teachers have the ability to request supplies.

## 2.12 Network Vision, Growth Plan, & Capacity

In this section: (a) Describe the network's strategic vision, desired impact, and five-year growth plan for developing new schools in Tennessee. Include the following information: proposed years of opening; number and types of schools; any pending applications; all currently targeted markets/communities and criteria for selecting them; and projected enrollments. If the existing portfolio or growth plan includes schools in other states, explain specifically how Tennessee fits into the overall growth plan.

The vision of Pathways In Education is to provide an alternative education opportunity for all students who require a flexible learning environment and diverse modalities of curriculum to meet their unique educational needs. Currently, Pathways In Education is applying to both Memphis Shelby County Schools and Metro Nashville Public Schools to open one school in each community that has been identified through local school performance and community demographic data as needing our unique alternative program. Based on demand from the Memphis Shelby County Schools, families and community members PIE-Memphis will consider the option of adding additional schools if and when it is needed. The very nature of the Pathways program is based on community demographics that indicate an increased number of high school aged students who have exceeded their graduation cohort by two or more years and are at-risk of becoming a high school dropout. Additional sites will only be considered if there is a demonstrable need and the MSCS leadership and board are in support of this.

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

Once approved to open the proposed school(s), PMG will support the development and growth of both the PIE-Memphis and PIE-Nashville schools. If there is a demonstrated need and demand in either or both communities, we will engage in conversations with the local school districts. If growth is recommended, we will capitalize on economies of scale and we will employ a layered approach to leadership development. School-level leaders will lead and manage the daily operations of their specific campuses with oversight and support from the PMG team. PMG historically had developed expansion plans based on input from our partner districts and authorizers.

If it is determined by both MSCS and PIE-Memphis that growth is needed, PIE-Memphis will have access to significant professional resources from PMG. The charter school will take advantage of PMG's centralized support services, including staff recruitment, professional development, facilities, human resources, accounting, and financial management, purchasing and procurement, and assistance with the development of school policies and procedures. Each time a new school site opens, PMG will deploy staff to support the opening. Typically, a single Principal can oversee day-to-day operations and provide instructional leadership to two-four school sites depending on student enrollment. Finally, each school will be staffed according to the plan outlined in Section 2.4 Personnel/Human Capital.

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

N/A

(d) Discuss the results of past replication efforts and lessons learned – including particular challenges and how you have addressed them.

Pathways In Education previously operated two contract schools in Memphis under the Achievement School District from 2013-2022. The Pathways In Education contract was revoked by the Tennessee Department of Education at the end of the 2022 school year. The revocation of the contract was for a material violation of the agreement and pursuant to any authority T.C.A. §49-1-614 (a)(6), specifically Pathways in Education has enrolled students in violation of 3.5 of the agreements. PIE-Memphis will only enroll eligible students.

One of the challenges PIE-Memphis faced over the eight years of operation was having consistent indicators to utilize to improve performance. In the Tennessee Value-Added Assessment System to measure student skills growth, the Pathways schools showed as not meeting the expectations. Pathways schools rated as meeting/exceeding in the finance and student and family rights categories. However, School Performance Framework (SPF) results for the academic category were difficult to use as an indicator because they were rated as too small to rate, as evidenced in the table below.

**TABLE KK: School Performance Framework**

		2016-17		2019-20		2020-21	
		Frayser	Whitehaven	Frayser	Whitehaven	Frayser	Whitehaven
Finance	30 Days Cash on Hand	Meeting	Meeting	Exceeding	Exceeding	Exceeding	Exceeding
	Threshold Ratio	Meeting	Meeting	Exceeding	Exceeding	Exceeding	Exceeding
	Financial Audit	Meeting	Meeting	Meeting	Meeting	Meeting	Meeting
	<b>Overall Finance Rating</b>	<b>Meeting</b>	<b>Meeting</b>	<b>Exceeding</b>	<b>Exceeding</b>	<b>Exceeding</b>	<b>Exceeding</b>
Student & Family Rights Category	Access: Right to Special Services	Meeting	Meeting	Meeting	Meeting	Meeting	Meeting
	Enrollment: Right to School Choice & Equitable Environment	Meeting	Meeting	Meeting	Meeting	Meeting	Meeting
	Health/Safety	Meeting	Meeting	Meeting	Meeting	Meeting	Meeting
	Leadership: Right to Qualified Staff	Meeting	Meeting	Meeting	Meeting	Meeting	Meeting
	Voice: Right to be Included/Informed	Meeting	Meeting	Meeting	Meeting	Meeting	Meeting
	<b>Overall Student and Family Rights Category Rating</b>	<b>Meeting</b>	<b>Meeting</b>	<b>Meeting</b>	<b>Meeting</b>	<b>Meeting</b>	<b>Meeting</b>

Academic Composite Score Category	Mission: Reward School Success Rate (R-SSR) Percentile Rank	Does not Meet (0 pts)	Does not Meet (0 pts)	NA	NA	Unable to rate; participation rate too low	Unable to rate; participation rate too low
	School Progress: Progress on Components of R-SSR	Meeting (20 pts)	Does not Meet (0 pts)	NA	NA	Unable to rate; participation rate too low	Unable to rate; participation rate too low
	Student Progress: Composite TVAAS	Approaching (0 pts)	Does not Meet (0 pts)	NA	NA	Unable to rate; participation rate too low	Unable to rate; participation rate too low
	Equity: Progress on Components of SSR	** (Pop too small)	** (Pop too small)	NA	NA	Unable to rate; participation rate too low	Unable to rate; participation rate too low
	College & Career	** (Pop too small)	Does not meet	NA	NA	Does not Meet	Does not Meet
		** (Pop too small)	** (Pop too small)			Does not Meet	Does not Meet
	Remanded Students	NA	NA	NA	NA	No score; marked with "?"	No score; marked with "?"
		NA	NA				
	<b>Academic Composite Score</b>	<b>20/45 = 44%</b>	<b>0/45 = 0%</b>	<b>NA</b>	<b>NA</b>	<b>Does not meet</b>	<b>Does not meet</b>
<b>Overall Category Rating</b>	<b>Does Not Meet</b>	<b>Does Not Meet</b>	<b>NA</b>	<b>NA</b>	<b>Does not meet</b>	<b>Does not meet</b>	

Despite the change in assessment, PIE-Memphis took many steps to increase the metrics which include:

- Increased data analysis and support
- Used data to identify student learning gaps and needs.
- Identified and implemented intervention courses and strategies to close the identified learning gaps
- Developed and increased intervention training and coaching with staff members.
- Implemented TCAP and EOC participation requirements.
- Increased student and family communication regarding assessment participation
- Added a new Principal, experienced in the PIE culture and curriculum.

Changes PIE-Memphis will also take to ensure the success of the program:

- Add a Social-Emotional Learning Specialist to support all students' mental health. Students are more likely to attend school and make academic gains when they feel they have social-emotional support.
- Add an Intervention Tutor to support the diverse learning needs of all students by providing one-on-one, or small group, tutoring and support for students struggling to find success with the curriculum.

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

The biggest challenge that PIE-Memphis will face, based on previous experience in the Memphis area, is that in working with the targeted enrollment population, the majority of students who enroll will have exceeded their graduation cohort by two or more years and have a significant gap in their learning and academic skills. It takes significant time to provide appropriate and individualized intervention before these students can successfully access grade level curriculum and are back on track to earn their high school diploma. We also realize we face the challenge of serving students who may have been out of school for an extended period of time for various reasons and will need additional support and resources. Even though we are identifying these as challenges, our program is designed to address these specific issues and ensure students will be put on a path to be successful.

Another challenge for PIE-Memphis will be some of the initial confusion with identifying students who are eligible for enrollment. When PIE-Memphis operated as an ASD contract school, we were contractually limited to enrolling ASD-zoned students, students who attended priority schools, and McKinney Vento qualified students only. The Frayser school site was also able to enroll students who qualified for Free and Reduced lunch. Many MSCS students were referred to PIE for enrollment and were turned away. The change in enrollment eligibility will need to be addressed with the community and referring schools

(f) Provide, as **Attachment L**, the network's most recent annual report.

N/A. There is no Network Annual Report for PMG.

## 2.13 Network Management

In this section: (a) Identify the network's leadership team and their specific roles and responsibilities.

### Network Leadership Team Roles & Responsibilities:

**Associate Superintendent:** The Associate Superintendent oversees the complete management of Pathways In Education schools, including all of the charters and contracts.

- Sets the vision, goals, and direction for the organization
- Shares goals with school-based operations
- Leads the team to accomplish its mission
- Supervises the leadership team

**Senior Director of District Relations:** The Senior Director of District Relations is responsible for creating and maintaining relationships with authorizers and School District Staff. The Senior Director is also responsible for identifying growth opportunities for PIE.

- Reports to the Associate Superintendent
- Communicates with school leaders regarding authorizing updates

**Director of Student Access and Excellence:** The Director of Student Access and Excellence directly oversees the instructional arm and is responsible for the instructional direction for all Pathways In Education schools through effective and efficient operations of curriculum, instruction, assessment, special programs, and staff development

- Supports network-wide PD
- Analyzes network data and makes recommendations

**Director of Operations and Implementation:** The Director of Operations and Implementation is responsible for leadership and management of all instruction-related operational needs. Working under the direction of the Associate Superintendent, the Director of Operations directly supervises support staff, manages project schedules, directs the work of vendors, manages internal purchasing functions, manages all school facilities, and oversees internal, local, state, and federal program compliance and accountability.

- Sets the vision for school-based operations
- Connects with outside vendors
- Ensures facilities are equipped with current technology

**Cluster Director:** The Cluster Director is responsible for providing guidance and support to the Principal and instructional team. The Cluster Director serves as a liaison working with authorizers on annual performance reviews.

- Provides leadership and guidance to school principals
- Analyzes school data

(b) Provide, as **Attachment M**, the organizational charts for Year 1 network as a whole (including both network management and schools within the network), Year 3 network as a whole and Year 5 network as a whole. The network organization charts should clearly delineate the roles and reporting structure of the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. If the proposed school intends to contract with a CMO, clearly show the CMO's role in the organizational structure of the proposed school.

### See Attachment M

c) Explain any shared or centralized support services the network will provide to schools in Tennessee, including the cost of those services, how costs will be allocated among schools, and specific service goals. How will the proposed school measure the successful delivery of these services?

PIE-Memphis will contract with PMG, a CMO. PMG will provide a comprehensive scope of services and coordination of student support services to PIE-Memphis. For a full list of services provided by PMG, refer to **Attachment K**, draft CMO Agreement. PIE-Memphis' Board of Directors will continually evaluate PMG's performance based on the draft rubric shared in 2.10 Charter Management Operations.

For services that cannot be provided or coordinated by PMG, the management company will refer to PIE-Memphis to recommended vendors. PIE-Memphis will issue a Request for Proposal (RFP) to potential vendors for contracted services, including the vendors recommended by the management company. PIE-Memphis' staff will evaluate all bids for: alignment of mission, expertise, performance history, cost savings, and experience working with charter schools. PIE-Memphis' staff will present the PIE-Memphis Board of Directors with the RFP's result as well as the staff's recommendation. After reviewing the results of the RFP process, staff's recommendation price, quality of service, and vendor's experience, PIE-Memphis' Board of Directors will select a vendor. Price, quality of service, and vendor's experience will all be taken into consideration.

To ensure each PIE school has strong academic, operational, and financial support, the PMG team will provide services to PIE schools in the form of:

- Shared professional development opportunities for school leaders, teachers, and staff members (coordinated by the Network leadership team)
- Curriculum selection and design
- Data management (i.e., test center and analysis of formative and summative assessments; student enrollment, attendance, transfer, and withdrawal data; local, State, and federal compliance reporting)
- Accounting and budget management
- Vendor management and procurement
- Information Technology (IT) management (computers, equipment)
- Facilities management and maintenance (including financing and funding to secure school facilities)
- Human Resources management
- Staff recruitment and hiring
- Payroll processing and benefits administration
- Student recruitment
- Community relations



PMG will provide these services to PIE-Memphis for a fee of 15% of the PIE-Memphis' revenue.

Using the table below, identify school- and network-level decision-making responsibilities as they relate to key functions

**Table LL: Key Roles & Responsibilities**

Function	Network Decision-Making	School Decision-Making
Performance Goals	Associate Superintendent	Board
Curriculum	Associate Superintendent	Principal
Professional Development	Associate Superintendent	Principal
Data Management and Interim Assessments	Director of Student Access and Excellence	Principal
Promotion Criteria	Director of Student Access and Excellence	Board
Culture	Associate Superintendent	Principal
Budgeting, Finance, and Accounting	Director of Operations	Principal, Board
Student Recruitment	Director of Student Access and Excellence	Principal
School Staff Recruitment and Hiring	Associate Superintendent	Principal, Board
H/R Services (payroll, benefits, etc.)	Director of Operations	Board
Development/ Fundraising	Director of Student Access and Excellence	Principal, Board
Community Relations	Director of Student Access and Excellence	Principal, Board
I/T	Director of Operations	Principal, Board
Facilities Management	Director of Operations	Principal
Vendor Management / Procurement	Director of Operations	Principal, Board



## 2.14 Network Governance

In this section: (a) As applicable, describe the governance structure at the network level and how that relates to each individual school. Will each school/campus have an independent governing board, or will there be a single network-level board governing multiple schools? The remaining questions in this section apply only to a network-level board.

N/A - There is no network governing body.



## 2.15 Personnel/Human Capital - Network-wide Staffing Projections

Complete the following table, indicating projected staffing needs for the entire network over the next five years. Include full-time staff and contract support staff that serve the network 50% or more of their time. Change or add functions and titles as needed to reflect organizational plans. If the proposed school plans to use a staffing model that diverges from the school staffing model in the original application, please explain.

**Table MM: Projected Staffing Needs**

Year	Year 1	Year 2	Year 3	Year 4	Year 5
Number of high schools	11	12	13	14	14
<b>Total schools</b>	11	12	13	14	14
Student enrollment	2,900	3,400	3,700	4,000	4,200

Management Organization Positions	Year 1	Year 2	Year 3	Year 4	Year 5
Associate Superintendent	1	1	1	1	1
Senior Director of District Relations	1	1	1	1	1
Director of Operations & Implementation	1	1	1	1	1
Director of Student Access & Excellence	1	1	1	1	1
Cluster Directors	3	3	3	3	4
<b>Total back-office FTEs</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>8</b>

High School Staff	Year 1	Year 2	Year 3	Year 4	Year 5
Principals	5	5	6	7	8
Assistant Principals	9	11	11	12	13
Lead Teachers	6	6	7	8	9
General Education Teachers	70	72	78	84	90
Small Group Instruction Teachers	32	35	37	40	40

Special Education Teachers	14	15	16	17	17
ESL Teachers	12	12.5	15	16	16.5
Post-Secondary & Student Services Counselors	10	12	13	14	14
Social & Emotional Learning Specialists	7	7	7	7	7
Compliance Coordinators	11	12	13	14	14
Center Coordinators	11	12	13	14	14
Tutors (part time - not FTE)	11	12	13	14	14
<b>Total FTEs at high schools</b>	<b>185</b>	<b>210</b>	<b>226</b>	<b>244</b>	<b>253</b>
<b>Total Network FTEs</b>	<b>192</b>	<b>217</b>	<b>233</b>	<b>251</b>	<b>261</b>

## Section 3: Financial Plan and Capacity

### 3.1 Planning and Budget Worksheet (Attachment N)

Public charter schools are required to operate under an annual budget on a July 1 – June 30 fiscal year. For purposes of this application, the proposed charter school must submit the Public Charter School Planning and Budget Worksheet which is provided on the department’s website, as **Attachment N**. The budget must include:

- (a) All anticipated revenues and expenditures
- (b) A back-office budget
- (c) Financial implications of facilities plans
- (d) Explicitly detail major assumptions including but not limited to:
  - Student enrollment; All anticipated funding sources<sup>16</sup>, including:
    - Local, state, and federal per-pupil funding; eligibility levels; and annual increases
    - Other government resources
    - Private fundraising
    - eRate
    - Student fees
  - Compensation, including:
    - Salary table and number of staff by position
    - Yearly pay increases
    - Pension contribution and other benefits
  - Line items for each major expense and delineation of assumptions, including:
    - Instructional materials and supplies
    - School equipment and furniture
    - Technology for student and teacher use
    - Professional development
    - Student assessments
    - Student information system
    - Special education services
    - Student activities
    - Authorizer fee
    - Contracted services at school (audit, I/T, etc.)
    - Rent, utilities and other facility expenses
    - Office supplies and equipment
    - Technology for administrative use
    - Fundraising materials and resources (non-staff)
    - Marketing costs
    - Management fees and any other management compensation to the CMO or network (if applicable)
    - Capital, contingency, and insurance reserve funds

The planning and budgeting worksheet is included as **Attachment N**.

---

<sup>16</sup> Both the budget forms and narrative should specify the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of firm commitments, where applicable.





### 3.2 Budget Narrative (Attachment O)

As **Attachment O**, present a budget narrative including detailed descriptions of budget assumptions, and revenue and expenditure projections, reflecting proposed growth over time. In this section include:

- (a) How the proposed budget is adequate to ensure the proposed school model can be implemented fully and how it supports your theory of action concerning student achievement
- b) An explanation of student enrollment and BEP projections;
- (c) An explanation of all anticipated funding sources, including grants, state, federal, and local per pupil eligibility, other government resources, private fundraising, eRate, student fees, donations, etc.;
- (d) An explanation of all anticipated expenditures including those identified in Section 3.1(d);
- (e) The systems, processes, and policies by which the proposed school will manage accounting, purchasing, payroll, and audits. Include any draft policies on financial controls;
- (f) How the proposed school will provide an independent annual audit of school-level operations, and comply with other federal or state accounting and/or reporting requirements;
- (g) The different roles and responsibilities of the proposed school's administration and governing board for school finances;
- (h) If there is a plan to outsource any financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., include a statement on how you will choose and oversee the contractors;
- (i) The level of financial expertise of the proposed school's internal and external team members;
- (j) The proposed school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected;
- (k) The Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening; and
- (c) How one or more high-needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.

**See Attachment O**



### 3.3 Network Financial Plan (Attachment P)

In this section: (a) Describe the fiscal health of other schools in your network. Are any of the schools on fiscal probation or in bankruptcy?

The sponsor of PIE-Memphis, Pathways Management Group (PMG) is currently operating schools in Arizona, Idaho, Illinois, and Louisiana. Since opening the first Pathways In Education school in 2006 PMG has maintained a solid fiscal health and has not had any instances or threats of bankruptcy.

(b) Explain how the organization will reach its fundraising goals over the next five years. Provide a development plan that includes staffing needs.

PMG and PIE-Memphis schools do not rely on fundraising efforts to support operational costs.

(c) Provide, as **Attachment P**, a detailed budget for the network. You may reference the school-level budgets provided in Sections 3.1 and 3.2, as appropriate. Applicants must submit financial forms detailing:

- A back-office budget;
- Financial implications of facilities plans;
- All major assumptions including but not limited to:
- Student enrollment;
- All anticipated funding sources<sup>2</sup> (at the network level), including:
- Local, state, and federal per-pupil funding; eligibility levels; and annual increases;
- Other government resources;
- Private fundraising;
- eRate;
- Student fees;
- Total employee compensation (network/CMO level), including the percentage of the total compensation allocated for the proposed school;
- Management fees and any other management compensation to the CMO or network (if applicable); and
- Capital, contingency, and insurance reserve funds.

#### Network Financial Information Overview

Pathways Management Group (PMG) maintains a healthy balance sheet and statement of financial positions and projects a positive change in net assets over the next five years. This allows PMG to continue its fiscal support of the PIE-Memphis schools through efficient management and available startup loans. None of the schools operated or managed by PMG are on fiscal probation or are in a situation of insolvency.

PIE-Memphis and PMG do not have fundraising goals. Instead, the organizations have developed an educational model that allows for student achievement while sustaining itself of general education per pupil funding. The conservative and operationally efficient nature in which PIE-Memphis will operate allows for shared management support resources to achieve maximum economies of scale.

PMG serves, on a rolling basis due to non-constant enrollment, between 2,500 and 5,000 students. PMG revenue is based on receiving 15% of total revenue from the schools that it serves. The PMG office provides services for finance, accounting, payroll, human resources, education programming, curriculum, professional development, facilities and special

education coordination. Given the anticipated growth of schools that PMG serves, additional support staff will be added beginning in Year Two.

**See Attachment P for Network Budget**

# **Attachment A:**

Annual Academic Calendar



# 2024/2025 Academic Calendar



July 2024						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2024						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2024						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2025						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

## School Holidays

Jul 4	Independence Day	Nov 27 - 29	Thanksgiving Break	Feb 17	Presidents' Day
Sep 2	Labor Day	Dec 23 - Jan 3	Winter Break	May 26	Memorial Day
Nov 11	Veterans Day	Jan 20	Martin Luther King Jr. Day	Jun 19	Juneteenth





# **Attachment B:**

Student Handbook



# PATHWAYS

STUDENT  
HANDBOOK





# PATHWAYS IN EDUCATION Memphis



Student Handbook  
2024-2025





2024-2025 School Year

Dear Student:

Welcome to Pathways In Education. The faculty, staff and administration look forward to working with you and your family during the time you spend in our program. You will be given the responsibility for actively participating in your educational process. With the help of your teachers, you will be guided through what we hope will be a productive and rewarding educational experience for you.

We are here to help facilitate your goals. It will be your responsibility to complete your course assignments and keep all scheduled appointment times. If you are having difficulty, our teachers are happy to meet with you, one-on-one, or in small groups to help facilitate your learning process. Pathways In Education also provides an experiential and life skills program that focuses on your career, academic, personal and social development.

Please share this information with your parent(s) who will be involved in your overall learning experience.

Sincerely,

Val Brennan

Principal

Pathways In Education–Memphis

Kristi Duenas

Associate Superintendent

Pathways In Education

Susan Lux

Cluster Director

Pathways In Education–Memphis

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## Section I: Introduction

### About the Student Handbook

This handbook is intended to provide students, teachers, aides, and parents with a guide to academic and program requirements. It is our hope that every student and parent will read all of the information carefully and discuss it before enrolling in Pathways In Education – Memphis (“PIE-Memphis”). Planning a school program is very important and careful thought should be given to future educational and vocational goals, aptitudes, past academic achievement and willingness to work. If you have any questions, please contact your local school or supervising teacher, or log on to the Pathways In Education website at [www.pathwaysedu.org](http://www.pathwaysedu.org). On the website you will find information about Pathways In Education programs and schedules, as well as links to a wide array of educational resources. Please visit the school’s website for the most up to date information related to COVID-19.

### History of the Program

Pathways In Education is a national network of non-profit public schools and learning programs that partner with local school districts to reengage at-risk youth. Managed by Pathways Management Group (PMG), Pathways utilizes a blended learning model to connect students to a wide variety of instructional modalities, helping those who have previously struggled find success in high school and beyond. Pathways In Education programs are accredited by Cognia®.

### Description of the Program

PIE-Memphis is an academic recovery program specifically tailored for students using a guided individualized learning format. Students who have previously experienced difficulty in traditional schools find success with the program. PIE-Memphis combines individualized learning plans with self-esteem and leadership development. Students are enrolled in courses leading toward a high school diploma. Enrollment in the program is voluntary.

PIE-Memphis is a public school dedicated to providing quality educational services to students and families. The unique features of the program include:

- ❖ *Open Entry* – A student can enroll virtually any weekday of the year. No need to wait for a class or semester to start. After completing all registration paperwork, all students will sit for a mandatory orientation with school staff prior to officially beginning the program.
- ❖ *Continuous Learning* – PIE-Memphis operates year round. No long vacations to interrupt the learning process.
- ❖ *Flexible Self-Paced Rate of Learning* – Students set their own time and pace for learning. They do not have to sacrifice family or work commitments to meet educational schedules.
- ❖ *Criterion-Based Learning* – In core subjects, only material that has not been mastered is required. Learning is focused on the specific skills needed to achieve maximum advancement in minimum time.
- ❖ *Subject Matter Concentration* – Enrollment in one to two courses at a time allows for greater in-depth learning and results in less confusion.

## Vision Statement

Pathways In Education - Memphis is the best non-traditional public school, empowering under-served students by unlocking their passions and dreams and moving them daily toward graduation and creating lifelong learners.

## Mission Statement

Pathways In Education Schools are exemplary models of a successful blended learning program. Our staff empowers, inspires, and connects with our students to help them achieve their goals, positively change their lives, and make their dreams a reality. Our schools are supportive environments where all stakeholders are successful.

## Anti-Discrimination Policy

PIE-Memphis does not discriminate against any person on the basis of gender, gender identity, gender expression, race, color, religion, disability, and/or any other status protected by law, including immigration status, in any of its policies, procedures, or practices in compliance with, but not limited to, Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, section 505 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, 34 CFR Section 104.4(b)(3), and the ADA Amendments Act of 2008.

## Core Values

Mutual Trust

Mutual Respect

Compassion

Integrity

Resilience

## Expected Student Outcomes (ESOs)

It is the belief of the PIE-Memphis stakeholders that students are unique individuals who:

- ❖ Can learn
- ❖ Are capable of self-improvement
- ❖ Are capable of quality work
- ❖ Are worthy of a positive dream for their future and can develop positive life plans
- ❖ Will flourish in a positive school environment with instruction personalized to their needs

Upon graduation, PIE-Memphis students are expected to be lifelong learners in the 21st Century. To that end, the program seeks to teach students how to be

### Responsible Learners

- ❖ Work independently and with others when appropriate
- ❖ Finish assigned work
- ❖ Attend appointments regularly and be on time
- ❖ Manage time efficiently
- ❖ Make and keep commitments

**Independent Achievers**

- ❖ Earn a high school diploma
- ❖ Get a good job, go on to college or trade school or own a business
- ❖ Make good judgments under pressure
- ❖ Discover and use many different resources in order to make good decisions
- ❖ Continue learning outside the classroom
- ❖ Set positive goals that will lead to the fulfillment of dreams

**Good Citizens**

- ❖ Contribute to the community in a positive way
- ❖ Do good deeds and respect the diversity of others
- ❖ Obey the law
- ❖ Contribute to the family; show by example the importance of staying in school

**Good Communicators**

- ❖ Obtain the communication skills necessary to get and keep a job or go on to higher education
- ❖ Use technology to communicate effectively
- ❖ Ask for help when appropriate and not try to solve all problems alone
- ❖ Learn to express themselves clearly

**Methods of Measuring Student Progress**

While all students will achieve the required standards by graduation, not all will progress at the same rate. Evaluation of that progress is based on individual abilities, interests, and talents. Student progress is assessed by the following methods:

- ❖ Weekly review of work
- ❖ Oral and written tests
- ❖ Portfolios of student work product
- ❖ Teacher observation
- ❖ State-mandated assessment testing
- ❖ Student demonstrations
- ❖ Student grades — quarterly

## Section II: General Information

### Age of Enrollment

PIE-Memphis may only enroll students who are between grades 9–12<sup>1</sup>.

### Grading System

The grade given in any course represents the certified teacher’s considered judgment of the degree to which the student has achieved the goals and objectives of the course. It represents the teacher’s professional judgment of the quality of the student’s work and the student’s degree of mastery. The teacher may consult with the primary caregiver in order to obtain additional insight into the quality and mastery of the work considered. No grade may be changed by an administrator unless a clerical or mechanical mistake, fraud, bad faith or incompetence can be identified.

90–100	A	<i>Superior achievement/exceeding mastery of content.</i> The student has excelled; work is of exceptional quality and stands apart.
80-89	B	<i>Above average achievement/mastery of content.</i> The student has done more than is expected of a student who satisfactorily completed the objectives.
70-79	C	<i>Average achievement/approaching mastery of content.</i> The student has satisfactorily accomplished the objectives of the course.
69 and below	INC	<i>Far below mastery of content.</i> Re-teaching and re-learning needs to occur, followed by re-assessment to demonstrate content mastery prior to credit being awarded.

### Credit

Students earn credit by completing the course work based on the material covered and learned in relation to the Carnegie Standard. Credits may be earned for grades “A” to “C” in all courses (grades 9–12). The school may accept transfer credits for grades “A” to “D” in applicable courses only from schools that have current accreditation. (Credits from unaccredited schools will be evaluated on an individual basis.) Standard credit is 0.5 units for each semester course passed. Physical Education and most elective courses are standard credit (0.5 unit maximum per semester). Since students have the flexibility to work at their own pace, they may require more or less time than the average 60 hours to complete 0.5 credits.

### Grade Level Classification (Grades 9–12)

All students are expected to attend high school for eight semesters. However, if students work at an accelerated pace and complete the necessary course credit requirements, they may graduate early. Classification may be reviewed each semester.

Students are classified as follows:

Grade 9 (Freshman)	0–5	credits earned
Grade 10 (Sophomore)	6–11	credits earned
Grade 11 (Junior)	12–17	credits earned
Grade 12 (Senior)	18–22	credits earned

<sup>1</sup> These requirements are in effect unless changed or modified by the State of Tennessee.

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## Withdrawal Credits

PIE-Memphis may be able to award courtesy withdrawal credits when a student enrolls in our school mid-year. Using the most recent grade report, the teacher will determine the exact date (and semester week number) when the student exited from the course and bring that information, along with the student's withdrawal grade from that course, to the principal for review. If the course was taken during the current academic semester and the student's grade and attendance indicate a solid level of content mastery, the principal may award withdrawal credit, enabling the student to pick up at the same place in the course with us. PIE-Memphis takes withdrawal credits very seriously and wants to ensure that students have full opportunity to achieve maximum educational benefit from every credit awarded, so there may be circumstances where such request is denied, based on the information present and the principal's discretion.

In order to qualify to request courtesy withdrawal credits, a student must:

- ❖ have been earning a C or better in the class.
- ❖ have access to the exact same course at PIE-Memphis.
- ❖ complete the remaining portion of the course prior to the end of the current semester.
- ❖ have maintained satisfactory attendance for the semester during which the partially-completed course was taken (less than 5% absences) except in extenuating, documented circumstances.

## Repeating Courses

Generally, a course cannot be repeated if the student has earned a C- grade or higher. If a student has failed a course or has not demonstrated sufficient competency, he/she may retake the course for credit. If a student has earned a "D" grade, he/she may retake the course, but only for the purpose of achieving a higher grade – no further credit can be awarded. Consult your instructor regarding individual situations.

## Character Development and Education

Pursuant to T.C.A. §49-6-1007, PIE-Memphis provides year-round instruction around character education. Each month of the school year is designated with a character-related theme and the Post-Secondary & Student Services Counselor organizes and implements activities centering around that theme for all students. Themes are derived from the PIE-Memphis Core Values, as well as common areas of focus for adolescents to promote healthy, positive lifestyles.

## Special Education

Memphis Shelby County Schools is the Local Education Agency (LEA) for all students with special needs (students with disabilities and gifted students) geographically zoned to attend schools operated by the MSCS. Schools offer a full continuum of placement and service options to meet the needs of all students. Unless otherwise required by a student's Individualized Education Plan (IEP), all students with disabilities/gifted students may attend the same zoned school as their nondisabled/non-gifted peers, as the vast majority of special needs can be met in the Least Restrictive Environment (LRE) at any MSCS school. Each school shall provide access to a free appropriate public education to all disabled children ages 3-21, inclusive, residing

within the jurisdiction of the school system.

The plan for implementation of appropriate instruction and special education services shall be in accordance with the current Rules, Regulations and Minimum Standards of the State Board of Education<sup>1</sup>, State<sup>2</sup>, and Federal<sup>3</sup> Law. Administrators, principals, directors of instruction and teachers are responsible for providing an Individual Education Program (IEP) for each disabled student and for adhering to all components of this policy. Parents are responsible for becoming knowledgeable of their rights and participating in the IEP process.

## Special Populations

PIE-Memphis will provide special services that may be required to facilitate equitable access and participation of students based on varying factors, such as being an English Language Learner (ELL), a homeless or migrant, special or gifted services; student's achievement level on State assessment; or attending a Title I school. Students and parents/guardians have the right to request teachers' and other paraprofessionals' qualifications.

*Students with Disabilities.* PIE-Memphis adheres to all applicable state and federal laws relating to the identification, referral, and provision of services for students identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act. Students with disabilities may be eligible to receive special education services. Special education services ensure that the unique needs of students with disabilities are met. The core purpose of special education is to provide specially designed instruction and intervention to students with disabilities, as well as give them access to the same educational programs and/or activities that are available to their non-disabled peers.

*English Language Learners.* English Language Learners (ELL) are non-English language background students whose level of oral, reading, and written proficiency in English does not allow them to fully benefit from the curriculum and creates difficulty in regular classroom curriculum without specially designed modifications. ELL students have not yet met the definition of fluent English proficient (FEP). If the inability to understand, speak, read, or write the English language excludes a student from effective participation in the educational programs offered by the school, the school shall take appropriate action to rectify the English language deficiency in order to provide the student equal access and participation in its programs. The school shall develop and periodically update a local plan for providing ESL services for students whose native or dominant language is not English. The plan for implementation of appropriate instruction and ESL services for students who have limited English proficiency shall be in accordance with the current rules, regulations, and minimum standards of the State Board of Education state and federal law.

*Homeless and Migrant Students.* Educational services will be provided for homeless or migrant students in accordance with local, state, and federal guidelines including the Every Student Succeeds Act (ESSA). A homeless child, as defined in the ESSA, lacks fixed, regular, and adequate residence or has a primary residence in a supervised publicly- or privately-operated shelter for

<sup>1</sup> TRR/MS 0520-1-3.09(3)(b)

<sup>2</sup> TCA 49-10-101

<sup>3</sup> Education of Individuals with Disabilities 20, 1400-1485. Section 504 of the Rehabilitation Act of 1973. (Note: 504 of the Rehabilitation of 1973 has been interpreted by the courts to include individuals with contagious disease to be disabled.)



temporary accommodations or a public or private place not designated for use as regular sleeping accommodations for humans.

### **McKinney-Vento Homeless Assistance Act**

This federal legislation guarantees homeless children youth the following:

- ❖ The right to immediate enrollment in school, even if lacking paperwork normally required for enrollment.
- ❖ The right to attend school in his/her school of origin (if this is requested by the parent or unaccompanied children and youth is feasible) or in the school in the attendance area where the family or youth is currently residing.
- ❖ The right to receive transportation to his/her school of origin, if this is requested by the parent or unaccompanied children and youth.
- ❖ The right to services comparable to those received by housed schoolmates, including transportation and supplemental educational services.
- ❖ The right to attend school along with children not experiencing homelessness. Segregation based on a student's status as homeless is strictly prohibited.
- ❖ The posting of homeless students' rights in all schools and other places around the community.

The term "homeless children and youths" - means individuals who lack a fixed, regular and adequate nighttime residence and includes:

- ❖ Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting formal care placement.
- ❖ Children and youths who have a primary nighttime residence that is a public or private place not designed or ordinarily used as a regular sleeping accommodation for human beings.
- ❖ Children and youths who are living in cars, parks, public spaces or abandoned buildings; substandard housing, bus or train stations, or similar settings.
- ❖ Migratory children who qualify as homeless because the children are living in circumstances described above.
- ❖ The term "homeless children and youths" - means individuals who lack a fixed, regular and adequate nighttime residence and includes:

Per the McKinney- Vento Homeless Assistance Act (42 U.S.C § 11431-11435), PIE- Tennessee provides homeless students with equal access to free and appropriate education and support services necessary to meet the same academic standards as all other students. Students experiencing homelessness are advised to contact the Homeless & Foster Education Liaison, Valerie Brennan at [vbrennan@pathwaysedu.org](mailto:vbrennan@pathwaysedu.org) to access referrals to locally available services. Additionally,

please visit [tn.gov/education/student-support/homeless-students.html](http://tn.gov/education/student-support/homeless-students.html) for more information about the PIE- Memphis homeless student program.

### **Attendance/Tuancy/Assigned Activities**

The State of Tennessee mandates that students attend school regularly and PIE-Memphis wants to provide a successful alternative to traditional high schools. Academic and social successes are significantly related to regular instruction, and it is expected that parents and students will assume responsibility for regular school attendance. PIE-Memphis allows parents and students the flexibility to attend school and learn at home. Students must complete assigned activities each school day and a minimum amount of work that is equivalent to at least one Carnegie Unit per week. In addition, students are required to meet with a teacher as specified in their Individualized Learning Plan (ILP). If the student fails to meet these attendance requirements, they may be dropped from the program.

Per the PIE-Memphis Student Success Plan and the PIE-Memphis school policy for grades 9 through 12, parent and student agree that the student will:

- ❖ Meet with the instructor at the designated “Reporting” time, day, and place.
- ❖ Complete all work, as assigned, and the instructor will verify that student completed assigned work hours on each day the school is open. Parent/guardian/caregiver will ensure that student does school work on these days.
- ❖ Complete and submit all assigned work for each school month. No more than 20 school days may pass between the assignment date and the date completed, unless an exception is made in accordance with school policy.

And the student and parent/guardian/caregiver sign to indicate understanding that:

- ❖ An evaluation will be made to determine whether it is in the student’s best interest to continue enrollment in PIE-Memphis if student fails to complete 100% of the minimum work assignments required for one school month, verify 75% of attendance for one school month, or misses four instructor appointments without a valid reason.
- ❖ While completing the 0.5 credits per month meets the minimum work requirement to maintain enrollment in the PIE-Memphis school, completing more than 0.5 credits per month as recommended by the assigned teacher or Student Advisor may be necessary in order for student to make up deficient credits if student wants to return to their home school or graduate with their class. A student may complete up to 19 quality work units per month, without special exception.
- ❖ When a student referral is made by another school, the school administration and parent sign in advance of enrollment to acknowledge that they have taken the following indicators into account in making the decision to transfer:
- ❖ A verified reading level below 3rd grade level (for middle school students) or 5th grade level (for high school students) may indicate that a student will not be able to engage in the “grade leveled” texts of the PIE-Memphis independent study program.

- ❖ An Individualized Education Program (IEP) that specifies a student's learning style or academic needs are NOT conducive to working independently may indicate that the independent nature of the Pathways In Education program may not be an ideal fit for the student.
- ❖ An Individualized Education Program (IEP) that specifies a student's cognitive or behavioral level as requiring a therapeutic school environment may find the independent nature of PIE-Memphis as not providing the attention they require.

Additionally, signatures indicate understanding that all student progress will be assessed after an initial 30-day period. Any referred/voluntarily-enrolled student failing to demonstrate adequate progress can be returned to the home school for immediate re-enrollment. Non-progressing remanded students will be referred for a more appropriate alternative school placement.

The instructor verifies attendance based on the attendance sheet and assigned activities completed. This is necessary to keep track of the student's progress and to verify that learning has taken place. If the student fails to initial his or her attendance sheet and submit the required assignments by the due date, the student will be counted as absent for that period.

### **Truancy**

Tennessee law requires that all children between the ages of six (6) and seventeen (17) attend school. In the MSCS, attendance is also mandatory for students who have been expelled and remanded to attend alternative education programs. Attendance is a key factor in student achievement and therefore, students are expected to attend school six and a half hours a day, five days a week (4 hours in person and 2 ½ hours in virtual program). Students and parents/guardians are responsible for ensuring regular school attendance and at-home work completion. Unexcused absences are prohibited by law and school/district policy.

Parents/guardians will be notified when students are absent or excessively tardy, be provided opportunities to restore the student's attendance, and offered access to resources to address truancy challenges.

By nature of an independent study-focused program, students complete a significant amount of work independently and this work is included in calculations for overall attendance. In order to provide clarity to parents/guardians and students, we use the following process to determine physical truancy:

- ❖ If a student misses three appointments/classes/assessments without making up their in-school seat time, the parent/guardian will receive a 3-day warning notice via mail and a meeting will be requested to discuss attendance.
- ❖ If a student misses five appointments/classes/assessments without making up their in-school seat time, the parent/guardian will receive a 5-day warning notice and a meeting will be scheduled to create an Attendance Intervention Plan. At that meeting, parents/guardians will work with the teacher, attendance officer, and principal or director of instruction to create a plan to help the student be more successful attendance-wise. Please note that if the parent is not present at the meeting, the plan will be created by school staff and sent via certified mail to the parent/guardian for immediate implementation. All students with five unexcused absences will be reported to the

Shelby County District Attorney.

- ❖ If a student misses 10 appointments/classes/assessments without making up their in-school seat time, the parent/guardian will receive a 10-day letter from the Shelby County Juvenile Court's Truancy office, notifying them that the case has been referred to the Shelby County Juvenile Court system for intervention. A copy of this letter will be placed in the student's file and the school will send a representative to the hearing at Juvenile Court.

Please note that failure to attend scheduled appointment times/classes/assessments is a direct violation of the PIE-Memphis Student Success Plan and a student would be voluntarily withdrawn at the time of a combination of 10 missed appointments, classes, and/or assessments and referred back to his/her zoned school for re-enrollment.

Any student under the age of 18 is considered a dropout by the State of Tennessee if he or she is absent ten (10) consecutive days or has fifteen (15) unexcused absences in a single semester and system policies and procedures on truancy have been followed.

### **Transfers/Withdrawals**

Transfers into PIE-Memphis are accepted year-round and follow the local district's Enrollment policies. Upon arrival, the parent will be asked for the name of the student's previous school and district, an unofficial transcript or most recent report card (middle school only), immunization records, and a copy of the official withdrawal form from the previous school of enrollment. **A student cannot be enrolled at PIE-Memphis until the student has been officially withdrawn from the previous school.**

Transfers out of PIE-Memphis are also addressed on a year-round basis. In the event that the parent/guardian wants to transfer the student within the local school district, the parent needs to request and complete a Transfer Request Form and turn that document in to the Compliance Coordinator at the PIE-Memphis school site.

At that time, and unless a family provides proof of relocation, school administration will conduct an Exit Interview to determine the reason for the transfer and see if there are things we can do to keep the student at PIE-Memphis. If the parent still wants to access a transfer, the principal or director of instruction will discuss available school options with the family and make a courtesy call to the new school, to confirm capacity. A student cannot be granted a transfer without confirmation of acceptance at the new school.

Once the transfer has been granted, a Withdrawal Form will be completed and the family will be given a copy of the Transfer Request Form. Memphis Shelby County Schools will not accept a student without the proper, signed withdrawal documentation. Both forms will also be submitted, by PIE-Memphis to the local school district's Enrollment Manager.

In the event that there are extenuating circumstances such as student safety issues, disciplinary matters, or medical issues, PIE-Memphis will work with the local school district's support staff to find a suitable administrative placement.

## **Disclosure of Information**

PIE-Memphis does not provide information to the general public regarding its students unless legally required to do so. PIE-Memphis is required to disclose names, addresses and telephone numbers of PIE-Memphis students to military recruiters upon request, subject to a parent's request that PIE-Memphis not disclose such information. If you do not wish for your child's name, address, and/or telephone number to be disclosed to military recruiters without your prior written consent, you may opt out of this automatic selective service reporting by filling out and providing PIE-Memphis with a Selective Service Disclosure Opt Out Form, which is available through a teacher.

In addition, PIE-Memphis periodically provides information to parents regarding their children's school performance, including information pertaining to students who have reached age 18. Students age 18 years or older may opt out of such disclosure by filling out and providing PIE-Memphis with a Parental Disclosure Opt Out Form, which is also available through a teacher.

## **Student Surveys**

At PIE-Memphis, we administer two school-wide surveys each year to students and/or families. We value your input and insight and hope that all students and parents take the opportunity to respond to the appropriate survey.

In the case that any other surveys are administered by outside agencies or for research purposes, parents have the right to inspect all instructional materials that will be used for a survey, analysis or evaluation as part of a federal program. No student will ever be asked to take part in a survey, evaluation, or analysis that reveals information such as: political affiliation, personal family information, sexual behavior or attitudes, illegal/anti-social/self-incriminating/demeaning behavior, critical appraisals of others with whom they have close family relationships, legally privileged relationships, religious practices or beliefs, or income.

## 2024-2025 Student Holidays

Weekends (Saturday and Sunday) and student holidays are not counted as school days.

*Independence Day* : July 4, 2024

*Labor Day*: Sept. 2, 2024

*Veterans Day*: November 11, 2024

*Thanksgiving Break*: November 27-29, 2024

*Winter Recess*: December 23, 2024 – Jan. 3, 2025

*Dr. Martin Luther King, Jr. Day*: Jan. 20, 2025

*Presidents' Day*: Feb. 17, 2025

*Spring Recess*: March 17-21, 2025

*Memorial Day*: May 26, 2025

*President's Appreciation*: June 16-27, 2025

## Emergency or Weather Shutdown

In the event of severe weather conditions or other emergencies, the local school district may be closed. Each of the local school district schools follows the decision of the superintendent or his/her designee regarding school closings. Parents/guardians should listen to the radio, watch local TV stations, or check the local school district website and expect to be contacted directly to know the superintendent's or his/her designee's decision for the particular day. PIE-Memphis utilizes a school messenger to send automated calls regarding school closure.

## Communicable Diseases

No student will be denied an education solely because of a communicable disease, and their educational program shall be restricted only to the extent necessary to minimize the risk of transmitting the disease.

Parents or guardians of infected students shall inform appropriate school officials of the infection so that proper precautions for the protection of other students, employees, and the infected student shall be taken.

No student with a communicable disease that may endanger the health of either him/her or other individuals will enter or remain in the regular school setting. If a school principal or director of instruction has reason to believe a student has a communicable disease that may endanger the health of either him/her or other individuals in the regular school setting, the principal or director of instruction shall:

- ❖ Assign the student to a setting that will protect the student, other students, and employees;
- ❖ Exclude the student from school until certification is obtained from a physician or the County Health Department by either the parent, principal or director of instruction stating that the disease is no longer communicable.
- ❖ If the superintendent/designee has reason to believe that the student has a long-term communicable disease, the principal or director of instruction must require confirmation from a physician or the County Health Department as to the student's condition. If the student is confirmed to have a long-term communicable disease the principal or director of instruction shall refer the student for special education services.

The superintendent/designee may request that further examinations be conducted by a physician or County Health Department and may request periodic reexaminations after the student has

been readmitted to the school. Expenses incurred from examinations requested by school officials shall be paid by the local school district. The names of all students excluded from school under this policy will be forwarded to the office of the superintendent.

### **Internet Access Policy**

The following Internet Access Policy (“Policy”) must be read and signed by the student and the parent or legal guardian of the student during registration and prior to the student accessing or using the PIE-Memphis Computer Network (“Network”). Network is further defined herein below.

PIE-Memphis believes that the benefits to educators and students from access to the Internet, in the form of information resources and opportunities for collaboration, far exceed any disadvantages of access. The purpose of this Policy is to ensure that Internet access using the Network will be appropriate and used only for educational purposes consistent with the acceptable standards of the school and community and in line with the school’s educational mission and purpose. This Policy sets forth the terms and conditions of the license for you to use the Network. You are fully responsible for any use of the system under your assigned username or password by any person or entity. Parent(s) and guardian(s) of minors are ultimately responsible for setting and conveying the standards that their student(s) should follow. By signing this Internet Access Policy and/or using the Network, you and your parents or guardians agree to comply with all of the terms and conditions of this Policy. Any questions may be directed to the IT Help Desk at [alltechsupport@alltechsi.com](mailto:alltechsupport@alltechsi.com).

### **Computer Network/Internet Acceptable Use Regulations**

The following terms, conditions and rules apply to all student access and use of the Network under this Policy including, but not limited to, internet access, the PIE-Memphis Virtual Program Online Learning platform and student e-mail use:

1. **Network.** PIE-Memphis utilizes internet programs, computers, browsers, accounts, e-mail systems, and other technologies, including but not limited to sites and programs like Facebook® and Edmodo® to conduct school activities, provide information, and allow for student research, study and test-taking (hereinafter referred to as the “Network”). Any online accounts provided to student shall be for the exclusive of that student only. Students may not misrepresent themselves by using the Network under the guise, password, or name of another person or student. Students shall not reveal their passwords to anyone, violate anyone else’s right to privacy, or reveal other person’s names, personal addresses, phone numbers, or places of business. Any problems which may arise from the misuse of an owner’s account will be the responsibility of the student on that account. Any misuse will result in the suspension of account privileges. Use of an account by someone other than the registered account holder may result in loss of Network access privileges. In addition, any abusive conduct or violation of the conditions of these administrative regulations may lead to further disciplinary actions.

2. ***Student Email Use.*** PIE-Memphis may provide students with access to the school e-mail system on the Network. All e-mail use by students on the Network will be conducted in a responsible, legal and ethical manner. Failure to do so may result in the loss of e-mail privileges for the user, disciplinary action, or prosecution under federal or state law. Students and parents/guardians of students using the student e-mail system are responsible for the student's use of the e-mail system. All use of the e-mail system must be in support of education and research and must be consistent with academic actions of PIE-Memphis and will be under the supervision of PIE-Memphis school staff. Use of the e-mail for any illegal or commercial activities is prohibited. Students will use language that is considered appropriate, be polite, send information that other users will not find offensive and never reveal personal information about any user such as address, telephone number, credit card numbers, social security number, etc. Student is aware that Use of the school e-mail system is a PRIVILEGE, not a RIGHT; e-mail is not guaranteed to be private; violation of this Policy will result in the possible loss of e-mail privileges; and persons issued an e-mail account are responsible for its use at all times.

Before accessing the K-12 email, please be aware of and read the following web sites. By signing the Policy, students, parents and guardians are acknowledging that they have read and understand the content of the websites listed below:

- ❖ <https://www.netsmartz.org/Home>
- ❖ <https://www.nsteens.org/>
- ❖ <https://www.nypl.org/help/about-nypl/legal-notice/internet-safety-tips>

3. ***Federal/State Laws and Other Disruptive Behavior.*** Student shall not violate any federal, state or local criminal or civil laws and shall not use the Network for illegal purposes of any kind. Student shall not load, install, or disseminate copyrighted material or copyrighted software onto or through the Network, including but not limited to downloading or redistributing any software, games, music graphics, video, or text, unless authorized to do so by the copyright owner. Student should assume that information or resources available via the Network are private to the individuals and organizations which own or hold rights to those resources and information unless specifically stated otherwise by the owners or holders of rights. Student will not use the Network to access information or resources unless permission to do so has been granted by the owners or holders of rights to these resources or information. Student and student's parents/guardians shall be liable for violating any federal and state laws while using the Network and shall indemnify PIE-Memphis for such unpermitted use. Students shall conduct themselves according to accepted Network etiquette, and refrain from any illegal or substantially disruptive behavior. The use of obscene, vulgar, threatening, harassing, abusive, defamatory language, or other graphic communications, which creates a substantial risk of materially and substantially disrupting the Network or of creating liability for the schools, in either public or private messages, is expressly forbidden. The staff of PIE-Memphis will be the sole arbiter



of what constitutes impermissible communication. Users shall immediately cease and desist activity upon request, pending resolution of any issues concerning messages in question. Students shall not infiltrate any sub-Networks connected to the Internet, violate anyone's right to privacy, disrupt the use of the Internet or any sub-Networks, or abuse, modify, or destroy any hardware or software used in accessing the Internet or any sub-Network. Student will not use the Network to interfere with or disrupt network users, services, or equipment. Disruptions include, but are not limited to, distribution of unsolicited advertising, propagation of computer worms and viruses, and using the network to make unauthorized entry to any other machine accessible via the Network. Student is prohibited from attempting to circumvent or subvert any system security measures. Student will print only to student's own local printer or to the printer designated by student's instructor or PIE-Memphis. PIE-Memphis will not be held responsible if student participates in any of the unpermitted activities, and student will be held solely liable for engaging in the above unpermitted activities.

4. **Educational Use Only.** Student's use of the Network must be consistent with the PIE-Memphis primary educational goals. All information services and features contained on PIE-Memphis systems and Networks are intended for the private use of the Network account holders. Students shall not engage in any commercial "for profit" activity or advertising, extensive personal business, or other unauthorized use of the Network or materials contained therein.
5. **Supervision.** Students and parents should be aware that the Internet, like television, telephone service, and other forms of mass media, provides access to information and people, representing many different countries, cultures, political/philosophical/moral/religious views and lifestyles. Students using Internet in the classroom shall be closely supervised by the teacher. The responsibility for supervision of students accessing or using the Network from home or anywhere else outside the classroom shall be that of their parent(s) or guardian(s). Just as parents need to monitor television and video viewing, radio listening, and reading materials, parents of students using the Network are responsible for supervising their child's use of the Network. Although great care will be taken to reduce the possibility of objectionable materials being accessible through the Network, it is impossible to guarantee that no student will ever be able to obtain access to materials considered objectionable by school and community standards. Therefore, students and their parents are ultimately responsible for the materials accessed through the use of student Network accounts.
6. **Shared Resource.** The Network is a shared resource with finite capacities. Students should be considerate when transferring or storing large files on Network resources. Network users shall not engage in any use of the Network which disrupts other users or seriously degrades performances of the system and Network. Any use determined to be disruptive by the Network administrators will result in appropriate action taken against the user.
7. **Right to Monitor Network Activity.** PIE-Memphis retains the right to monitor Network activity, review any material stored in files which are generally

- accessible to others, edit or remove any material which the PIE-Memphis staff, in its sole discretion, believes violates the above standards, and terminate the Network accounts of any persons violating the conditions set forth in this agreement.
8. ***Right to Amend Policy & Service Availability.*** PIE-Memphis shall have the sole and exclusive right at any time, with or without notice, to alter or amend Policy, or to otherwise change, modify, discontinue or amend (a) the terms and conditions applicable to your use of the Network; or (b) any aspect or feature of the Network, including, but not limited to, content, functionality, hours of availability, and hardware, telecommunication equipment, software, or services needed for access or use. Any use of the Network by you after any such changes, modifications, or additions shall continue to be governed by this Policy. The specific conditions and services that are offered under the Network may be changed from time to time at the sole discretion of PIE-Memphis.
  9. ***No Warranties.*** PIE-Memphis makes no warranties with respect to the network service, and it specifically assumes no responsibilities for: (i) the content of any advice or information received by a student from a source outside the school, or any costs or charges incurred as a result of seeing or accepting such advice; (ii) any costs, liability or damages caused by the way the student chooses to use his/her network access; and (iii) any consequences of service interruptions or changes, even if these disruptions arise from circumstances under the control of the Network. PIE-Memphis makes no warranties with respect to availability of service or access to the Network.
  10. ***Indemnification.*** By using the Network, I agree to defend, indemnify, and hold harmless PIE-Memphis from and against all claims and expenses, including attorneys' fees, arising out of the use of the Network by me or by anyone having access to the Network by means of my account.
  11. ***Release of Liability.*** In consideration for the privilege of using the Network and in any consideration for having access to the information contained on it, students, parents and guardians agree to release the PIE-Memphis, the Network, its operators and administrators, and any institutions with which they are affiliated from any and all claims of any nature arising from his/her use, or inability to use, the Network.
  12. ***Governing Law.*** This Consent and Waiver form and the Rules and Regulations shall, in all respects, be governed by the laws of the State of Tennessee applicable to the agreements executed and wholly performed within the State of Tennessee.
  13. ***Attorneys' Fees.*** In the event any action is instituted by a party to enforce any of the terms and provisions of this Consent and Waiver form or the Rules and Regulations, the prevailing party in such action shall be entitled to such reasonable attorneys' fees, costs, and expenses as may be fixed by the court or trier of facts, whether or not such action is prosecuted to final judgment.

## Section III: Student Behavior

### Academic Honesty

PIE-Memphis is strongly committed to nurturing academic excellence, truth, responsibility, and integrity. Our guided individualized learning program expects all students to maintain a high standard of ethics in their academic pursuits. Academic dishonesty is considered a serious matter and will not be tolerated.

Academic dishonesty includes but is not limited to the following:

- ❖ Cheating, defined as the unauthorized use or attempted use of material, information, notes study aids, devices, or communication during an academic exercise. This includes, but is not limited to, copying from another student or knowingly allowing another to copy.
- ❖ Plagiarizing work, defined as the intentional or accidental appropriation of another's writings or ideas and the unacknowledged incorporation of that work, in full or in part, in one's own written work. This definition includes electronic media such as the Internet.
- ❖ Counterfeit work, including turning in as one's own work that which was created, researched, or produced by another.
- ❖ Theft or the altering of grades, records (written or electronic) and/or teaching materials (written or electronic).

Any student found to have broken the academic honesty policy is subject to discipline as determined by PIE-Memphis at its sole discretion.

### Positive Behavior Interventions & Support Plan

#### Purpose

The PIE-Memphis Positive Behavior Interventions and Supports Plan (PBIS) supports our schools in maintaining safe nurturing participatory and productive learning environments. In order to maximize learning time and promote positive behaviors, every school must establish multi-tiered systems of support for students' social, emotional and behavioral needs. This includes developing clear expectations, teaching social-emotional competencies, and fostering positive relationships among all members of the school community. PIE-Memphis is committed to an instructive, corrective, and restorative approach to behavior. If behavior incidents arise that threaten student and staff safety or severely disrupt the educational process, the response should minimize the impact of the incident, repair harm, and address the underlying needs behind the student behaviors. All disciplinary responses must be applied respectfully, fairly, consistently, and protect students' rights to instructional time whenever possible.

A safe, welcoming, and productive school requires the support of all staff, students, and families.

## Rules by Setting Matrix

	SGI CLASSROOMS	RESTROOMS	OPEN AREA	OUTSIDE/PARKING LOT
Mutual Trust	<ul style="list-style-type: none"> <li>• Believe in yourself, classmates, and teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Only spend the needed time in restrooms.</li> </ul>	<ul style="list-style-type: none"> <li>• All students should be working.</li> </ul>	<ul style="list-style-type: none"> <li>• Students should only leave the building once their ride has arrived or they are walking to the bus stop.</li> </ul>
Mutual Respect	<ul style="list-style-type: none"> <li>• Follow directions at all times.</li> <li>• Treat others how you want to be treated.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect the privacy of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Library noise level at all times.</li> <li>• Positive attitude.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep your hands, feet, and unkind words to yourself.</li> </ul>
Compassion	<ul style="list-style-type: none"> <li>• Do your best work every day.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep the area clear of graffiti and clean for yourself and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Stay focused on your dream of graduating.</li> </ul>	<ul style="list-style-type: none"> <li>• Enter and leave the building with a positive attitude that values learning.</li> </ul>
Integrity	<ul style="list-style-type: none"> <li>• Come in with work completed from home.</li> </ul>	<ul style="list-style-type: none"> <li>• Do the right thing, even when no one is watching.</li> </ul>	<ul style="list-style-type: none"> <li>• Do your own work.</li> <li>• No cheating.</li> <li>• Be honest.</li> </ul>	<ul style="list-style-type: none"> <li>• Do the right thing, even when no one is watching.</li> </ul>

**What If? Chart**

POSITIVE CONSEQUENCES	NEGATIVE CONSEQUENCES
<ul style="list-style-type: none"> <li>• Verbal praise</li> <li>• Maverick Dollars</li> <li>• Raffle tickets</li> <li>• Special lunch with teacher</li> <li>• Positive call home</li> <li>• Student of the Month</li> <li>• Extra time in the center</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warning</li> <li>• Student Self Reflection Worksheet</li> <li>• Mediation Process (if involving another student)</li> <li>• Restorative Practices</li> <li>• Phone call to parent/guardian</li> <li>• Parent/Teacher/Student Conference</li> </ul>
	<p style="text-align: center;"><b>SERIOUS BEHAVIOR CONSEQUENCES</b></p> <ul style="list-style-type: none"> <li>• Removal from extra-curricular activities and programs</li> <li>• Out-of-school suspension</li> <li>• Expulsion</li> </ul>

\*All consequences are reviewed case by case and at the discretion of the teacher and school leaders.

## Steps in Addressing Behavior for the Teacher

- Step 1:** Identify the desired behavior and describe it in observable, measurable terms.
- Step 2:** List a rationale for teaching the behavior (Why is it important?).
- Step 3:** Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?).
- Step 4:** Practice/role-play activities.
- Step 5:** Lead students through the behavior (We Do).
- Step 6:** Test to check for student understanding of behavior (You Do).
- Step 7:** Provide opportunities for practice.

## Dress Code Policy

Students are expected to dress in accordance with the “business-like” learning environment of the school. The standards are not intended to take away individual styles, but to remove those clothing items that are taken to extremes or present ideals of which the school does not wish to promote. The school considers the following items inappropriate for students to wear at school:

- ❖ Any clothing or jewelry item that depicts drugs, sex, alcohol, profanity or racism.
- ❖ Sheer or revealing garments that are sexually inappropriate.
- ❖ Any clothing that has a disruptive influence on the learning environment.
- ❖ Pants worn below waist level—no sagging.
- ❖ Any headscarf, bonnet, hat, bandana, or hood must be removed while in the building.
- ❖ No flip-flops, house shoes, slippers, or any other footwear not considered “regular shoes.”

The teachers and staff of the school will monitor student dress. Discretion will be used by the administration and will prevail in all instances. If a problem arises, the teacher or administrator may ask the student to leave the school and return with appropriate dress, contact the student’s family and/or request a parent-teacher conference to discuss the matter. Continued violations may result in suspension.

## Code of Conduct

1. **Student Conduct Expectations**
2. **Student Welfare**
3. **Discipline Policy**

The School will be open to all age-appropriate children without regard to race, ethnic background, disability, and/or religious affiliation and will be tuition-free.

The School will attempt to address the needs of students through a quality education program. To be effective and to fulfill this goal, PIE-Memphis believes that students need a positive, safe, and orderly school environment in which learning can take place without disruption. Students who do not obey the rules of good conduct are interfering with the learning process and safety of others, as well as minimizing their own opportunities to learn.

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In order to maintain a positive climate for learning, PIE-Memphis has developed a code of conduct that will be implemented.

### **Student Conduct Expectations**

Students are required to conform to the customary rules of conduct and the normal modes of operation of the school, and to act in accordance with the following behavior expectations:

- ❖ Follow all written and verbal agreements.
- ❖ Follow the PIE-Memphis written discipline policy.
- ❖ Be courteous and respectful to staff and other students- no fighting, profanity, or disturbing others
- ❖ Respect the property of others.
- ❖ Be prepared to learn at all times.
- ❖ Do your own work!
- ❖ No smoking in or near the school.
- ❖ Turn off all cellular phones while in school.

Teachers and staff will monitor student behavior. If a problem arises that cannot be resolved between PIE-Memphis staff and the student, the student's parent/guardian will be contacted and may be required to attend a parent-teacher conference to attempt to resolve the matter. If the student's disruptive behavior continues, the student is at risk of being suspended and/or expelled from the program.

### **Student Welfare**

#### **Student Harassment, Intimidation, Bullying or Cyber-Bullying**

PIE-Memphis supports and provides for an academic learning environment that is free from any type of harassment, bullying as defined by the State, means any act that substantially interferes with a student's educational benefits, opportunities or performance that takes place on school grounds, at any school-sponsored activity, on school-provided equipment or transportation at any official school bus stop that it is directed specifically at a student or students and has the effect of creating a hostile educational environment or otherwise creating a substantial disruption to the education environment or learning process.

Cyberbullying means bullying undertaken through the use of electronic devices. Electronic devices include, but are not limited to, telephones, cellular phones, or other wireless telecommunication devices, Personal Digital Assistants (PDAs), computers, electronic mail, instant messaging, text messaging, and websites.

This type of misconduct is prohibited and students who engage in any of the aforementioned are subject to disciplinary action. Student harassment, intimidation, bullying or cyberbullying that occurs off-campus is also subject to an appropriate course of action by the school.

Each school has a protocol for reporting and handling harassment, intimidation, bullying, or cyberbullying. Students are provided with resources and training encouraging a positive learning environment and the appropriate resources should the student need to report any of these behaviors. It is the responsibility of all school personnel to report harassment, bullying, and/or cyber-bullying to the school principal or director of instruction. Upon the report of such misconduct, the principal or director of instruction will investigate the allegations and proceed with the appropriate course of action identified in the school's protocol.

### **Harassment Policy**

It is the policy of PIE-Memphis to prohibit harassment by any means, including but not limited to sexual, physical, verbal, written, electronic, mental, emotional and visual harassment, intimidation, bullying, and cyberbullying. Whether direct or indirect, such intentional acts substantially harm and interfere with a student's education, threaten the overall educational environment, and substantially disrupt the operation of school.

Harassment for any reason, including but not limited to, race, sex, gender, national origin, ancestry, marital status, economic status, disability, sexual orientation, and religion, is a violation of both state and federal law. Verified harassers may face detention, loss of computer privileges, suspension, or expulsion. Disciplinary action will be determined by school administrators and the PIE-Memphis Board of Directors. Threats of any kind and hate crimes will be reported to local law enforcement officials. Harassers may also be subject to civil and criminal liability for any such unlawful behavior.

PIE-Memphis will take measures against harassment both in and near the school campus. This includes any act that takes place on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation, use of the district Internet system, use of a personal digital device on campus, or off-campus activities that cause or threaten to cause a substantial and material disruption at school or interference with the rights of students to be secure.

In situations in which electronic or cyberbullying originates from a non-school computer but is brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to be severely disruptive to the educational process so that it markedly interrupts or severely impedes the day-to-day operations of the school.

It is important to understand that jokes, stories, cartoons, nicknames, sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or website postings, including blogs and comments that violate school, state, and federal law may be offensive to others and will not be tolerated.



Victims of harassment or bullying are urged to inform a teacher or school administrator immediately. The teacher or school administrator will document the events, contact the appropriate parties, to ensure the appropriate steps will be taken. Keeping quiet or ignoring the problem will not make it go away. Harassment may also be reported to PMG by calling the toll-free *We Want to Know* HOTLINE® (800) 990-8384.

### **Corporal Punishment**

No employee of PIE-Memphis shall engage in corporal punishment, condone its use, or seek permission from another (including a parent) to administer it. Some examples of corporal punishment include, but are not limited to:

- ❖ Shoving, striking, grabbing, shaking or hitting a student
- ❖ Throwing objects at a student
- ❖ Unreasonable restraint of a student
- ❖ Directing others to engage in any of the activities listed above

There may be times when a PIE-Memphis employee may need to use physical contact with a student. This should only be done for reasons of self-defense or defense of another. Any action done for these reasons must be

- ❖ Proportional to the student's conduct; and
- ❖ The most restrained means available to control the situation

Resorting to physical contact to protect oneself or another and/or regain/maintain order must be a last resort after all other reasonable means have been exhausted. Restraint and/or isolation of special education students are governed by relevant TN state law. Each situation will be reviewed by PIE-Memphis.

### **Safe Relocation of Students**

Employees who are directly responsible for a student's education or who otherwise interact within the scope of their assigned duties may relocate a student from the student's present location to another location when such relocation is necessary for the student's safety or the safety of others, or intervene in a physical altercation between two (2) or more students to end the altercation by relocating the student. Such employees may use reasonable force to physically relocate the student or intervene in a conflict if the student is unwilling to cooperate with the employee's instruction.

If an employee is unable to resolve the matter with the use of reasonable or justifiable force are required, the student shall be allowed to remain in place until such a time as local law enforcement officers or school resource officers can be summoned to relocate the student or take the student into custody until such a time as a parent or guardian can retrieve the student.

In the event that physical relocation becomes necessary, the teacher shall immediately file a brief report of the incident with the building principal or director of instruction. If the student's behavior constitutes a violation of the PIE-Memphis zero-tolerance policy, then the report shall be placed in the student's permanent record. Otherwise, the report shall be kept in the student's discipline record, and not become a part of that student's permanent record.

## Discipline Policy

### Definition of Expulsion

Expulsion shall be defined as permanent dismissals from PIE-Memphis, without re-enrollment privileges, and must be approved by the PIE-Memphis Board of Directors (“The Board”). See State Mandated Zero Tolerance List on page 31.

### Definition of Suspension

Suspension shall be defined as a temporary leave of absence from PIE-Memphis that may occur at the discretion of the principal or director of instruction.

If a student is suspended, a meeting with parents/guardians will be convened to discuss the incident that led to the suspension and to develop a plan of action.

- ❖ Suspended students are not allowed to be on campus or attend any school-related activities during the period of suspension.
- ❖ Students of compulsory attendance age will be provided alternative instruction upon suspension. This instruction will be comparable to that if the student would have attended school that day. In order to receive credit, students must submit the assignments to their teacher on the day of return to school upon the conclusion of the suspension period.
- ❖ At the discretion of the principal or cluster director, suspension reports, conduct reports, and/or corrective action plans can be removed from a student’s permanent school file at the end of the school year if deemed in the best interest of the school and the student to do so.

### Due Process Statement

PIE-Memphis shall provide for the fair treatment of students facing suspension and expulsion by affording them due process rights. Rules regarding suspension and expulsion shall be revised periodically as required by any changes in policy, regulation, or law.

### Immediate Suspension

A student shall be subject to immediate suspension if the principal, the principal’s designee(s) or the cluster director determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety, or health of students or school personnel. The principal, designee(s) or cluster director shall immediately suspend any student found at the school or at a school activity to have committed any of the actions identified as items #2, 3, 4, or 14 under “Grounds for Suspension and Expulsion.”

### Mandatory Expulsion

Unless the principal, designee(s) or cluster director finds that expulsion is inappropriate due to particular circumstances, the principal, designee(s) or cluster director shall expel a student for any of the actions identified as items #1, 2, 3, 4, or 5 under “Grounds for Suspension and/or Expulsion” or for assault or battery upon any school employee.

Suspensions shall be initiated according to the following procedures:

1. ***Informal Conference.*** Suspension shall be preceded by an informal conference conducted by the teacher, supervisor, or school employee who recommended the suspension, and the principal or cluster director. At the conference, the student shall be informed of the reason for the recommended disciplinary action and the evidence against them; the student shall be given the opportunity to present their version and evidence in support of their defense.

This conference may be omitted if the lead teacher or principal/designee/ cluster director determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference shall be held as soon as the student is physically able to return to school.

2. ***Administrative Actions.*** All recommendations for student suspension by school staff are to be submitted in writing to the principal or cluster director. All requests shall include the name of the student, the specific offense(s) committed by the student, the reason(s) for the suspension and the dates of the suspension.

All recommendations for suspension of a student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act or Section 504 of the Federal Rehabilitation Act of 1973 shall be subject to charter school administrative regulations for Suspension and Expulsion/Due Process (Students with Disabilities).

3. ***Notification of Law Enforcement Authorities.*** Prior to the suspension or expulsion of any student committing assault, the principal, designee(s), or cluster director shall notify appropriate city law enforcement authorities.

The principal, designee(s), or cluster director also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or possession of weapons or firearms.

Within one school day after a student’s suspension or expulsion, the principal, designee(s) or cluster director shall notify appropriate city law enforcement authorities by telephone or other appropriate means of any student acts that may relate to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind.

4. **Notice to Parents/Guardians.** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a minor student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. If the student is over 18 years of age or legally emancipated, the student shall be notified in writing of the suspension. This is to ensure that all due process has been afforded to students and their families and to ensure all written documents comply with state and federal laws.

In addition, written notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

5. **Parent/Guardian Conference.** Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved, and any other pertinent matter.

While the parent/guardian is required to respond without delay to a request for a conference about a student's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend.

#### **Authority to Expel**

A student may only be expelled by the PIE-Memphis Board. The Board shall expel, as required by law, any student found to have committed certain offenses listed under "Mandatory Expulsion."

The Board may also order a student expelled for any of the acts listed under "Grounds for Suspension and/or Expulsion" upon recommendation by the principal, cluster director, an appointed hearing officer or administrative panel based on finding either or both of the following

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Expulsions and suspensions longer than 10 school days shall be initiated according to the following procedures:

1. **Administrative Actions.** All recommendations for student expulsion, or suspension beyond 10 school days, are to be submitted in writing to the principal, designee(s) or cluster director by the principal. All recommendations shall include the name of the student, the specific offense(s) committed by the student, the reason(s) for the recommended expulsion and any other means of correction that were attempted but failed to bring about proper conduct.

All recommendations for expulsion of a student identified as an individual with disabilities pursuant to the Individual with Disabilities Education Act or Section 504 of the Federal Rehabilitation Act of 1973 shall be subject to PIE-Memphis administrative regulations for Suspension and Expulsion/Due Process (Students with Disabilities).

2. ***Scheduling of Hearing.*** The student is entitled to a hearing to determine whether he/she should be expelled or suspended beyond 10 school days. The hearing shall be held within 10 school days after the principal, designee(s), or cluster director determines that one of the acts listed under “Grounds for Suspension and/or Expulsion” has occurred.

The student is entitled to one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the discretion of the principal or designee(s). Any subsequent postponement may be granted at the discretion of the principal, designee(s), or cluster director.

If the principal, designee(s), or cluster director finds it impractical to comply with these time requirements for conducting an expulsion hearing, the principal or designee(s) may, for good cause, extend the time period by an additional five school days, at which point the student will be permitted to return to school pending the hearing. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. If a parent requests an extension, the student shall not be permitted to return until the hearing is completed.

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay.

3. ***Written Notice of the Hearing.*** The principal, designee(s), or cluster director shall forward written notice of the hearing to the student and the student’s parent/guardian at least 48 hours prior to the hearing.

The notice shall include

- a. The date and place of the hearing
- b. A statement of the specific facts, charges and offense upon which the proposed expulsion is based
- c. A copy of the school’s disciplinary rules that relate to the alleged violation
- d. The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel
- e. The right to inspect and obtain copies of all documents to be used at the hearing
- f. The opportunity to confront and question all witnesses who testify at the hearing
- g. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf, including witnesses

4. **Hearing.** A hearing shall be conducted as follows:
- a. *Closed Session.* The principal, designee(s), or cluster director shall conduct a hearing to consider the expulsion of the student in a session closed to the public.
  - b. *Record of Hearing.* A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceeding can be made.
  - c. *Presentation of Evidence.* While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the principal, designee(s), or cluster director to expel must be supported by substantial evidence that the student committed any of the acts listed in “Grounds for Suspension and/or Expulsion.”  
Findings of fact shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.  
  
In cases where a search of a student’s person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.
  - d. *Decision Within 10 Days.* The board’s decision on whether to expel a student shall be made within 10 school days after the conclusion of the hearing, unless the student requests in writing that the decision be postponed, at which time the decision may be postponed for up to 24 hours.

#### **Final Action by the Principal, Designee(s), or Cluster Director**

Whether the hearing is conducted in closed session by the principal, designee(s), cluster director, a hearing officer or an administrative panel, the final action to expel shall be taken by the principal, designee(s), or cluster director after approval by the Board.

If the principal, designee(s), or cluster director conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately. The principal, designee(s), or cluster director shall place the student in any classroom program, other instructional program, rehabilitation program or any combination of such programs, after consulting with school personnel, including the teacher(s) involved, and with the student’s parent/ guardian.

Upon ordering an expulsion, the principal, designee(s), or cluster director shall set a date when the student shall be reviewed for readmission to PIE-Memphis.

For a student expelled for an act listed under “Mandatory Recommendation for Expulsion,” this date shall be one year from the date the expulsion occurred, except that the principal, designee(s), or cluster director may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred.

At the time of the expulsion order, the principal, designee(s), or cluster director shall recommend a plan for the student’s rehabilitation.

### **Maintenance of Records**

The principal, designee(s), or cluster director shall maintain a record of each expulsion, including the specific cause of the expulsion. The expulsion record shall be maintained in the student’s mandatory interim record and sent to any school in which the student subsequently enrolls, within five days of a written request by the admitting school.

The principal, designee(s), or cluster director shall, within five working days, honor any other district’s request for information about an expulsion from the school.

### **Readmission Procedures after Expulsion**

Readmission procedures shall be as follows:

1. A written request for readmission shall be submitted by the parent/guardian to the principal, designee(s), or cluster director.
2. The principal, designee(s), or cluster director shall hold a conference with the parent/guardian and the student. At the conference, the student’s rehabilitation plan shall be reviewed and the principal, designee(s), or cluster director shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
3. If the readmission is granted, the principal, designee(s), or cluster director shall notify the student and parent/guardian, by registered mail, of the principal, designee(s), or director of instruction’s decision regarding readmission.
4. If the readmission is denied, the principal, designee(s), or cluster director shall provide written notice to the expelled student and parent/guardian describing the reason(s) for denying readmittance into the regular program.

### **Grounds for Suspension and/or Expulsion**

A student may be subject to suspension and/or expulsion when it is determined that they, while on or within view of the school, at a school sponsored activity, or a participant in the School’s virtual program:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense.
2. Possessed, sold, or otherwise furnished knife, explosive, or other dangerous object.
3. Possessed, used, sold, distributed or otherwise furnished, or was under the influence of, alcoholic beverage, or intoxicant of any kind.
4. Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance or material and represented same as controlled substance, alcohol beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew, and packets. This restriction shall not prohibit a student from using or possessing their own prescription products.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from the principal or director of instruction with the Board or their designee's concurrence.
14. Committed or attempted to commit a sexual assault, or committed a sexual battery.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Made terrorist threats against school officials and/or school property. The making of a terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.



17. Participated in discrimination or harassment based upon a student's or staff member's actual or perceived race, color, religion, creed, national origin, ethnicity, gender, sexual orientation, gender identity or expression, weight, or disability.
18. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
19. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment including but not limited to acts outlined in the Harassment section of this policy.
20. Committed an act of academic dishonesty (in course work, on examinations, or in other academically-related activities), which includes but is not limited to the following:
  - a. Copying from another student or knowingly allowing another to copy
  - b. Using unauthorized materials and/or technologies
  - c. Plagiarizing work—the intentional or accidental appropriation of another's writings or ideas and the unacknowledged incorporation of that work, in full or in part, in one's own written work — including electronic media such as the Internet
  - d. Counterfeit work, including turning in as one's own work that was created, researched, or produced by another
  - e. Theft or the altering of grades, records (written or electronic), and/or teaching materials (written or electronic)

### **State-Mandated Zero Tolerance Offenses**

In 2013, the State of Tennessee revised TCA 49-6-3401 to make clear that the only offenses requiring a 180-day expulsions under law are as follows:

1. Unauthorized possession of a firearm
2. Commission of aggravated assault on school personnel (assault resulting in serious bodily injury or death, the use or display of a deadly weapon, or attempted strangulation)
3. Possession of illegal drugs

Under the law in Tennessee, PIE-Memphis does comply with state and district expectations by enforcing the mandatory expulsions for these specific offenses.

### **Students with Disabilities: Suspensions and Expulsion Procedures**

#### **Suspension**

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act or Section 504 of the Federal Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion that apply to regular education students.

All the procedural safeguards established by PIE-Memphis policies and regulations shall be observed in considering the suspension of students with disabilities.

The Board or designee(s) may suspend a student with a disability for up to five consecutive school days for a single incident of misconduct, or 10 cumulative days throughout the school year without changes to placement (FAPE FREE days). The student may be suspended for up to 30 (20 cumulative) school days in a school year, but still no more than five days for a single incident of misconduct, unless the student is suspended by The Board or designee(s) pursuant to Federal and state law. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change of placement, consistent with requirements related to discipline, is appropriate for a student with a disability who violates the code of student conduct, in accordance with [34 CFR 300.530(a)] [20 U.S.C. 1415(k)(1)(A)].

If the student poses an immediate threat to the safety of themselves or others, The Board or designee(s) may suspend the student for up to but not more than 10 consecutive school days. In the case of a dangerous student, suspension may exceed 10 consecutive school days, and/or the student's placement may be changed, if the parent/guardian so agrees or if a court order so provides.

If a student with disability possesses at school or at a school activity a weapon as defined in the United States Code, Title 18, Section 921, they shall be immediately suspended and may be placed in an alternative educational setting for not more than 45 calendar days, or until the conclusion of any due process proceedings requested by the parent/guardian. The student's IEP team or school site committee shall determine the student's alternative educational setting. (20 USC 1415)

#### **Monitoring of Suspensions**

Whenever a student identified as an individual with a disability has been suspended on three separate occasions or for a total of five days, whichever occurs first, the student's Individualized Education Program (IEP) team or school site committee shall meet to consider

1. Whether the student's misconduct was related to their disability
2. Whether the misconduct was the result of an inappropriate placement
3. Whether a change in placement has occurred as a result of the cumulative suspensions.

Based on its findings, the IEP team or school site committee shall determine whether to initiate alternatives to suspend, a change in placement, or other changes to the student's IEP or accommodation plan.

#### **Expulsion**

The Board of PIE-Memphis shall have the only authority to expel a student with disabilities. Procedures and timelines governing the expulsion of students with disabilities shall be the same as those for all other students, except that a pre-expulsion assessment shall be made and an IEP team or school site committee meeting held under conditions and with possible consequences indicated below.

**Manifestation Determination**

1. The parent/guardian shall receive written notice of the PIE-Memphis intent to conduct the pre-expulsion assessment and shall make the student available for the assessment without delay at a site designated by PIE-Memphis. That parent/ guardian shall also have the right to an independent assessment.
2. The Manifestation Determination shall be conducted in accordance with the guidelines of the Code of Federal Regulations, Title 34, Section 104.35, which shall include a review of the student's placement at the time of the alleged misconduct and a determination of the relationship, if any, between the student's behavior and their disability.
3. The IEP team shall meet to determine if an expulsion hearing is appropriate. This meeting shall be held at a time and place mutually convenient to the parent/guardian and PIE-Memphis within the period, if any, of the student's pre-expulsion suspension. The parent/guardian's participation may be made through actual participation, representation, or a telephone conference call.
4. The parent/guardian shall be notified of their right to participate in the meeting at least 48 hours before the meeting. This notice shall specify
  - a. That the meeting may be held without the parent/guardian's participation unless they request a postponement for up to three additional school days
  - b. That the suspension will be continued during the postponement if the student continues to pose an immediate threat to the safety of themselves or others.
5. In order to make a record of its attempts to arrange the meeting at a mutually convenient time and place, PIE-Memphis shall keep documentation such as (Code of Federal Regulations, Title 34, Part 300.345).
  - a. Detailed records of telephone calls made or attempted and the results of those calls.
  - b. Copies of correspondence sent to parents/guardians and any responses received.
  - c. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits.
6. PIE-Memphis shall grant a parent/guardian's request that the meeting be postponed for up to three additional school days and may extend a student's suspension for the period of postponement if they continue to pose an immediate threat to the safety of himself/herself or others. However, the suspension shall not be extended beyond 10 consecutive school days unless agreed to by the parent/guardian or by court order. If the parent/guardian refuses to consent to an extension beyond 10 consecutive school days and choose not to participate, the meeting may be conducted without the parent/guardian's participation.
7. The IEP team shall consider the pre-expulsion assessment results and shall also review and consider the student's health records and school discipline records.

8. If the IEP team determines that the alleged misconduct was caused by, or was a direct manifestation of, the student's disability or that the student was not appropriately placed, the expulsion shall not proceed.
9. If the IEP team determines that the alleged misconduct was not caused by, or a direct manifestation of, the student's disability, and if it is determined that the student was appropriately placed, the student shall be subject to expulsion in accordance with procedures that apply to all students.
10. When expulsion is recommended, the IEP team should also recommend a potential rehabilitation plan for the student, if appropriate.

### **Due Process and Expulsion Hearings**

If the parent/guardian disagrees with the decision of the IEP team, they have a right to a due process hearing conducting pursuant to the United States Code, Title 20, Section 1415 or the Code of Federal Regulations, Title 34, Section 104.36.

Due process appeals must be initiated within 15 days of the decision of the IEP team or school site committee.

The expulsion hearing shall not be conducted, and the 30-day expulsion proceedings time limit shall not commence until after completion of

1. The pre-expulsion assessment
2. The IEP team or school site committee meeting
3. Due process hearings and appeals, if initiated.

The Board may expel a student with disability only if an IEP team has determined the following:

1. The misconduct was not caused by, or a direct manifestation of, the student's identified disability
2. The student was appropriately placed at the time the misconduct occurred.

### **Services During Expulsion**

During the term of the expulsion, a special education student shall continue to be offered a program of appropriate educational services that is individually designed to meet their unique learning needs. Such services may include independent study, home instruction, or another appropriate alternative program. The Board shall consider the recommendations of the IEP team or school site committee when developing a rehabilitation plan for an expelled student with disability.

### **Readmission**

Readmission procedures for students with disabilities shall parallel those used for all students. The Board or designee(s) may consider the input of the student's IEP team or school site committee when developing recommendations regarding a request for readmission; an IEP team or school site committee meeting shall be convened to determine whether a new IEP or accommodation plan is appropriate.

**Appeals and Complaints**

Any individual or group may bring a complaint to the PIE-Memphis Board alleging a violation of PIE-Memphis policies, procedures, or other applicable laws relating to the management or operation of the School. The complaint may be presented to The Board in an open meeting or in written form. The Board will respond at/or prior to the next public meeting of The Board. Every effort will be made to respectfully address the matter to the satisfaction of the individual or group who presented the complaint. If the individual or group determines that The Board did not adequately address the complaint, the individual or group may bring the complaint to the Board of the local school district. If the individual or group determines that The Board does not adequately address the complaint, the individual or group may bring the complaint to the Board of Regents. The Board of the local school district have the authority to take appropriate action.

## **Section IV: Study Requirements**

### **Planning a Course of Study**

An instructor will be available to advise and assist the student with their course/curriculum selections. The program of studies should be planned to reflect the student's interests, needs, aptitudes and career goals. All of the general course objectives should be consistent with the school's content standards and state guidelines. Levels of student achievement will differ due to the individualized nature of the learning process and the student's own capabilities. As you plan your program, the instructor will ensure that you follow the guides listed below so that the achievement levels and requirements for graduation, college entrance and basic skill competencies will be satisfied when applicable.

### **Course Assignments**

PIE-Memphis uses all academic and assessment data available to make course assignments for each student, ensuring that students receive maximum educational benefit from all courses taken at our schools. Teachers use transcripts, recent progress reports, TCAP EOC/TNReady performance data, STAR Reading and Math scores, and previous work completion percentages to make programming decisions that best match student needs. For this reason, student schedules will always reflect variations in course types, interventions, and time requirements and parents/ students are encouraged to seek additional information if at any time there are questions about a specific course assignment, tutorial requirement, time minimum, time-on-site expectations with the student's Independent Study Teacher, or other variable that may require further explanation. School administration is available weekly for meetings to clarify academic needs and expectations, as well as our method of individualized course assignments.

### **Acceptance of External Credits**

PIE-Memphis accepts transfer credit only from accredited schools.

### **Standardized Testing**

PIE-Memphis will administer state mandated tests as applicable and parents and students agree to participate in state mandated testing. PIE-Memphis will administer all TDOE required student assessments, including but not limited to TNReady, End of Course assessments, Writing assessments, and PLAN Exams, and will administer the ACT to all high school juniors. In addition, PIE-Memphis requires incremental Renaissance STAR testing for reading and math for grades 9–12. Pathways In Education also requires students to participate in several other assessment tests. These assessments can be valuable for the teacher and parent to use in determining an appropriate educational plan and selecting curriculum.

### **Civics Testing**

Per Tennessee state law T.C.A §49-6-408, all students must complete a United States civics test as a requirement for graduation. The only exception is for students with an Individualized Education Plan (IEP), for which an IEP team will determine if test administration is appropriate. A student must correctly answer seventy percent (70%) of the questions correctly to meet this requirement. A student may take the test as many times as necessary to pass.

The exam administered by PIE-Memphis will be comprised of fifty (50) multiple choice questions drawn from the test administered by the United States Citizenship and

Immigration Services (USCIS). The exam will be completed in the Online Assessment platform and students will receive immediate indication of a passing or not passing score. For students completing their Government coursework at PIE-Memphis, the student will be expected to take the exam within 10 school days of completing their final US Government unit. For students who have already completed the US Government requirement at a previous institution, but have not passed the test, study materials will be assigned from which they have thirty (30) school days to study before taking the exam.

### **Family Life Planning Curriculum**

Family Life Planning Curriculum includes age-appropriate family life planning that emphasizes abstinence until marriage and includes instructions for the prevention of HIV/AIDS and sexually transmitted diseases. Parents and legal guardians have a right to examine the grade level instructional materials and confer with school leaders regarding any or all portions of family life course. A parent or guardian who wishes to excuse a student from any, or all, portions of the family life course shall submit a request, in writing, to the student's principal. A student who is excused from any or all portions of the family life course shall not be penalized for grading purposes if the student satisfactorily performs alternative health lessons.

### **Concurrent Enrollment**

College preparatory courses (or others) not offered by the school can be taken at a local community college for high school credit. These courses may include foreign language, visual/performing arts, and laboratory science. Depending on the college, students may have to complete a "Concurrent Enrollment Form," which can be obtained at the community college, before registering for these classes. Please contact the college of choice to determine their policy for concurrent enrollment and credits earned.

### **College Admissions Information**

Students desiring information regarding college admissions requirements should contact their teacher. Current information is also available on the Internet. Information on all Tennessee colleges and universities may be found at: <http://www.tn.gov/thec/Index/Institutions/Institutions.html>

## 2024-2025 Graduation Requirements

<b>English-Language Arts</b> (4 Credits)	English 9 English 10 English 11 English 12
<b>Mathematics</b> (4 Credits)	Algebra I Geometry Algebra II 4th Higher Level Math Bridge Math Pre-Calculus
<b>Social Studies</b> (3 Credits)	World History US History US Government (0.5) Economics (0.5)
<b>Science</b> (3 Credits)	Biology Chemistry or Physics 3rd Lab Science: Physical Science Environmental Science Earth Science
<b>Wellness</b> (1.5 Credits)	PE I/II Lifetime Wellness
<b>Fine Arts</b> (1 Credit)	Visual Arts Fundamentals of Multimedia (0.5)
<b>Personal Finance</b> (0.5 Credits)	Personal Finance (0.5) Mathematics of Personal Finance
<b>World Language</b> (2 Credits)	Spanish 1/2/3 French 1/2
<b>Electives</b> (3 Credits)	Multiple courses are available, discuss options with your teacher.
<b>TOTAL 22 Credits</b>	



## Graduation Planning Guide

### Grade 9

### Grade 10

English 9A		English 9B		English 10A		English 10B	
Algebra 1A		Algebra 1B		Geometry A		Geometry B	
Lab Science A		Lab Science B		Biology A		Biology B	
World Language*		World Language*		World Language*		World Language*	
Fine Arts*		Fine Arts*		World History A		World History B	
Physical Education		Elective Focus		Lifetime Wellness A		Lifetime Wellness B	

### Grade 11

### Grade 12

English 11A		English 11B		English 12A		English 12B	
Algebra 2A		Algebra 2B		Higher Level Math		Higher Level Math	
Physics/ Chemistry A		Physics/ Chemistry B		US Government		Economics	
US History A		US History B		Elective Focus		Personal Finance	
Elective Focus		Elective Focus		Elective Focus		Elective Focus	

### External Credits

### Additional Requirements

	Senior Portfolio	
	Civics Exam	
	ACT or SAT	
	10 hrs of Approved Community Service	

\* Students may, under certain circumstances, substitute these requirements with Electives into order to explore an Elective Focus.

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## Coursework

The PIE-Memphis school model focuses on providing students the opportunity to complete their high school education through independent study. The independent study program provides students rigorous textbook-based and online course offerings in order to allow students the flexibility to work at their own pace in an independent format.

Students also have the option to enroll in Small Group Instruction (“SGI”) courses to receive classroom style instruction to receive support in their independent courses. Students should speak to their teacher about current SGI course offerings in their center. A syllabus will be made available on the first day of class by the instructor. Course codes designated with SGI indicates that these courses are offered in an SGI setting.

### Virtual Program Policy

In the event that a student takes any virtual program online courses during their enrollment with PIE-Memphis, the following terms and conditions under this PIE-Memphis Virtual Program Policy (“OSP”) will also apply in addition to the terms and conditions of the Policy:

PIE-Memphis virtual program online school courses can be independently accessed either from school or home. Coursework will range between forty-five (45) to sixty (60) hours, and will include various assessments in addition to a teacher-graded final exam. Students are required to spend a minimum of 12 ½ hours in the online course per week and will be disqualified from participation in the course after ten (10) consecutive school days of inactivity. Students must satisfy a minimum passing grade as defined in the PIE-Memphis student handbook. Successfully completing an virtual program online course requires a shared partnership between student, parents, and school staff. There must be acknowledgment and agreement of the responsibilities belonging to each person involved.

Students accept responsibility for

- ❖ Logging in to the online course for a minimum of 12 ½ hours per week, and complete all course assignments. Failure to do so will result in the necessity to repeat the course in a traditional format. Failure to log in to the course for ten (10) consecutive school days will result in removal from participation in the online class.
- ❖ Seeking immediate assistance from the instructor or contact PIE-Memphis if technical problems occur with the system.
- ❖ Avoiding plagiarism, as it is considered cheating. Copying and passing directly from the online curriculum into other sources will not be considered “notes” because they are not student-generated. Use of translation software for foreign language classes is also a form of plagiarism.

Parents or guardians accept responsibility for

- ❖ Keeping regularly informed of the student’s virtual program online learning activities and to promptly informing PIE-Memphis staff of any circumstances actually or potentially interfering with the student’s ability to learn.

- ❖ Encouraging the student to log in to the virtual program online course a minimum of 12 ½ hours per week.
- ❖ Failure to login to the course for ten (10) consecutive school days will result in the removal of the student from the course.
- ❖ Supporting student learning by providing adequate time and access to an Internet-accessible computer at home in order to complete coursework, or allow extra time for the student to spend at school or a library to complete necessary coursework.
- ❖ Being aware of the student's computer use, and encouraging them to use all available technology for schoolwork.

Teachers and staff at PIE-Memphis are responsible for:

- ❖ Responding to student questions, comments, or concerns within one (1) school day.
- ❖ Providing the student and parent/guardian with regular updates as to the student's progress in the course.
- ❖ Establishing clear goals and course expectations.
- ❖ Assisting students in mastering the curricula.

Students will not be able to participate in online courses without signed parental consent. If you have any questions regarding online course, please contact the PIE-Memphis teacher.

## Section V: Courses

### List of Available Courses

The courses offered at PIE-Memphis are listed below:

Course Number	State Code	Name	SGI Course	Online Course	Intervention Course	College Readiness Course	Elective Focus Course
HSED9089	C29H00	ACCOUNTING SEM A	N	Y	N	N	CTE
HSED9090	C29H00	ACCOUNTING SEM B	N	Y	N	N	CTE
HS2040	G02H00	Algebra 1A CP	N	N	N	N	
HS2075	G02H00	Algebra 1A CP	N	N	N	N	
SGI1101	G02H00	Algebra 1A CP SGI	Y	N	N	N	
HS2041	G02H00	Algebra 1B CP	N	N	N	N	
HS2076	G02H00	Algebra 1B CP	N	N	N	N	
SGI1102	G02H00	Algebra 1B CP SGI	Y	N	N	N	
HS2045	G02H05	Algebra 2A	N	N	N	N	
SGI1109	G02H05	Algebra 2A CP SGI	Y	N	N	N	
HS2046	G02H05	Algebra 2B	N	N	N	N	
SGI1110	G02H05	Algebra 2B CP SGI	Y	N	N	N	
HS10AL	G01H01	American Literature	N	N	N	N	Humanities
HSED4015	G03H10	AP Biology A CP	N	Y	N	Y	
HSED4016	G03H10	AP Biology B CP	N	Y	N	Y	
HSED2019	G02H24	AP Calculus Sem A	N	Y	N	Y	
HSED2020	G02H24	AP Calculus Sem B	N	Y	N	Y	
HSED4031	G03H16	AP Chemistry A CP	N	Y	N	Y	
HSED4032	G03H16	AP Chemistry B CP	N	Y	N	Y	
HSED2028	G02H45	AP Computer Science CP	N	Y	N	Y	CTE
HSED2028	G02H45	AP Computer Science CP	N	Y	N	Y	CTE

HSED1015	G01H18	AP English Literature & Comp A CP	N	Y	N	Y	
HSED1016	G01H18	AP English Literature & Comp B CP	N	Y	N	Y	
HSED3007	G04H21	AP US History A CP	N	Y	N	Y	
HSED3008	G04H21	AP US History B CP	N	Y	N	Y	
HSED6018	G05HC8	ART HISTORY AND APPRECIATION	N	N	N	N	Fine Art
HSAC01	G05H08	ARTS AND CRAFTS A	N	N	N	N	Fine Art
HSAC02	G05H08	ARTS AND CRAFTS B	N	N	N	N	Fine Art
HSED9142	C11H01	AUDIO VIDEO PRODUCTION 1 SEM A	N	Y	N	N	CTE
HSED9143	C11H01	AUDIO VIDEO PRODUCTION 1 SEM B	N	Y	N	N	CTE
HSED9144	C11H02	AUDIO VIDEO PRODUCTION 2 SEM A	N	Y	N	N	CTE
HSED9145	C11H02	AUDIO VIDEO PRODUCTION 2 SEM B	N	Y	N	N	CTE
HSED9146	C11H03	AUDIO VIDEO PRODUCTION 3 SEM A	N	Y	N	N	CTE
HSED9147	C11H03	AUDIO VIDEO PRODUCTION 3 SEM B	N	Y	N	N	CTE
HS6011	G05HB6	BASIC DRAWING	N	N	N	N	Fine Art
HS1034	G25H00	Basic Study Skills	N	N	N	N	Electives
HS4036	G03H03	BIOLOGY A	N	N	N	N	
HS4501	G03H03	BIOLOGY A CP	N	N	N	N	
SGI1180	G03H03	BIOLOGY A CP SGI	Y	N	N	N	
HS4037	G03H03	BIOLOGY B	N	N	N	N	
HS4502	G03H03	BIOLOGY B CP	N	N	N	N	

SGI1181	G03H03	BIOLOGY B CP SGI	Y	N	N	N	
SGI1161	G02H41	Bridge Math A SGI	Y	N	N	N	
SGI1162	G02H41	Bridge Math B SGI	Y	N	N	N	
HSED9139	C12H16	BUSINESS COMMUNICATIONS SEM A	N	Y	N	N	CTE
HSED9140	C12H16	BUSINESS COMMUNICATIONS SEM B	N	Y	N	N	CTE
HSED9148	C12H16	BUSINESS INFORMATION MANAGEMENT SEM A	N	Y	N	N	CTE
HSED9149	C12H16	BUSINESS INFORMATION MANAGEMENT SEM B	N		N	N	CTE
HS2007	G02H42	Business Math	N	N	N	N	CTE
HSCEV9005	C12H16	Business Office Technology Certification Course		y	N	Y	CTE
HSCEV9005	C12H16	Business Office Technology Certification Course		y	N	Y	CTE
HS8042	G25H00	Character Education	N	N	N	N	Electives
SGI1190	G03H12	Chemistry A	Y	N	N	N	
SGI1190	G03H12	CHEMISTRY A	N		N	N	
SGI1191	G03H12	Chemistry B	Y	N	N	N	
SGI1191	G03H12	CHEMISTRY B	Y	N	N	N	
HSED4009	G03H12	CHEMISTRY SEM A	Y	N	N	N	
HS1023	G01H16	Contemporary Composition	N	N	N	N	Humanities
HS3030	C30H00	Criminal Justice	N	N	N	N	Humanities
HS65CL	G01H05	Critical Literacy	N	N	Y	N	Electives

HSED9058	G05H05	DIGITAL AND INTERACTIVE MEDIA SEM A	N	Y	N	N	Fine Art
HSED9059	G05H05	DIGITAL AND INTERACTIVE MEDIA SEM B	N	Y	N	N	Fine Art
HSED4005	G03H02	EARTH SCIENCE SEM A	N		N	N	Math and Science
HSED4006	G03H02	EARTH SCIENCE SEM B	N		N	N	Math and Science
HS3058	G04H13	ECONOMICS	N	N	N	N	
HS1081A	G01H10	English 10A ALT	N	N	N	N	
HS1081	G01H10	English 10A CP	N	N	N	N	
SGI1121	G01H10	English 10A CP SGI	Y	N	N	N	
HS1082A	G01H10	English 10B ALT	N	N	N	N	
HS1082	G01H10	English 10B CP	N	N	N	N	
SGI1122	G01H10	English 10B CP SGI	Y	N	N	N	
HS1160	G01H11	English 11A	N	N	N	N	
SGI1131	G01H11	English 11A CP SGI	Y	N	N	N	
HS1161	G01H11	English 11B	N	N	N	N	
SGI1132	G01H11	English 11B CP SGI	Y	N	N	N	
HS1162	G01H12	English 12A	N	N	N	N	
SGI1141	G01H12	English 12A CP SGI	Y	N	N	N	
HS1163	G01H12	English 12B	N	N	N	N	
SGI1142	G01H12	English 12B CP SGI	Y	N	N	N	
HS1120	G01H09	English 9A	N	N	N	N	
SGI1111	G01H09	English 9A CP SGI	Y	N	N	N	
HS1121	G01H09	English 9B	N	N	N	N	
SGI1112	G01H09	English 9B CP SGI	Y	N	N	N	
SGI1132	G01H10	ENGLISH LANGUAGE DEVELOPMENT ELD 10A CP	Y	N	N	N	

SGI1133	G01H10	ENGLISH LANGUAGE DEVELOPMENT ELD 10B CP	Y	N	N	N	
SGI1145	G01H11	ENGLISH LANGUAGE DEVELOPMENT ELD 11A CP	Y	N	N	N	
SGI1146	G01H11	ENGLISH LANGUAGE DEVELOPMENT ELD 11B CP	Y	N	N	N	
SGI1147	G01H12	ENGLISH LANGUAGE DEVELOPMENT ELD 12A CP	Y	N	N	N	
SGI1148	G01H12	ENGLISH LANGUAGE DEVELOPMENT ELD 12B CP	Y	N	N	N	
SGI1130	G01H09	ENGLISH LANGUAGE DEVELOPMENT ELD 9A CP	Y	N	N	N	
SGI1131	G01H09	ENGLISH LANGUAGE DEVELOPMENT ELD 9B CP	Y	N	N	N	
HSED9051	C31H05	ENTREPRENEURSHIP SEM A	N		N	N	CTE
HSED9052	C31H05	ENTREPRENEURSHIP SEM B	N	Y	N	N	CTE
HSED4019	G03H33	ENVIRONMENTAL SCIENCE SEM A	N		N		Math and Science
HSED4019	G03H33	ENVIRONMENTAL SCIENCE SEM A	N		N		Math and Science
HSED4020	G03H33	ENVIRONMENTAL SCIENCE SEM B	N	Y	N	N	Math and Science
HSED6009	G24H21	FRENCH 1 SEM A	N	Y	N	N	Humanities



HSED6010	G24H21	FRENCH 1 SEM B	N	Y	N	N	Humanities
HSED6011	G24H22	FRENCH 2 SEM A	N	Y	N	N	Humanities
HSED6012	G24H22	FRENCH 2 SEM B	N	Y	N	N	Humanities
HS90124	G05H05	Fundamentals of Multimedia	N	N	N	N	Fine Art
HS2038	G02H11	Geometry A	N	N	N	N	
SGI1105	G02H11	Geometry A CP SGI	Y	N	N	N	
HS2039	G02H11	Geometry B	N	N	N	N	
SGI1106	G02H11	Geometry B CP SGI	Y	N	N	N	
HSED6021	G24H29	GERMAN 1 SEM A	N	Y	N	N	Humanities
HSED6022	G24H29	GERMAN 1 SEM B	N	Y	N	N	Humanities
HSED6023	G24H30	GERMAN 2 SEM A	N	Y	N	N	Humanities
HSED6024	G24H30	GERMAN 2 SEM B	N	Y	N	N	Humanities
HS8502	G04H04	History of the Ancient World	N	N	N	N	Humanities
HS80IL	G25H00	Independent Living	N	N	N	N	Electives
SGI	G3117	Integrated Math 1A	Y	N	N	N	
HS2081	G02H19	Integrated Math 1A CP	N	N	N	N	
SGI	G3117	Integrated Math 1B	Y	N	N	N	
HS2082	G02H19	Integrated Math 1B CP	N	N	N	N	
SGI	G3118	Integrated Math 2A	Y	N	N	N	
HS2055	G02H20	Integrated Math 2A	N	N	N	N	
SGI	G3118	Integrated Math 2B	Y	N	N	N	
HS2056	G02H20	Integrated Math 2B	N	N	N	N	

SGI	G3119	Integrated Math 3A	Y	N	N	N	
HS2057	G02H21	Integrated Math 3A	N	N	N	N	
SGI	G3119	Integrated Math 3B	Y	N	N	N	
HS2058	G02H21	Integrated Math 3B	N	N	N	N	
HSED9095	C12H17	INTERNATIONAL BUSINESS	N	Y	N	N	CTE
HSED9026	G03H02	INTRODUCTION TO ASTRONOMY	N	Y	N	N	Math and Science
HSED9009	G05HC6	INTRODUCTION TO FASHION DESIGN	N	Y	N	N	Fine Art
HS6031	G05H16	INTRODUCTION TO PLAYS AND THEATER	N	N	N	N	Fine Art
HS7020	G08H02	LIFETIME WELLNESS A	N	N	N	N	Electives
HS7021	G08H02	LIFETIME WELLNESS B	N		N	N	Electives
HSMM01	G02H43	Math Readiness A	N	N	Y	N	Electives
HSMM02	G02H43	Math Readiness B	N	N	Y	N	Electives
HSMM03	G02H43	Math Readiness C	N	N	Y	N	Electives
HSMM04	G02H43	Math Readiness D	N	N	Y	N	Electives
HSED9055	G05HB3	MUSIC APPRECIATION	N	Y	N	N	Fine Art
HS90169	G02H43	My Math Path A	N	Y	Y	N	Electives
HS90170	G02H43	My Math Path B	N	Y	Y	N	Electives
HS90171	G02H43	My Math Path C	N	Y	Y	N	Electives
HS90172	G02H43	My Math Path D	N	Y	Y	N	Electives
HS90173	G02H43	My Math Path E	N	Y	Y	N	Electives
HS90174	G02H43	My Math Path F	N	Y	Y	N	Electives
HS90197	G04H37	Pathways: Black History and Culture	N	N	N	N	Humanities

HS9097	G04H37	Pathways: Career Exploration at Blackbird Farm	N	N	N	N	Electives
HS90106	G04H37	Pathways: China	N	N	N	N	Electives
HS90144	C30H00	PATHWAYS: CSI	N				Humanities
HS90144	C30H00	PATHWAYS: CSI	N				Humanities
HS9047	G04H37	Pathways: Cuba	N	N	N	N	Electives
HS9050	G04H37	Pathways: Italy	N	N	N	N	Electives
HS8060	G04H37	Pathways: RMPR Leadership	N	N	N	N	Humanities
HS90125	G04H37	Pathways: Washington DC	N	N	N	N	Humanities
HS90131	G04H37	Pathways: WWII	N	N	N	N	Electives
HS2030	G04H36	PERSONAL FINANCE	N	N	N	N	Math and Science
HS5001	G08H02	PHYSICAL EDUCATION I	N	N	N	N	Electives
HS4026	G03H00	PHYSICAL SCIENCE A	N	N	N	N	Math and Science
HS4027	G03H00	PHYSICAL SCIENCE B	N	N	N	N	Math and Science
HSED9130	C30H08	PRINCIPLES OF LAW AND CORRECTIONS SEM A	N	Y	N	N	Humanities
HSED9131	C30H08	PRINCIPLES OF LAW AND CORRECTIONS SEM B	N	Y	N	N	Humanities
HSCEV9004	C12H16	Professional Communications Certification Course		Y	N	Y	CTE
HSCEV9004	C12H16	Professional Communications Certification Course		Y	N	Y	CTE

HSED6019	G05HC2	PROFESSIONAL PHOTOGRAPHY SEM A	N	Y	N	N	Fine Art
HSED6020	G05HC2	PROFESSIONAL PHOTOGRAPHY SEM B	N	Y	N	N	Fine Art
HS3016	G04H15	PSYCHOLOGY A	N	N	N	N	Humanities
HS3017	G04H15	PSYCHOLOGY B	N	N	N	N	Humanities
HS10RF	G01H01	Reading Fiction	N	N	N	N	Humanities
HSED6001	G24H04	SPANISH 1 SEM A	N	Y	N	N	Humanities
HSED6002	G24H04	SPANISH 1 SEM B	N	Y	N	N	Humanities
HSED6003	G24H05	SPANISH 2 SEM A	N	Y	N	N	Humanities
HSED6004	G24H05	SPANISH 2 SEM B	N	Y	N	N	Humanities
HSED6005	G24H06	SPANISH 3 SEM A	N	Y	N	N	Humanities
HSED6006	G24H06	SPANISH 3 SEM B	N	Y	N	N	Humanities
HS3050	G04H12	US Government	N	N	N	N	
HS3038	G04H11	US History A	N	N	N	N	
HS3039	G04H11	US History B	N	N	N	N	
HS6014	G05H08	VISUAL ARTS A	N		N	N	Fine Art
HS6015	G05H08	VISUAL ARTS B	N		N	N	Fine Art
HS3046	G04H07	WORLD GEOGRAPHY A	N		N	N	Humanities
HS3047	G04H07	WORLD GEOGRAPHY B	N		N	N	Humanities
HS3018	G04H10	World History A	N	N	N	N	
HS3019	G04H10	World History B	N	N	N	N	

# Attachment C:

Discipline Policy



# Discipline Policy

## Definition of Expulsion

Expulsion shall be defined as permanent dismissals from Pathways In Education-Memphis (“PIE-Memphis”), without re- enrollment privileges, and must be approved by the PIE-Memphis Board of Directors (“The Board”). See State Mandated Zero Tolerance List on page 31.

## Definition of Suspension

Suspension shall be defined as a temporary leave of absence from PIE-Memphis that may occur at the discretion of the principal or director of instruction.

If a student is suspended, a meeting with parents/guardians will be convened to discuss the incident that led to the suspension and to develop a plan of action.

- ❖ Suspended students are not allowed to be on campus or attend any school-related activities during the period of suspension.
- ❖ Students of compulsory attendance age will be provided alternative instruction upon suspension. This instruction will be comparable to that if the student would have attended school that day. In order to receive credit, students must submit the assignments to their teacher on the day of return to school upon the conclusion of the suspension period.
- ❖ At the discretion of the principal or cluster director, suspension reports, conduct reports, and/or corrective action plans can be removed from a student’s permanent school file at the end of the school year if deemed in the best interest of the school and the student to do so.

## Due Process Statement

PIE-Memphis shall provide for the fair treatment of students facing suspension and expulsion by affording them due process rights. Rules regarding suspension and expulsion shall be revised periodically as required by any changes in policy, regulation, or law.

## Immediate Suspension

A student shall be subject to immediate suspension if the principal, the principal’s designee(s) or the cluster director determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety, or health of students or school personnel. The principal, designee(s) or cluster director shall immediately suspend any student found at the school or at a school activity to have committed any of the actions identified as items #2, 3, 4, or 14 under “Grounds for Suspension and Expulsion.”

## Mandatory Expulsion

Unless the principal, designee(s) or cluster director finds that expulsion is inappropriate due to particular circumstances, the principal, designee(s) or cluster director shall expel a student for any of the actions identified as items #1, 2, 3, 4, or 5 under “Grounds for Suspension and/or Expulsion” or for assault or battery upon any school employee.

Suspensions shall be initiated according to the following procedures:

1. ***Informal Conference.*** Suspension shall be preceded by an informal conference conducted by the teacher, supervisor, or school employee who recommended the suspension, and the principal or cluster director. At the conference, the student shall be informed of the reason for the recommended disciplinary action and the evidence against them; the student shall be given the opportunity to present their version and evidence in support of their defense.

This conference may be omitted if the lead teacher or principal/designee/ cluster director determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference shall be held as soon as the student is physically able to return to school.

2. ***Administrative Actions.*** All recommendations for student suspension by school staff are to be submitted in writing to the principal or cluster director. All requests shall include the name of the student, the specific offense(s) committed by the student, the reason(s) for the suspension and the dates of the suspension.

All recommendations for suspension of a student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act or Section 504 of the Federal Rehabilitation Act of 1973 shall be subject to charter school administrative regulations for Suspension and Expulsion/Due Process (Students with Disabilities).

3. ***Notification of Law Enforcement Authorities.*** Prior to the suspension or expulsion of any student committing assault, the principal, designee(s), or cluster director shall notify appropriate city law enforcement authorities.

The principal, designee(s), or cluster director also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or possession of weapons or firearms.

Within one school day after a student’s suspension or expulsion, the principal, designee(s) or cluster director shall notify appropriate city law enforcement authorities by telephone or other appropriate means of any student acts that may relate to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind.



4. ***Notice to Parents/Guardians.*** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a minor student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. If the student is over 18 years of age or legally emancipated, the student shall be notified in writing of the suspension. This is to ensure that all due process has been afforded to students and their families and to ensure all written documents comply with state and federal laws.

In addition, written notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

5. ***Parent/Guardian Conference.*** Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved, and any other pertinent matter.

While the parent/guardian is required to respond without delay to a request for a conference about a student's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend.

#### **Authority to Expel**

A student may only be expelled by the PIE-Memphis Board. The Board shall expel, as required by law, any student found to have committed certain offenses listed under "Mandatory Expulsion."

The Board may also order a student expelled for any of the acts listed under "Grounds for Suspension and/or Expulsion" upon recommendation by the principal, cluster director, an appointed hearing officer or administrative panel based on finding either or both of the following

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Expulsions and suspensions longer than 10 school days shall be initiated according to the following procedures:

1. ***Administrative Actions.*** All recommendations for student expulsion, or suspension beyond 10 school days, are to be submitted in writing to the principal, designee(s) or cluster director by the principal. All recommendations shall include the name of the student, the specific offense(s) committed by the student, the reason(s) for the recommended expulsion and any other means of correction that were attempted but failed to bring about proper conduct.

All recommendations for expulsion of a student identified as an individual with disabilities pursuant to the Individual with Disabilities Education Act or Section 504 of the Federal Rehabilitation Act of 1973 shall be subject to PIE-Memphis administrative regulations for Suspension and Expulsion/Due Process (Students with Disabilities).

2. ***Scheduling of Hearing.*** The student is entitled to a hearing to determine whether he/she should be expelled or suspended beyond 10 school days. The hearing shall be held within 10 school days after the principal, designee(s), or cluster director determines that one of the acts listed under “Grounds for Suspension and/or Expulsion” has occurred.

The student is entitled to one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the discretion of the principal or designee(s). Any subsequent postponement may be granted at the discretion of the principal, designee(s), or cluster director.

If the principal, designee(s), or cluster director finds it impractical to comply with these time requirements for conducting an expulsion hearing, the principal or designee(s) may, for good cause, extend the time period by an additional five school days, at which point the student will be permitted to return to school pending the hearing. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. If a parent requests an extension, the student shall not be permitted to return until the hearing is completed.

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay.

3. ***Written Notice of the Hearing.*** The principal, designee(s), or cluster director shall forward written notice of the hearing to the student and the student’s parent/guardian at least 48 hours prior to the hearing.

The notice shall include

- a. The date and place of the hearing
- b. A statement of the specific facts, charges and offense upon which the proposed expulsion is based
- c. A copy of the school’s disciplinary rules that relate to the alleged violation
- d. The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel
- e. The right to inspect and obtain copies of all documents to be used at the hearing
- f. The opportunity to confront and question all witnesses who testify at the hearing
- g. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf, including witnesses

4. **Hearing.** A hearing shall be conducted as follows:
- a. *Closed Session.* The principal, designee(s), or cluster director shall conduct a hearing to consider the expulsion of the student in a session closed to the public.
  - b. *Record of Hearing.* A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceeding can be made.
  - c. *Presentation of Evidence.* While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the principal, designee(s), or cluster director to expel must be supported by substantial evidence that the student committed any of the acts listed in “Grounds for Suspension and/or Expulsion.”  
Findings of fact shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.  
  
In cases where a search of a student’s person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.
  - d. *Decision Within 10 Days.* The board’s decision on whether to expel a student shall be made within 10 school days after the conclusion of the hearing, unless the student requests in writing that the decision be postponed, at which time the decision may be postponed for up to 24 hours.

**Final Action by the Principal, Designee(s), or Cluster Director**

Whether the hearing is conducted in closed session by the principal, designee(s), cluster director, a hearing officer or an administrative panel, the final action to expel shall be taken by the principal, designee(s), or cluster director after approval by the Board.

If the principal, designee(s), or cluster director conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately. The principal, designee(s), or cluster director shall place the student in any classroom program, other instructional program, rehabilitation program or any combination of such programs, after consulting with school personnel, including the teacher(s) involved, and with the student’s parent/ guardian.

Upon ordering an expulsion, the principal, designee(s), or cluster director shall set a date when the student shall be reviewed for readmission to PIE-Memphis.

For a student expelled for an act listed under “Mandatory Recommendation for Expulsion,” this date shall be one year from the date the expulsion occurred, except that the principal, designee(s), or cluster director may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred.

At the time of the expulsion order, the principal, designee(s), or cluster director shall recommend a plan for the student’s rehabilitation.

### **Maintenance of Records**

The principal, designee(s), or cluster director shall maintain a record of each expulsion, including the specific cause of the expulsion. The expulsion record shall be maintained in the student’s mandatory interim record and sent to any school in which the student subsequently enrolls, within five days of a written request by the admitting school.

The principal, designee(s), or cluster director shall, within five working days, honor any other district’s request for information about an expulsion from the school.

### **Readmission Procedures after Expulsion**

Readmission procedures shall be as follows:

1. A written request for readmission shall be submitted by the parent/guardian to the principal, designee(s), or cluster director.
2. The principal, designee(s), or cluster director shall hold a conference with the parent/guardian and the student. At the conference, the student’s rehabilitation plan shall be reviewed and the principal, designee(s), or cluster director shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
3. If the readmission is granted, the principal, designee(s), or cluster director shall notify the student and parent/guardian, by registered mail, of the principal, designee(s), or director of instruction’s decision regarding readmission.
4. If the readmission is denied, the principal, designee(s), or cluster director shall provide written notice to the expelled student and parent/guardian describing the reason(s) for denying readmittance into the regular program.

### **Grounds for Suspension and/or Expulsion**

A student may be subject to suspension and/or expulsion when it is determined that they, while on or within view of the school, at a school sponsored activity, or a participant in the School’s virtual program:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense.
2. Possessed, sold, or otherwise furnished knife, explosive, or other dangerous object.
3. Possessed, used, sold, distributed or otherwise furnished, or was under the influence of, alcoholic beverage, or intoxicant of any kind.
4. Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance or material and represented same as controlled substance, alcohol beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew, and packets. This restriction shall not prohibit a student from using or possessing their own prescription products.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from the principal or director of instruction with the Board or their designee's concurrence.
14. Committed or attempted to commit a sexual assault, or committed a sexual battery.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Made terrorist threats against school officials and/or school property. The making of a terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.

17. Participated in discrimination or harassment based upon a student's or staff member's actual or perceived race, color, religion, creed, national origin, ethnicity, gender, sexual orientation, gender identity or expression, weight, or disability.
18. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
19. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment including but not limited to acts outlined in the Harassment section of this policy.
20. Committed an act of academic dishonesty (in course work, on examinations, or in other academically-related activities), which includes but is not limited to the following:
  - a. Copying from another student or knowingly allowing another to copy
  - b. Using unauthorized materials and/or technologies
  - c. Plagiarizing work—the intentional or accidental appropriation of another's writings or ideas and the unacknowledged incorporation of that work, in full or in part, in one's own written work — including electronic media such as the Internet
  - d. Counterfeit work, including turning in as one's own work that was created, researched, or produced by another
  - e. Theft or the altering of grades, records (written or electronic), and/or teaching materials (written or electronic)

### **State-Mandated Zero Tolerance Offenses**

In 2013, the State of Tennessee revised TCA 49-6-3401 to make clear that the only offenses requiring a 180-day expulsions under law are as follows:

1. Unauthorized possession of a firearm
2. Commission of aggravated assault on school personnel (assault resulting in serious bodily injury or death, the use or display of a deadly weapon, or attempted strangulation)
3. Possession of illegal drugs

Under the law in Tennessee, PIE-Memphis does comply with state and district expectations by enforcing the mandatory expulsions for these specific offenses.

### **Students with Disabilities: Suspensions and Expulsion Procedures**

#### **Suspension**

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act or Section 504 of the Federal Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion that apply to regular education students.

All the procedural safeguards established by PIE-Memphis policies and regulations shall be observed in considering the suspension of students with disabilities.

The Board or designee(s) may suspend a student with a disability for up to five consecutive school days for a single incident of misconduct, or 10 cumulative days throughout the school year without changes to placement (FAPE FREE days). The student may be suspended for up to 30 (20 cumulative) school days in a school year, but still no more than five days for a single incident of misconduct, unless the student is suspended by The Board or designee(s) pursuant to Federal and state law. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change of placement, consistent with requirements related to discipline, is appropriate for a student with a disability who violates the code of student conduct, in accordance with [34 CFR 300.530(a)] [20 U.S.C. 1415(k)(1)(A)].

If the student poses an immediate threat to the safety of themselves or others, The Board or designee(s) may suspend the student for up to but not more than 10 consecutive school days. In the case of a dangerous student, suspension may exceed 10 consecutive school days, and/or the student's placement may be changed, if the parent/guardian so agrees or if a court order so provides.

If a student with disability possesses at school or at a school activity a weapon as defined in the United States Code, Title 18, Section 921, they shall be immediately suspended and may be placed in an alternative educational setting for not more than 45 calendar days, or until the conclusion of any due process proceedings requested by the parent/guardian. The student's IEP team or school site committee shall determine the student's alternative educational setting. (20 USC 1415)

#### **Monitoring of Suspensions**

Whenever a student identified as an individual with a disability has been suspended on three separate occasions or for a total of five days, whichever occurs first, the student's Individualized Education Program (IEP) team or school site committee shall meet to consider

1. Whether the student's misconduct was related to their disability
2. Whether the misconduct was the result of an inappropriate placement
3. Whether a change in placement has occurred as a result of the cumulative suspensions.

Based on its findings, the IEP team or school site committee shall determine whether to initiate alternatives to suspend, a change in placement, or other changes to the student's IEP or accommodation plan.

#### **Expulsion**

The Board of PIE-Memphis shall have the only authority to expel a student with disabilities. Procedures and timelines governing the expulsion of students with disabilities shall be the same as those for all other students, except that a pre-expulsion assessment shall be made and an IEP team or school site committee meeting held under conditions and with possible consequences indicated below.

## Manifestation Determination

1. The parent/guardian shall receive written notice of the PIE-Memphis intent to conduct the pre-expulsion assessment and shall make the student available for the assessment without delay at a site designated by PIE-Memphis. That parent/ guardian shall also have the right to an independent assessment.
2. The Manifestation Determination shall be conducted in accordance with the guidelines of the Code of Federal Regulations, Title 34, Section 104.35, which shall include a review of the student's placement at the time of the alleged misconduct and a determination of the relationship, if any, between the student's behavior and their disability.
3. The IEP team shall meet to determine if an expulsion hearing is appropriate. This meeting shall be held at a time and place mutually convenient to the parent/guardian and PIE-Memphis within the period, if any, of the student's pre-expulsion suspension. The parent/guardian's participation may be made through actual participation, representation, or a telephone conference call.
4. The parent/guardian shall be notified of their right to participate in the meeting at least 48 hours before the meeting. This notice shall specify
  - a. That the meeting may be held without the parent/guardian's participation unless they request a postponement for up to three additional school days
  - b. That the suspension will be continued during the postponement if the student continues to pose an immediate threat to the safety of themselves or others.
5. In order to make a record of its attempts to arrange the meeting at a mutually convenient time and place, PIE-Memphis shall keep documentation such as (Code of Federal Regulations, Title 34, Part 300.345).
  - a. Detailed records of telephone calls made or attempted and the results of those calls.
  - b. Copies of correspondence sent to parents/guardians and any responses received.
  - c. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits.
6. PIE-Memphis shall grant a parent/guardian's request that the meeting be postponed for up to three additional school days and may extend a student's suspension for the period of postponement if they continue to pose an immediate threat to the safety of himself/herself or others. However, the suspension shall not be extended beyond 10 consecutive school days unless agreed to by the parent/guardian or by court order. If the parent/guardian refuses to consent to an extension beyond 10 consecutive school days and choose not to participate, the meeting may be conducted without the parent/guardian's participation.
7. The IEP team shall consider the pre-expulsion assessment results and shall also review and consider the student's health records and school discipline records.



8. If the IEP team determines that the alleged misconduct was caused by, or was a direct manifestation of, the student's disability or that the student was not appropriately placed, the expulsion shall not proceed.
9. If the IEP team determines that the alleged misconduct was not caused by, or a direct manifestation of, the student's disability, and if it is determined that the student was appropriately placed, the student shall be subject to expulsion in accordance with procedures that apply to all students.
10. When expulsion is recommended, the IEP team should also recommend a potential rehabilitation plan for the student, if appropriate.

### **Due Process and Expulsion Hearings**

If the parent/guardian disagrees with the decision of the IEP team, they have a right to a due process hearing conducting pursuant to the United States Code, Title 20, Section 1415 or the Code of Federal Regulations, Title 34, Section 104.36.

Due process appeals must be initiated within 15 days of the decision of the IEP team or school site committee.

The expulsion hearing shall not be conducted, and the 30-day expulsion proceedings time limit shall not commence until after completion of

1. The pre-expulsion assessment
2. The IEP team or school site committee meeting
3. Due process hearings and appeals, if initiated.

The Board may expel a student with disability only if an IEP team has determined the following:

1. The misconduct was not caused by, or a direct manifestation of, the student's identified disability
2. The student was appropriately placed at the time the misconduct occurred.

### **Services During Expulsion**

During the term of the expulsion, a special education student shall continue to be offered a program of appropriate educational services that is individually designed to meet their unique learning needs. Such services may include independent study, home instruction, or another appropriate alternative program. The Board shall consider the recommendations of the IEP team or school site committee when developing a rehabilitation plan for an expelled student with disability.

### **Readmission**

Readmission procedures for students with disabilities shall parallel those used for all students. The Board or designee(s) may consider the input of the student's IEP team or school site committee when developing recommendations regarding a request for readmission; an IEP

team or school site committee meeting shall be convened to determine whether a new IEP or accommodation plan is appropriate.

# **Attachment D:**

Enrollment Policy



## **Enrollment Policy**

Pursuant to T.C.A. § 49-13-107 Pathways In Education – Memphis (“PIE-Memphis”) will be open to all students who are between grades 9-12 on a space-available basis. No student will be denied admission based on prior measures of achievement or aptitude, ethnicity, creed, gender, disability, athletic ability, religion, national origin, or place of residence. No out-of-state students will be enrolled.

### **Notification and Acceptance Process**

PIE-Memphis will offer continuous enrollment for all students, and therefore, an enrollment deadline will not be established. Requests for admission can be made by calling a school site or completing an interest form from the school website, which the Center Coordinator will respond to. The Pre-Registration form from the school’s website can also be completed to begin the admission process and can be completed by the prospective student and a parent, guardian, or another person with legal authority to make decisions regarding school attendance on behalf of a child in this state. PIE-Memphis staff will assist students and their families with all the admission and registration procedures and in most cases, will notify students of acceptance immediately.

Should application volume deem it necessary, PIE-Memphis will follow the process outlined in T.C.A. § 49-13-113. In the instance of a lottery, PIE-Memphis will follow the procedures outlined in T.C.A. § 49-13-113. Students and families will be notified of acceptance.

### **Waiting Lists**

Once the lottery is conducted each year waiting lists for each grade will be developed if the school exceeds capacity. Students will be placed on the list according to the order they were drawn. Those lists will be used to fill available spots until the next equitable selection process is conducted. PIE-Memphis will abide by the Family Education Rights and Privacy Act, codified in 20 U.S.C. § 1232g with respect to the publication of any list of students' names before, during, or after the enrollment and lottery process. If a student does not accept an offer for enrollment or the parent does not respond to the offer by the date designated in the offer the student’s name will be removed from the list and the next eligible student will be offered the seat.

Any written requests for admission received after the lottery has been conducted will be added to the bottom of the waitlist for the appropriate grade. Waitlists will not carry over from one year to the next.

**Notification of Enrollment Opportunities**

PIE-Memphis will ensure that the public notification process of enrollment opportunities will include the dissemination of enrollment information, taking into consideration the language demographics of the attendance area. The information will be posted in highly visible and prominent locations within the attendance area of the school, as well as, on the school's website. In addition, PIE- Memphis will ensure that such a process includes the dissemination of press releases or public service announcements to media outlets such as television, radio, and newspapers that broadcast within, or disseminate printed publications within, the area of attendance of the school. Enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

**Transfers/Withdrawals**

Transfers into PIE-Memphis will be accepted year-round and follow Memphis Shelby County Schools Enrollment policies. Upon arrival, the parent will be asked for the name of the student's previous school and district, an unofficial transcript, immunization records, and a copy of the official withdrawal form from the previous school of enrollment. A student will not be able to enroll in PIE-Memphis until they have officially withdrawn from the previous school. Transfers out of PIE-Memphis will also be addressed on a year-round basis. In the event that the parent/guardian wants to transfer the student within Memphis Shelby County Schools, the parent will need to request and complete a Transfer Request Form and return the document to the Compliance Coordinator at the PIE-Memphis school site.

Additionally, unless a family provides proof of relocation, school administration will conduct an Exit Interview to determine the reason for the transfer. The Principal or Director will discuss available school options with the family and make a courtesy call to the new school, to confirm capacity. A student will not be granted a transfer without confirmation of acceptance at the new

school. Once the transfer has been granted, a Memphis Shelby County Schools Withdrawal Form will be completed and the family will be given a copy of the Transfer Request Form. Memphis Shelby County Schools will not accept a student without the proper, signed withdrawal documentation. Copies of both forms will also be submitted by PIE-Memphis to the Memphis Shelby County Schools Enrollment Manager. In the event that there are extenuating circumstances such as student safety issues, disciplinary matters, or medical issues, PIE-Memphis will work with the Memphis Shelby County Schools Support Team staff to find a suitable administrative placement.

# **Attachment E:**

Letters of Support/MOUs/Contracts from the Community





# LIFeline to Success, Inc.

January 23, 2023

Memphis Shelby County Schools  
160 South Hollywood Street  
Memphis, Tennessee 38112

Dear Memphis Shelby County Schools,

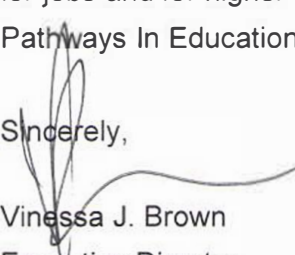
It is my pleasure to offer support for Pathways In Education request for charter authorization. Pathways In Education mission to re-enroll and graduate adolescents not currently enrolled in a public or charter high school is a worthwhile and much-needed addition to the educational options for the parents and adolescents of Memphis. Research shows that unemployment rates for high school dropouts are nearly twice that of people whose highest level of educational attainment is a high school diploma. In addition, those who have not graduated from high school make up a disproportionately higher percentage of the incarcerated population, compared to their diploma-earning counterparts.

Pathways In Education focus on supporting adolescents who are struggling in a traditional high school in obtaining their diploma and pursuing a range of post graduation opportunities will be a tremendous asset to the Memphis community, particularly in under-resourced urban communities where rates of high school completion are significantly lower than the statewide average.

I have seen the negative effects that adolescents not finishing high school can have on communities.

Pathways in Education is committed to working with at-risk youth to educate and prepare them for jobs and for higher education opportunities. Please know that I endorse the plans for Pathways In Education-Memphis and very much support the authorization of this charter.

Sincerely,



Vinessa J. Brown  
Executive Director

LIFeline to Success, Inc.  
901-729-6537  
901-433-9456 (f)

1647 Dellwood Avenue, Memphis TN 38127  
[www.lifeline2success.org](http://www.lifeline2success.org)  
[vbrown@lifeline2success.org](mailto:vbrown@lifeline2success.org)

# Lifeline to a Dying World Ministries



January 23, 2023

Memphis Shelby County Schools  
160 South Hollywood Street  
Memphis, TN 38112

Dear Memphis Shelby County Schools,

I am excited to welcome Pathways In Education to the Memphis community. There is a gap in the number of high schools that offer an alternative to the traditional high school setting. With the individualized support and unique programming they offer, more students will be able to achieve the goal of a high school diploma. The Pathways program would be an asset to our community.

The model of self-paced learning and flexible schedules that many students need with the heavy workload they have is vital to our area. Too often students can't find a way to attend school five days a week and are choosing to drop out. Pathways In Education provides a program that is not only flexible, but also tailored to the individual needs of students.

I fully support Pathways In Education's goal to ensure sustainable outcomes that are attainable for all youth in the Memphis area and that the students have multiple options to obtain their personal and academic goals. Authorizing Pathways In Education would be a good decision for our community.

Sincerely,

  
Pastor DeAndre Brown

1647 Dellwood Avenue  
Memphis, TN 38127  
901-387-8552 (c)  
901-729-6537

# *Frayser Exchange Club*

January 24, 2023

Dear Memphis Shelby County Schools,

It is my pleasure to offer support for Pathways In Education request for charter authorization. In my experience as a community partner I have seen how many high-school-aged youth in our community struggle to thrive within a traditional school model due to work or family needs, academic failure, drop-out rates, graduation rates, and mental health issues. The Pathways In Education program will fill a void in our current educational offerings that could provide more flexibility to students seeking a diploma and credit attainment.

Pathways In Education seeks to re-engage at-risk youth and provide them with an opportunity to obtain a high school diploma. There are many students in the Memphis area who currently may not have a viable option for them to graduate, and are very likely to drop-out. The Pathways program model will support students both academically and emotionally.

I encourage the Memphis Shelby County Schools to consider the advantages for being the authorizer for Pathways In Education to support our community.

Sincerely,



E. Shelly Rice

President

Frayser Exchange Club

3124 Thomas Street, Memphis TN 38127

901-362-1924

January 15, 2023

Iris Scott, Enrollment and Outreach Specialist

Pathways In Education

4701 Elvis Presley Blvd

Memphis, TN 38116

Dear Ms. Scott,

It is my pleasure to write a letter in support of Pathways In Education being opened to students in Shelby County. I have witnessed to great impact it has had on the students within their scope.

I was introduced to several young men expressing interest in my alma mater, Morehouse College. After meeting with these young men, I was impressed by their stories. Learning from them first hand was one of the factors that lead me to postpone my retirement and seek election for Juvenile Court Judge. It was evident that most if not all had obstacles that kept them from school and allowed outside influences to dictate their choices. The young men all said Pathways was instrumental in their desire to graduate high school. Our city needs our youth to have options for their future.

In my current position as a Judge, I see many children who need programs such as Pathways In Education. I was disheartened to learn of it's closing. So many students would do well in that learning environment. Over the past 5 years I have recommended your program to several students who I thought might benefit from it. I fully support the efforts of Pathways In Education being opened in Memphis as an educational resource. Caring and supportive guidance is imperative to success of youth. Pathways In Education seemingly provides that. It is my hope that the school is able to open and serve more children who without it will go unserved.

Respectfully,



Tarik B Sugarmon, SCJC Judge

616 Adams Avenue

Memphis, TN 38105

901-222-0628

Tarik.sugarmon@shelbycountyttn.gov



Summer Owens  
7391 Hollyview Dr.  
Memphis, TN 38125

December 24, 2022

Memphis Shelby County Schools  
160 S. Hollywood St. Memphis, TN 38112

To Whom it May Concern:

I'm writing this letter of support for Pathways in Education to be authorized by Memphis Shelby County Schools.

I have served as a proud board member for PIE-TN for over a decade because I believe in its mission and have witnessed its impact serving at-risk high school students in Memphis. In my experience as a parent, community leader, and MSCS partner and vendor, I have seen too many high school students struggle to succeed in a traditional school model. The reasons vary from work and family needs, academic failure, and mental health issues. Many students are like I was as a teen mother with limited support and in need of options so that they can earn a high school diploma.

I am familiar with the alternative school options provided by MSCS and see the need for a program like Pathways In Education. Over the years, I have had the opportunity to speak to Pathways students on multiple occasions and attend graduations. The stories of students and their parents are so moving because in most cases they would not have graduated without Pathways.

I am happy to support the establishment of Pathways In Education Memphis in our city. I am hopeful that they will be given the opportunity to serve our students again.

If there are any questions or if you would like to discuss why I am passionate about having Pathways in Memphis, please feel free to contact me.

Sincerely,

Summer Owens  
(901) 299-9749  
summer@summerowens.com



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January 11, 2023

To Whom It May Concern:

I am writing this letter in support of Pathways in Education. It is my understanding that this organization has applied for a charter to resume operation in Memphis. I would wholeheartedly encourage you to approve this application and allow Pathways in Education to continue to make a positive impact on the youth of Memphis.

I had the privilege of teaching at Pathways in Education for more than 5 years. It was an unforgettable experience that changed my life. I had already completed more than 30 years as an educator when I went to work at Pathways and had never encountered the depth of personal involvement and long-lasting relationships with students that I had at Pathways. It was a very sad day for all of us when we closed the door and said goodbye for the last time.

Each student who came to Pathways had a story. These were students who had floundered in other settings, students who had lost their way. They typically were significantly behind in credit attainment, often below grade-level in reading and math skills, predominantly living below poverty level with little support or encouragement for their academic achievement. Most of them came with negative attitudes about school and not a lot of hope that this school would be any better. Every single student who graduated from Pathways was a success story.

The philosophy of Pathways in Education was exactly what most of those students needed. Pathways in Education is, simply put, not like any other school I have ever known. The emphasis was truly on meeting the needs of each individual student. The atmosphere was calm and inviting. Students were put at ease as soon as they walked in the door. There were countless times that we received students who had reputations for constantly being in serious trouble at previous schools who went on to flourish at Pathways and even graduate and move on to constructive endeavors after graduating. The fact that students' schedules were individualized and there were not large gatherings of students in one place, or at one time, eliminated a lot of the triggers that caused trouble in other settings.

In addition, students developed close and meaningful relationships with staff members who genuinely cared about them. Each student was assigned to an Independent Study Instructor who took a personal interest in them and spent dedicated time with each student to review their credits and make an individualized plan for them. The Independent Study Instructor developed a personal relationship with the student and their family members to provide a system of support and encouragement. It was not uncommon for staff members to help parents who couldn't read, or who had language barriers, or who struggled financially with the basic necessities to find the resources they needed to provide a more stable environment at home. It was very common for graduates to return to share milestones and accomplishments with their former teachers who had become significant adults in their lives. Every staff member took time to develop meaningful, personal relationships with students. Pathways students had a deep sense of belonging when they walked in the door.

In short, Pathways in Education inspires teachers to be better teachers and students to become more than they ever dreamed of. Memphis students deserve to have Pathways in Education as an option for their high school education. Please give them this opportunity.

Sincerely,

Teri Lindsey  
Former Independent Study/Small Group Math Instructor  
Pathways in Education—Whitehaven Campus

December 1, 2022

To all who it may concern,

My name is Wendy Bel and as a parent and educator, I would be excited and welcome Pathways In Education to the community. I support their vision for serving at-risk high school students in the Memphis community.

In my experience with Pathways as a parent, I have seen how Pathways helped my children. My children have health issues and don't like being around large crowds. Too much noise irritates them. They love smaller settings. Due to money and my work schedule, Pathways was best for them and me.

Being an Educator I have seen how many high-school-aged children in our community struggle to thrive within a traditional school model due to work or family needs, academic failure, and mental health issues. My daughter was one of those children who started to show anxiety at school. She was an honor student but due to some of the teacher's teaching, she would be crying and just didn't want to go to school. One of their friends told us about Pathways. My children started smiling again and were happy. They loved their teachers at Pathways. They treated them like family. The teachers helped them with their work and it was self-paced. While the children were being educated, they were also taught to be independent. Due to this, I understand and see the need for Pathways In Education In Whitehaven.

Having another option for students whose parents can't afford private schools, or take off of work to check on or pick up a child because of issues at school. Pathways can guide them toward academic and career success that will positively impact the Memphis Whitehaven Community. The Pathways In Education program will fill a void in our current educational offerings.

I am happy to support the establishment of Pathways In Education Memphis in our city and am hopeful that they will be given the opportunity to serve our students again. My kids will surely be students there if they open up.

Thank you,

Wendy Bell

Regenia Dowell  
1739 Haywood Avenue  
Memphis, TN 38127

12 December 2022

I am so excited to hear about Pathways In Education's plans to come back to Memphis.

Below are a few pictures I took when I attended the last graduation. Pathways is another education option for our students. I am standing with the top 2 students where we gave them a Welcome to Frayser Coloring Book so they would have something to remember the Frayser Community by. The class picture shows the impact that the school had on the community. Look how many people graduated now they have options to choose paths of Higher Education, Vo-Tech, or Work. Without Pathways these students may not have had these options available.

Finally, the last picture is of a Grandmother and her Granddaughter. Family is so important in the education Journey. Frayser Community PTSA supports the return of Pathways in Education Memphis. They were a Pillar in the community and we need them to serve the needs of our students.

Respectfully,

**Regenia Dowell**  
Treasurer  
Frayser Community PTSA  
901-601-8840

**Please see the photos below.**





January 19, 2023

Dear Pathways In Education,

When asked to write a letter of support for your school I immediately said yes! As a life long Memphian I have worked for the betterment of my community for many years. I can honestly say that Pathways In Education closely resembles what I think an ideal school would look like.

On January 10th I reached out to Iris Scott to help get a child in school. I gave her all the particulars of the case: 16 year old who has been out of school over two years with no records or anything. She recently moved to Memphis with her elderly great grandmother who didn't have the capability to go to several schools trying to get her in. I called Ms. Scott because she has helped with situations like this in the past. I was stunned and saddened to learn that your program was CLOSED!!!! WHY? She was able to make some calls and she helped get her in Whitehaven High School. Whitehaven is a great school but the embarrassment of being older than her classmates would not have been an issue if Pathways was still open .

So, when she asked me to write this letter, I jumped at the chance. Please support the children of our community by giving them the resources that are needed in the form of a school for kids who learn differently. Pathways In Education is missed.

Highest Regards,

Wilma Tyler, Secretary

Orange Mount/ Melrose Alumni Association ('74)

[Wilma.tyler@shelby-sheriff.org](mailto:Wilma.tyler@shelby-sheriff.org)

901-927-2974

To Whom it May Concern,

As a native Memphian and 40-year resident of the Whitehaven Community, I would like to enter this letter of Support for Pathways in Education. I taught in Memphis City Schools for 30 years; from Kingsbury to Kirby.

I have seen the face of education change, and the measures by which we educate students have to change with these unprecedented times, I have seen firsthand what programs like Pathways can do for the "least of these", students that I taught every day, but that many of today's educators don't want to or are ill-equipped to deal with.

I pray that you all will reconsider opening the Pathways and providing access to a proper education for all students, all they need is chance.

Respectfully,

Kay P. Winters

Please open Pathways back up. My daughter was 17 in the 9<sup>th</sup> grade. No one else would take her so she had dropped out. Miss Odum told me about your program and I brought my daughter up there . They told her she could go to school. At first she didn't want to go thinking she was too old. After one day she loved going to school. She even asked to go on the days she wasn't supposed to go. She worked extra hard and in one year was almost in the 11<sup>th</sup> grade. We had wanted her to come back after her little boy was born but now the school is closed.

Please open this school back up.

Thank you,

Rozelyn Miller (Khalil's mom)

649-6183

Rozelynmiller45@gmail.com

13 January, 2023

To whom it may concern:

I'm writing this letter to let you know what Pathways of Education meant to my niece, son, and myself. When I first heard about the school, I immediately enrolled my son into the school because he was the age to attend and he wasn't going to be able to graduate with his class due to him being kicked out of school. Once enrolled into the program, he did everything he needed to do in order to graduate. After my son's graduation a couple years later I enrolled my niece into the program, she was an excellent student and getting put back in grades due to family issues, I didn't want my niece felling. Once my niece was enrolled all the school the staff at Pathways just Loved her. She did everything that was needed to graduate and not to mention she did with Honors! I like the fact that this program offer High School Diploma and not GED.

Saying all this to say, Pathways have had a major impact on my family, it's a great program that they have going on for the students. I think it would be a great success if you bring the program back. I'm sure you're have some happy individuals including myself and my sister, hope this letter reach whomever it need to and BRING THE PROGRAM BACK.

Sincerely,

Latonya Avant

901-438-0975

01/12/23

Hi I'm Shayla Taylor and I would have to say that Pathways was the best second chance I could have asked for. They have amazing teachers who work hands-on with each student and ensure they understand. The teachers at the pathways I attended used real-world problems to help get a better understanding, or even sometimes create a game. The teachers made the learning process easier, entertaining, and more challenging at other times but it's all to help you get where you are trying to go and accomplish every goal you have set. Pathways In Education was one of the best choices in my life.

Shayla Taylor

01/12/23

To whom it may concern,

As a former student and alumni of Pathways In Education, I have a lot of treasured memories of what the school did for me and helped me achieve, because of pathways I was able to learn in a setting free of distractions like misbehaving students which really helped me keep my focus on graduating. Also, Pathways gave me the opportunity to learn about different cultures through yearly free out-of-country field trips that the school offers to Pathways students. I was able to go to Cuba and learn about the country's land, culture, and historical aspects, which will be an experience I will never forget. I also built a bond with the staff who are all hard-working caring individuals who did their best to make sure students succeeded while they attended Pathways in education. I fully support the reopening of pathways in education if it means that future students could get the opportunity to learn, experience, and succeed just as I did

Carlos McIntosh

Pathways In Education graduate, Class of 2018

My name is Diamond Ford and I am a former student from Pathways In Education. And I would like to say that this school has helped me in a million ways that no other school has done. From the teachers engagement, principal kindness to understand student's situations and educational fun trips Pathways in Education was EVERYTHING!!!! Even down to being rewarded for good behavior and motivation to keep up with our grades with fun nights at school. For example, if we turned in more units than required we were rewarded with honors in front of everyone and cake and prizes. This made me want to turn in at least 10 units every period even though we needed 5.

They were not just involved with us educationally, they were there for us mentally and emotionally too. Our school counselors did their very best to make sure we were safe (that's important) and mentally strong to continue our education. This school also took in kids who couldn't or thought they wasn't able to finish school because of a misunderstanding or were just lost on the academic highway. Pathways has helped so many children that I know personally. Without the staff at Pathways it is highly unlikely that I would be a Sophomore at the University of Memphis today. . They helped many students, myself included, to see that college was an option. Not only an option to a real possibility. They believe in their students and we in turn learned to believe in ourselves. To me personally, this isn't just a school with teachers, principals and students, it was family who loved each other and wanted to see better for everyone. This is a school I'd recommend to anyone. This is a school where I'd go and visit my teachers. When I would see Ms Iris' s truck I knew I was welcome to come in an let them know how my life was going. When I needed help with college papers I could get someone to proof or help me. . These people have made a huge impact on my life. Please reopen Pathways so that more kids can have a chance to change their lives for the better.

Sincerely, Diamond Ford 901-462-1951



## What Pathways in Education means to me?

To Whom It May Concern:

I am writing this letter in support of Pathways in Education regaining their charter. Pathways has always been there for me in times of doubt and depression. Pathways help me see the light in education, and to believe in the person I am today. Pathways has always been the light at the end of the tunnel. I can't imagine what my life would look like if Pathways In Education wasn't written in my story. It would have been devastating. I probably would have never graduated. No, I definitely would NOT have graduated. They supported, pulled and pushed me to finish. They even came to my house when I tried to drop out. No, without Pathways In Education, I would not be a high school graduate.

Pathways is meant for everyone, the lost, the broken, the hurting, the troublemaker and especially the ones of who have lost all hope. One thing I can say about Pathways In Education is they have always been there for me. Most notable moments in my life like was when my mother passed away 2017, the birth of my child (2020), and to see me graduate with honors (2020) when I felt I had no one, the staff was there for me. By Pathways not being in operation you are hindering the hopes and dreams of future students. DO you want to get in the way of that? Pathways is the hope. Pathways is the dream. Pathways was the stability and hope that I needed and that others need too. Don't get in the way of someone's future by keeping this school closed. What 's best is yet to come.

Sincerely,

Destiny Smith

Class of 2022

(901) 299-0352

January 20, 2023

To Whom It May Concern;

I miss Pathways. I miss Miss Quita, Miss Iris, Mrs Cunningham. Pathways in Education meant a lot to me because when I wanted to give up on school they motivated me to not quit. They taught me how to control my anger. That was the reason I kept getting kicked out of schools. The other schools would just kick me out when I had problems even though my IEP said I had problems. At Pathways, they understood. When my anger would get bad, they would let me blow off steam and then tell me to get the work done anyway. Sometimes I would try and make them mad so they would kick me out. It didn't work because they would just say ok and where is my workbook. Since they wouldn't give up on me I felt I had to make them proud.

They were a great support team. Not only did they help with school but they were there for me through life decisions. When I was assaulted I ran to school for support. They never let me go. Even after I moved to another state, I still consider Pathways home.

Without Pathways In Education I don't know where I would be. I hope that they can reopen cause there's a lot of young adults that need a support system like Pathways.

Sincerely,

Charlon Cooper (Clay)

(563) 349-4120

---

Dear Pathways in Education,

My name is Desirae Price, I am an alumni of Pathways in Education and I am writing this to express my full support on the reopening of Pathways.

I think the school should reopen so that kids that are put into less fortunate situations like myself can have that highschool experience and education. There are kids in our neighborhood and community who aren't able to go to a normal highschool or get their education because of their past or actions and I believe they should have a second chance to fix their mistakes and I feel like Pathways would be the best place to do it.

My experience at pathways wasn't normal but it was fun and helpful. I had constant help from the staff and teachers and made long term friends. I went on college tours, had job fairs, and even had help filling out college applications. Overall I think other kids and teenagers should have an experience like mine or better. If Pathways reopen I plan on visiting and helping in the schools as much as I can, after all the teacher's there inspired me to want to become a teacher myself.

Sincerely,

Desirae Price

(901) 219-3471, [desiraemarieprice@gmail.com](mailto:desiraemarieprice@gmail.com)

Dear ,

So what can I first say about Pathways on why it should be part of the community... honestly this is first ever school I have been able to genuinely have full focus and comfort from with any other public schools I've been to. The school has allowed me to show how smart I am just off self knowledge and even was able to learn on my own pace rather than anybody else's rushing or anything. Pathways allows you to be yourself confident , comfortable, excited and last but not least proud.

Pathways is a great school for the community whether it's small or big it allows students or anybody really to just feel the connection with the community in different ways without so much drama and interactions with the wrong environment or people. Usually there are bullies at other public schools. Whether it's big or small schools as well but because it's a public school. There are plenty of teens, kids and students bullying students or interrupting the class due to it not being an independent work space for other students wanting to learn genuinely like Pathways can be for them. At Pathways there are no interruptions just pure learning, support, and care. With the community of Pathways and whether it's students out there that need to be in an environment with other people but just small space it can help out a lot of students. There aren't any fights or harm in the area, like at other schools. They provide very great tips and even advice if needed or wanted. Pathways is a needed school for students who want to learn, who want to be independent with one on one learning rather than a whole group of learning and so much confusion. If different people needing or wanting to learn in different ways and at different paces. I even recommended my friend to the school and he said he loved it better than any school he's been to. Allowing him to be himself, listen to his own level of learning and understanding. The teachers there had consideration of learning and allowing the students to understand to the best of their abilities. To help them understand any questions and concerns as needed and helping them get through any challenges that head their way. The teachers also focused on the students emotions if they are going through something whether it's personal or not they allow you to express your feelings and be almost like a therapist as well needed or wanted more than just a teacher. That is why I believe truthfully Pathways should be part of the community.

Tyler Phillips

901-283-0807

Tylphi03@gmail.com

January 12, 2023

To whom it may concern,

I would to talk about the chance of Pathways In Education being reopened. Before I went to Pathways, I've struggled at different schools, troubled fitting in, troubled making friends, troubled understanding different classes and assignments, troubled with the teachers because they weren't good teachers and I felt like I wasn't smart enough. But when I went to Pathways, for the first time I felt like I belonged. I met amazing teachers and fellow students who were passionate about going to school. I started from going to school 2 days a week to everyday because I loved being there, Pathways was like a family, I never been to a school where everyone treats you like you mattered. I met so many great people, and such fantastic teachers that helped me along the way and even grew fondly relationships with them. I've found Pathways to be an amazing learning environment and it helped a lot of students including me see our best full potential. Pathways closed down before I had the chance to graduate, I hope that Pathways would reopen for the students across Memphis and would give them hope and courage that anything in life is possible, no matter how hard or difficult it may seem, there is always another way and everyone could reach their goal and graduate with faith and full potential.

Jasmine McIntosh, Former Pathways In Education Student

Anyone who reads this, please re-open the doors. Pathways prevented me from dropping out of high school entirely. I had stopped going to school after my freshman year and wanted to make some changes, so I went there in search of assistance. I was still young, so starting over in a traditional school setting would have been humiliating. But because everyone is on their own route at Pathways, it's impossible to tell what grade somebody is in. After I became familiar with the course materials, I breezed through them and graduated early. In a nutshell, I was rescued by Pathways. I don't know what I would be doing right now if my aunt hadn't suggested this school. Both my cousin and I have graduated from high school thanks to Pathways. Please know how much I appreciate your help and how much I wish you'd reopen those doors so they can serve other students in need.

Sincerely,  
Rikeia Avant  
Phone: (901)246-1354  
Email: rikeiaavant@gmail.com

Hello,

I am a High School graduate of Pathways In Education. I came to this school after being messed over at a couple of schools. When I first started I told Miss Iris that I had enough credits to be a senior. But my transcript said that I was just in the tenth grade. I had been telling the folks at Trezevant that I was supposed to be a senior but no one believed me until I got to Pathways. I told my grandmama that I would drop out before I went back to the 10<sup>th</sup> grade. Miss Kim, Miss Odum and Miss Iris begged me to not give up and to give them a chance to figure it out. And guess what they did. One day Miss Iris called me and said she had the transcript from my old school in Arkansas that proved that I was right, I was in the 12th grade! I was so happy that I started doing my work again. I was able to graduate.

I think Pathways should be open because there are a lot of kids out here like me. Schools be messing up our transcripts and nobody believes us. Pathways does. They help kids who want to learn. I hope this letter helps.

Malenzia Bachus

Hi all,

I'm Carlos Cobb and I was a student at Pathways. I loved Pathways so much! I had help when I asked even if they were busy they were still willing to help me. I would love to finish my education at Pathways. It's a good opportunity for students to get their education and a wonderful experience. I would recommend students who aren't getting the right education at other schools to go there because they take their time with the work to help you understand better. And also it's more than just people there teaching you their more like a family they help you through life when you need someone to talk to you about anything they are there.

Carlos Cobb

12/1/22



# **Attachment F1:**

Articles of Incorporation





**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

Pathways in Education - Memphis, Inc.  
LEGAL DEPARTMENT  
STE 220  
320 N HALSTEAD ST  
PASADENA, CA 91107-3141

January 20, 2023

**Filing Acknowledgment**

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

**Control # : 714228**      Status: Active  
Filing Type: Nonprofit Corporation - Domestic

**Document Receipt**

Receipt # : 007711644	Filing Fee:	\$20.00
Payment-Check/MO - REID LEITNER LAW GROUP, NASHVILLE, TN		\$20.00

Amendment Type: Articles of Amendment      Image # : B1245-7325  
Filed Date: 01/20/2023 4:24 PM

This will acknowledge the filing of the attached articles of amendment 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.

You must also file this document in the office of the Register of Deeds in the county where the entity has its principal office if such principal office is in Tennessee.

Tre Hargett  
Secretary of State

Processed By: Joseph Brents

Field Name	Changed From	Changed To
Filing Name	Pathways in Education - Tennessee	Pathways in Education - Memphis, Inc.
Registered Agent #	0360892	0484939
Registered Agent First Name	JEFFREY	REID
Registered Agent Last Name	SMITH	LEITNER
Registered Agent Middle Name	C	No Value
Registered Agent Physical Address 1	80 MONROE AVE	201 4TH AVE N
Registered Agent Physical Address 2	STE 700	STE 1470
Registered Agent Physical City	MEMPHIS	NASHVILLE
Registered Agent Physical County	SHELBY COUNTY	DAVIDSON COUNTY

Field Name	Changed From	Changed To
Registered Agent Physical Postal Code	38103-2467	37219-2016

State of Tennessee



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

ARTICLES OF AMENDMENT  
TO THE CHARTER  
(Nonprofit)

For Office Use Only

FILED

Corporate Control Number (If Known) 000714228

Pursuant to the provisions of section 48-60-105 of *The Tennessee Nonprofit Corporation Act*, the undersigned corporation adopts the following articles of amendment to its charter:

1. Please insert the name of the corporation as it appears of record:

Pathways in Education - Tennessee

If changing the name, insert the new name on the line below:

Pathways in Education - Memphis, Inc.

2. Please check the block that applies:

Amendment is to be effective when filed by the secretary of state.

Amendment is to be effective, \_\_\_\_\_ (month, day, year)

(Not to be later than the 90th day after the date this document is filed.) If neither block is checked, the amendment will be effective at the time of filing.

3. Please insert any changes that apply:

a. Principal address: \_\_\_\_\_ (Street) \_\_\_\_\_ (City) \_\_\_\_\_ (State/County) \_\_\_\_\_ (Zip Code)

b. Registered agent: Reid D. Leitner

c. Registered address: 201 Fourth Ave. North, Ste. 1470 Nashville TN 37219  
(Street) (City) (State/County) (Zip Code)

d. Other changes: The Board of Directors shall have no power to terminate any member, including but not limited to the Sole Member

4. The corporation is a nonprofit corporation.

5. The manner (if not set forth in the amendment) for implementation of any exchange, reclassification, or cancellation of memberships is as follows:

6. The amendment was duly adopted on January 20, 2023 (month, day, year)  
by (please check the block that applies):

The incorporators without member approval, as such was not required.

The board of directors without member approval, as such was not required.

The members

7. Indicate which of the following statements applies by checking the applicable block:

Additional approval for the amendment (as permitted by §48-60-301 of the tennessee nonprofit corporation act) was not required.

Additional approval for the amendment was required by the charter and was obtained.

Attorney for Pathways in Education - Tennessee  
Signer's Capacity

Reid D. Leitner  
Signature

January 20, 2023  
Date

Reid D. Leitner  
Name of Signer (typed or printed)

B1245-7325 01/20/2023 4:24 PM Received by Tennessee Secretary of State Tre Hargrett

State of Tennessee



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

ARTICLES OF AMENDMENT  
TO THE CHARTER  
(Nonprofit)

For Office Use Only

Corporate Control Number (If Known) 000714228

Pursuant to the provisions of section 48-60-105 of *The Tennessee Nonprofit Corporation Act*, the undersigned corporation adopts the following articles of amendment to its charter:

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Pathways in Education - Tennessee

If changing the name, insert the new name on the line below:

Pathways in Education - Memphis, Inc.

2. Please check the block that applies:

Amendment is to be effective when filed by the secretary of state.

Amendment is to be effective, \_\_\_\_\_ (month, day, year)

(Not to be later than the 90th day after the date this document is filed.) If neither block is checked, the amendment will be effective at the time of filing.

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b. Registered agent: Reid D. Leitner

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Additional approval for the amendment was required by the charter and was obtained.

Attorney for Pathways in Education - Tennessee  
Signer's Capacity

Reid D. Leitner  
Signature

January 20, 2023  
Date

Reid D. Leitner  
Name of Signer (typed or printed)

B1245-7328 01/20/2023 4:24 PM Received by Tennessee Secretary of State Tre Hargett



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

Pathways in Education - Tennessee  
STE 700  
80 MONROE AVE  
MEMPHIS, TN 38103-2467

March 27, 2013

### Filing Acknowledgment

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

<b>SOS Control # :</b>	<b>714228</b>	Formation Locale:	TENNESSEE
Filing Type:	Corporation Non-Profit - Domestic	Date Formed:	03/27/2013
Filing Date:	03/27/2013 9:59 AM	Fiscal Year Close:	12
Status:	Active	Annual Report Due:	04/01/2014
Duration Term:	Perpetual	Image # :	7176-0480
Public/Mutual Benefit:	Public		
Business County:	SHELBY COUNTY		

#### Document Receipt

Receipt # : 984877	Filing Fee:	\$100.00
Payment-Check/MO - ADAMS AND REESE LLP, NASHVILLE, TN		\$100.00

**Registered Agent Address:**  
JEFFREY C SMITH  
STE 700  
80 MONROE AVE  
MEMPHIS, TN 38103-2467

**Principal Address:**  
STE 700  
80 MONROE AVE  
MEMPHIS, TN 38103-2467

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

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

Tre Hargett  
Secretary of State

Processed By: Cheryl Donnell

**FILED**

**CHARTER**

**OF**

**PATHWAYS IN EDUCATION – TENNESSEE**

The undersigned incorporator under the provisions of the Tennessee Nonprofit Corporation Act (the "Act") adopts the following charter for the listed corporation, consistent with the requirements set forth in § 48-52-102:

1. The name of the corporation is:

Pathways in Education – Tennessee

2. (a) The name of the initial registered agent, located at the address listed in 2(b), is as follows:

Jeffrey C. Smith.

- (b) The complete address of the corporation's initial registered office in Tennessee is in the County of Shelby and is as follows:

80 Monroe Avenue, Suite 700  
Memphis, Tennessee 38103

3. The fiscal year end of the corporation is June 30.
4. The duration of the corporation is perpetual.
5. The corporation is not for profit.
6. The corporation is a public benefit corporation and is not a religious organization.
7. The corporation will have a Sole Member: Education in Motion, a California nonprofit public benefit corporation, qualified under Internal Revenue Code §501(c)(3).
8. The name and complete address of the incorporator is as follows:

Jeffrey C. Smith  
80 Monroe Avenue, Suite 700  
Memphis, Tennessee 38103

9. The complete address of the corporation's initial principal office is:

80 Monroe Avenue, Suite 700  
Memphis, Tennessee 38103

7176.0480, 03/27/2013, 09:59:54, Received by Tennessee Secretary of State Tre Hargett

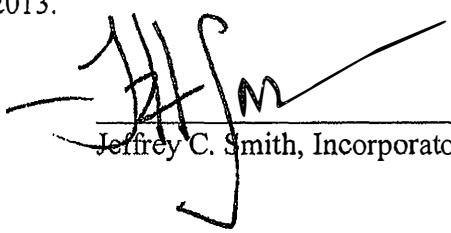


10. The governing body of the corporation is its Board of Directors.
11. The purposes for which the corporation is organized are:
  - (a) To establish and operate schools and/or other educational programs and instructional activities to provide students in Tennessee with the knowledge, proficiency and skills needed to promote greater opportunities for educational and academic achievement and advancement, including, but not limited to, establishing and operating public charter schools under the Tennessee Public Charter Schools Act of 2002.
  - (b) To engage in any lawful activities which are appropriate to carry out and fulfill any or all of the forgoing purposes.
  - (c) To do any and all things and to exercise any and all powers which a nonprofit corporation may do or exercise under the laws of the state of Tennessee and under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future United States Internal Revenue law.
12. The corporation is organized and operated exclusively for charitable, scientific, literary, and education purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended; no part of the net earnings of the corporation shall inure to the benefit of any private shareholder, member, director, or individual, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered; no substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, except as otherwise provided in Section 501(h) of the Internal Revenue Code of 1986, as amended, or the corresponding provision of any future United States Internal Revenue law, and the corporation shall not participate in, or intervene in (including publishing or distributing of statements), any political campaign on behalf of (or in opposition to) any candidate for public office.
13. Notwithstanding any other provision of this Charter, the corporation shall not carry on any activity not permitted to be carried on by (i) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding part of any future United States Internal Revenue law, or (ii) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 or any other corresponding provision of any future United States Internal Revenue law.
14. In the event of dissolution, the residual assets of the corporation shall be turned over to one or more educational organizations which themselves are exempt as organizations described in Sections 501(c)(3) and 170(c)(2) and described in Section 509(a)(1) or (2) of the Internal Revenue Code of 1986, or the corresponding provision of any future United States Internal Revenue law.

7176.0482, 03/27/2013, 09:59:56, Received by Tennessee Secretary of State Tre Hargett

- 15. To the extent allowed by the laws of the State of Tennessee, no director of the corporation (or his or her estate, heirs and personal representatives) shall be liable to the corporation for monetary damages for breach of fiduciary duty as a director of the corporation. Any liability of a director (or his or her estate, heirs and personal representatives) shall be further eliminated or limited to the fullest extent allowed by the laws of the State of Tennessee, as may hereafter be adopted or amended.
- 16. With respect to claims or liabilities arising out of service as a director of the corporation, the corporation shall indemnify and advance expenses to the present and future director (and his or her estate, heirs and personal representatives) to the fullest extent allowed by laws of the State of Tennessee, both as now in effect and as hereafter adopted or amended.
- 17. The corporation shall not discriminate on the basis of race, creed, color, sex, national origin, religion, ancestry, disability, need for special education services or any other legally protected status in the administration of its policies, the operation of its programs and any school admissions.

Dated this the 26<sup>th</sup> day of March, 2013.

  
\_\_\_\_\_  
Jeffrey C. Smith, Incorporator

# **Attachment F2:**

Proof of non-profit and tax-exempt status



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

DEPARTMENT OF THE TREASURY

Date: **AUG 26 2014**

PATHWAYS IN EDUCATION-TENNESSEE  
320 N HALSTEAD ST STE 210  
PASADENA, CA 91107

Employer Identification Number:  
46-3518817  
DLN:  
17053030311004  
Contact Person:  
CUSTOMER SERVICE ID# 31954  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
June 30  
Public Charity Status:  
170(b)(1)(A)(ii)  
Form 990 Required:  
Yes  
Effective Date of Exemption:  
March 27, 2013  
Contribution Deductibility:  
Yes  
Addendum Applies:  
No



Dear Applicant:

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

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

For important information about your responsibilities as a tax-exempt organization, go to [www.irs.gov/charities](http://www.irs.gov/charities). Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,

A handwritten signature in black ink that reads "Tamara Rippanda".

Director, Exempt Organizations



**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

Pathways in Education - Memphis, Inc.  
LEGAL DEPARTMENT  
STE 220  
320 N HALSTEAD ST  
PASADENA, CA 91107-3141

January 20, 2023

### Filing Acknowledgment

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

**Control # : 714228**      Status: Active  
Filing Type: Nonprofit Corporation - Domestic

#### Document Receipt

Receipt # : 007711644	Filing Fee:	\$20.00
Payment-Check/MO - REID LEITNER LAW GROUP, NASHVILLE, TN		\$20.00

Amendment Type: Articles of Amendment      Image # : B1245-7325  
Filed Date: 01/20/2023 4:24 PM

This will acknowledge the filing of the attached articles of amendment 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.

You must also file this document in the office of the Register of Deeds in the county where the entity has its principal office if such principal office is in Tennessee.



Tre Hargett  
Secretary of State

Processed By: Joseph Brents

Field Name	Changed From	Changed To
Filing Name	Pathways in Education - Tennessee	Pathways in Education - Memphis, Inc.
Registered Agent #	0360892	0484939
Registered Agent First Name	JEFFREY	REID
Registered Agent Last Name	SMITH	LEITNER
Registered Agent Middle Name	C	No Value
Registered Agent Physical Address 1	80 MONROE AVE	201 4TH AVE N
Registered Agent Physical Address 2	STE 700	STE 1470
Registered Agent Physical City	MEMPHIS	NASHVILLE
Registered Agent Physical County	SHELBY COUNTY	DAVIDSON COUNTY

Field Name	Changed From	Changed To
Registered Agent Physical Postal Code	38103-2467	37219-2016

State of Tennessee



Department of State  
Corporate Filings

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

ARTICLES OF AMENDMENT  
TO THE CHARTER  
(Nonprofit)

For Office Use Only

FILED

Corporate Control Number (If Known) 000714228

Pursuant to the provisions of section 48-60-105 of *The Tennessee Nonprofit Corporation Act*, the undersigned corporation adopts the following articles of amendment to its charter:

1. Please insert the name of the corporation as it appears of record:

Pathways in Education - Tennessee

If changing the name, insert the new name on the line below:

Pathways in Education – Memphis, Inc.

2. Please check the block that applies:

Amendment is to be effective when filed by the secretary of state.

Amendment is to be effective, \_\_\_\_\_ (month, day, year)

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b. Registered agent: Reid D. Leitner

c. Registered address: 201 Fourth Ave. North, Ste. 1470 Nashville TN 37219  
(Street) (City) (State/County) (Zip Code)

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4. The corporation is a nonprofit corporation.

5. The manner (if not set forth in the amendment) for implementation of any exchange, reclassification, or cancellation of memberships is as follows:

6. The amendment was duly adopted on January 20, 2023 (month, day, year)  
by (please check the block that applies):

The incorporators without member approval, as such was not required.

The board of directors without member approval, as such was not required.

The members

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Additional approval for the amendment was required by the charter and was obtained.

Attorney for Pathways in Education - Tennessee  
Signer's Capacity

Reid D. Leitner  
Signature

January 20, 2023  
Date

Reid D. Leitner  
Name of Signer (typed or printed)



State of Tennessee



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

ARTICLES OF AMENDMENT  
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For Office Use Only

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Attorney for Pathways in Education - Tennessee  
Signer's Capacity

Reid D. Leitner  
Signature

January 20, 2023  
Date

Reid D. Leitner  
Name of Signer (typed or printed)

PATHWAYS IN EDUCATION-TENNESSEE

INFORMATION FOR CHARTER SCHOOLS

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



# TENNESSEE DEPARTMENT OF REVENUE

## Certificate of Exemption

**PATHWAYS IN EDUCATION - TENNESSEE**  
**3156 THOMAS ST**  
**MEMPHIS TN 38127-6001**

January 19, 2014

Account Type: S&U EXEMPT

Account No.: 780358490

Under the provisions of T.C.A. Section 67-6-322, the organization named above is granted authority from the Tennessee Department of Revenue to make purchases, without payment of the Sales or Use Tax, of tangible personal property or taxable services to be used or consumed by the organization itself or to be given away.

The organization must furnish the suppliers of goods and services with a COPY of this exemption certificate. The lower portion of the certificate must be properly completed. The organization MUST retain the original certificate for copy purposes. The supplier will maintain a file copy as evidence of exemption. Later purchases do not require the submission of additional copies. Invoices must contain the name of the organization and the number given above.

This authority does not extend to purchases made by representatives of the organization when the items purchased or services rendered are paid for with personal funds. It does not extend to items purchased to be resold.

THE ORGANIZATION MUST NOTIFY THE DEPARTMENT IMMEDIATELY IF IT CEASES TO EXIST, MOVES, OR IN ANY WAY CHANGES THE ORGANIZATION FROM ITS PRESENT FORM.

**Richard H. Roberts**  
COMMISSIONER OF REVENUE

EFFECTIVE DATE January 14, 2014

TO BE COMPLETED BY THE ORGANIZATION (please print)

TO: SUPPLIER'S NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

I \_\_\_\_\_ as an authorized representative of the organization named above affirm that the purchases made under this authority will be used and consumed by the organization or will be given away. I further affirm that the organization will not use this authority to purchase items for resale.

Under penalty of perjury, I affirm this to be a true and correct statement.

PRINT NAME OF ORGANIZATION : \_\_\_\_\_

PRINT NAME OF PURCHASER: \_\_\_\_\_

SIGNATURE OF PURCHASER: \_\_\_\_\_

**PATHWAYS IN EDUCATION - TENNESSEE**  
**320 N HALSTEAD ST STE 210**  
**PASADENA CA 91107-3147**

**ASSISTANCE**

For additional information or assistance regarding this notice, you should contact the Department of Revenue. Tennessee residents may use the toll-free number, 1-800-342-1003. Nashville area and out-of-state callers may call (615)253-0600. Hearing Impaired may call TDD at (615)741-7398. You may call either of these numbers between 8:00 a.m. and 4:30 p.m. (CT), Monday through Friday, holidays excepted. You may direct any correspondence or submit written information to the following address: Tennessee Department of Revenue, 500 Deaderick Street, Nashville, TN 37242. Please provide your account number and notice number when inquiring about the notice.

For additional information, contact the Taxpayer Services Division in one of our Department of Revenue Offices:

**Chattanooga**

(423) 634-6266  
Suite 350  
State Office Building  
540 McCallie Avenue

**Jackson**

(731) 423-5747  
Suite 340  
Lowell Thomas Building  
225 Martin Luther King Blvd.

**Johnson City**

(423) 854-5321  
204 High Point Drive

**Knoxville**

(865) 594-6100  
Suite 300  
State Office Building  
7175 Strawberry Plains Pike

**Memphis**

(901) 213-1400  
3150 Appling Road  
Bartlett

**Nashville**

(615) 253-0600  
AJ Building  
500 Deaderick Street

[www.tennessee.gov/revenue](http://www.tennessee.gov/revenue)

# **Attachment F3:**

By-laws



**1<sup>st</sup> AMENDED AND RESTATED BYLAWS  
OF  
PATHWAYS IN EDUCATION – MEMPHIS, INC.  
a Tennessee nonprofit corporation**

**ARTICLE I  
PURPOSE**

The purpose of Pathways in Education – Memphis, Inc. (the “Corporation”) shall be to engage in charitable and educational purposes.

**ARTICLE II  
OFFICES**

**Section 1. PRINCIPAL OFFICES.** The Corporation's principal office shall be located at such place in Memphis, Tennessee, or elsewhere as the Board of Directors (the "Board") shall from time to time determine. The Board is granted full power and authority to change the location of the Corporation's principal office.

**Section 2. OTHER OFFICES.** The Board of Directors or the President may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to do business.

**ARTICLE III  
DEDICATION OF ASSETS**

This Corporation's assets are irrevocably dedicated to charitable purposes. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Director or Officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to nonprofit funds, foundations or corporations that are organized and operated exclusively for charitable purposes and that have established their exempt status under Internal Revenue Code section 501(c)(3). Inasmuch as the purpose of the Corporation shall be to further educational and charitable interests only, by the end of each of the Corporation's fiscal years, the Corporation shall expend all of its net income, with the exception of a reserve not to exceed three (3) months of estimated operating expenses, to nonprofit funds, foundations or corporations that are organized and operated exclusively for charitable and/or educational purposes and that have established their exempt status under Internal Revenue Code section 501(c)(3). The management and oversight of the processes and procedures for such expenditures may be delegated by the Corporation to any management company with which it contracts for management services.

**ARTICLE IV  
MEMBERSHIP**

**Section 1. SOLE MEMBER.** Education in Motion, a California nonprofit public benefit

corporation shall be the Sole Member of the Corporation.

**Section 2. REQUIREMENTS FOR MEMBERSHIP.** The Sole Member may, in its sole discretion, admit additional members to the Corporation, under such criteria as the Sole Member may, from time to time, establish. If any members are admitted by the Sole Member, then any references herein to "Sole Member" shall specifically mean Education in Motion.

**Section 3. NO ELECTION OF OFFICERS BY THE SOLE MEMBER.** The Sole Member shall have no right or authority to select or remove Officers of the Corporation, except to designate the initial officers. Otherwise, Officers shall be elected by the Board of Directors as provided in Article VI, below.

## **ARTICLE V BOARD OF DIRECTORS**

**Section I. MANAGEMENT.** The Board shall manage the business and affairs of the Corporation. The powers of the Corporation shall be exercised by the Board except as otherwise authorized by statute, the Articles of Incorporation/Charter, these Bylaws, and resolutions duly adopted by the Board.

**Section 2. NUMBER OF DIRECTORS.** The authorized number of initial Directors shall be not less than three (3) nor more than eleven (11) natural persons. Thereafter, the authorized number of Directors shall be not less than three (3) nor more than eleven (11) unless the number of Directors is changed by a duly adopted amendment to these Bylaws, and except as provided in Section 3, below. The first Board of Directors of the Corporation shall consist of those five (5) persons named as initial directors in the Articles of Incorporation/Charter. Such persons shall hold office until the expiration of their respective terms provided in the Articles of Incorporation/Charter, or until their successors are elected and have qualified.

**Section 3. ELECTION, APPOINTMENT, TERM OF OFFICE AND COMPOSITION OF THE BOARD OF DIRECTORS.** Directors shall be appointed by the Sole Member for a term of one (1) year, provided however, that in the event that the Corporation shall engage the services of a management company, said management company shall have the right, but not the obligation, to appoint one (1) Director. Each Director, including a Director appointed to fill a vacancy, shall hold office until the expiration of the term for which appointed and until a successor has been appointed by the Sole Member, or until his or her earlier death, resignation or removal. No Director shall simultaneously serve as a Director or Officer of this Corporation and of the Sole Member. The Sole Member shall endeavor to fulfill the tax exempt purpose of the Corporation, Tennessee law and the respective charter, by making sure that the composition of the Board of Directors is consistent with the following paragraph. The Sole Member shall establish selection rules, which include methods of obtaining input from community members in order to fulfill this goal.

**Section 4. VACANCIES.** A vacancy or vacancies shall be deemed to exist in the event of the death, resignation or removal of any Directors. Except as otherwise required by law or an effective charter to operate a public charter school granted to the Corporation under the



Tennessee Charter School Demonstration Programs Law, any Director may resign effective on giving written notice to the President, any Vice President, Secretary, Treasurer, or the Board, unless the notice specifies a later time for that resignation to become effective. The President, Vice President(s), Secretary, and Treasurer are authorized agents of the Corporation for purposes of receiving notice of resignation. If the resignation of a Director is effective at a future time, the Sole Member may appoint a successor to take office when the resignation becomes effective. The Sole Member shall have the exclusive power to appoint Directors of the Corporation to fill any Board position, in compliance with Section 3.

**Section 5. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS.** No Director shall own any interest in any vendor or other third party entity with which the Corporation engages in any business or contractual relationship of any kind.

**Section 6. REMOVAL OF DIRECTORS.** Any Director may be removed from office, with or without cause, by the Sole Member.

**Section 7. POWERS.** Subject to the provisions of the Tennessee Nonprofit Corporation Act and these Bylaws, the business and affairs of the Corporation shall be managed and all corporate powers shall be exercised by or under the direction of the Board of Directors; provided, however, that the Board of Directors shall have no power to terminate any member, including but not limited to the Sole Member. Without prejudice to this general grant of power, and subject to the provisions of the Tennessee Nonprofit Corporation Act and these Bylaws, the Directors shall have the power to:

- (a) Select and remove all Officers, agents, and employees of the Corporation; prescribe any powers and duties for them that are consistent with law, with the Articles of Incorporation/Charter, with these Bylaws and any charter to operate a public charter school in effect at the time of such removal; fix their compensation; and require from them security for faithful service;
- (b) Approve indemnification of Directors, Officers, and agents consistent with Tenn. Code Ann. § 49-58-501 *et seq*;
- (c) Change the principal executive office or the principal business office of the Corporation in the State of Tennessee from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country and conduct activities within or without the State of Tennessee; and designate any place within or without the State of Tennessee for the holding of any meeting or meetings, including annual meetings;
- (d) Adopt, make, and use a corporate seal and alter the form of the seal;
- (e) Borrow money and incur indebtedness on behalf of the Corporation, and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities;
- (f) Delegate the management of the activities of the Corporation to a nonprofit or for profit management organization, or to any other qualified persons, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board of Directors

and subject to the requirements set forth in Section 1 of Article X, below.

No Director shall simultaneously serve as an Officer of the Sole Member.

**Section 8. PLACE OF MEETINGS AND MEETINGS BY TELEPHONE.** Regular meetings of the Board of Directors may be held at any place within or outside the State of Tennessee as designated from time to time. In the absence of any such designation, regular meetings shall be held at the principal executive office of the Corporation. Special meetings of the Board shall be held at any place within or outside the State of Tennessee that has been designated in the notice of the meeting or, if not stated in the notice or there is no notice, at the principal executive office of the Corporation. Any meeting, regular or special, may be held by conference telephone or similar communication equipment, so long as all Directors participating in the meeting can hear one another, and all such Directors shall be deemed to be present at the meeting.

**Section 9. ANNUAL MEETING.** The Board of Directors shall hold an annual meeting each year on a date and at a time designated by the President or the Board of Directors. The date designated shall be within five (5) months after the end of the fiscal year of the Corporation, which is June 30, and within fifteen (15) months of the last annual meeting.

Such annual meeting may be held on another date or at another place, pursuant to a resolution of the Board, provided that at least five (5) days' notice of the new date or place for the annual meeting is given to each Director. At each such meeting, any business to come before the Board may be conducted, including election of officers. If the day of the scheduled meeting falls on a legal holiday, then the meeting shall be held at the same time and place on the next succeeding business day.

**Section 10. SPECIAL MEETINGS.** Special meetings of the Board of Directors for any purpose or purposes may be called at any time by the President or any Vice President, or the Secretary, or Treasurer, or any two Directors. Notice to each Director of a special meeting shall be posted by first class mail, postage prepaid, at least four (4) days prior to the date of the special meeting, or such notice may be provided at least forty-eight (48) hours prior to the date and time of the special meeting if notice is delivered personally by telephone, facsimile or other electronic communication..

**Section 11. NOTICE OF MEETINGS.** All notices of meetings shall be sent or otherwise given to the Directors of the Board in accordance with Section 12, below, not less than ten (10) nor more than sixty (60) days before the date of the meeting except, however, for special meetings, notice to each Director shall be posted by first class mail, postage prepaid, at least four (4) days prior to the date of the special meeting, or notice may be provided at least forty-eight (48) hours prior to the date and time of the special meeting if notice is delivered personally by telephone, facsimile or other electronic communication.

Notwithstanding the foregoing, if the Corporation is authorized to operate a charter school, then upon and for the duration of such authorization, in accordance with the Tennessee Constitution and any applicable Open Meetings Laws notice of any meeting of the Board of

Directors shall be posted in the central office of the managed school or schools at least one (1) day prior to the meeting. All such notices shall include an agenda and an explanation of the public comment process and will be announced prior to the start of each meeting.

The notice shall specify the place, date and hour of the meeting and (i) in the case of a special meeting, the general nature of the business to be transacted, or (ii) in the case of the annual meeting, those matters which the Board of Directors, at the time of giving the notice, intends to present for action by the members of the Board of Directors.

**Section 12. MANNER OF GIVING NOTICE; AFFIDAVIT OF NOTICE.** Notice of any meeting requiring a notice to Directors shall be given either personally or by first-class mail or telegraphic or other written communication (including but not limited to electronic communication), charges prepaid, addressed to the Directors at the address of each Director appearing on the books of the Corporation or given by the Director to the Corporation for the purpose of notice. If no such address appears on the Corporation's books or is given, notice shall be deemed to have been given if sent to that Director by first-class mail or telegraphic or other written communication (including but not limited to electronic communication) to the Corporation's principal executive office, or if published at least once in a newspaper of general circulation in the county where that office is located. Notice shall be deemed to have been given at the time when delivered personally or deposited in the mail or sent by telegram or other means of written communication (including but not limited to electronic communication).

If any notice addressed to a Director at the address of that Director appearing on the books of the Corporation is returned to the Corporation by the United States Postal Service marked to indicate that the United States Postal Service is unable to deliver the notice to the Director at that address, all future notices or reports shall be deemed to have been duly given without further mailing if these shall be available to the Director on written demand of the Director at the principal executive office of the Corporation for a period of one (1) year from the date of the giving of the notice.

An affidavit of the mailing or other means of giving any notice of any Directors' meeting shall be executed by the Secretary of the Corporation giving the notice, and shall be filed and maintained in the minute book of the Corporation.

**Section 13. WAIVER OF NOTICE OF MEETING.** Notice of a meeting need not be given to a Director who signs a waiver of notice or a written consent to hold the meeting, or who signs an approval of the minutes of such meeting. Notice need not be given to a Director who attends the meeting without protest, prior thereto or at its commencement, the lack of notice to such Director. All such waivers, consents and approvals shall be filed with the corporate records or made part of the minutes of the meeting.

**Section 14. QUORUM.** Except as otherwise provided by law or by the Articles of Incorporation/Charter or these Bylaws, the acts of a majority of the directors present at a meeting at which a quorum is present shall be the acts of the Board. A majority of the Board of Directors which constitute at least ten percent (10%) of the votes entitled to be cast on a matter shall constitute a quorum for the transaction of business, except to adjourn, as provided in Article V,

Section 16. Every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Directors subject to the provisions of the Tennessee Nonprofit Corporation Act and Tennessee law. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of Directors, if any action taken is approved by at least a majority of the required quorum for that meeting.

**Section 15. ACTION BY BOARD WITHOUT A MEETING.** Any action required or permitted to be taken by the Board may be taken without a meeting, if all Directors of the Board shall individually or collectively consent to such action. Such written consent or consents shall be filed with the minutes of the proceedings of the Board.

**Section 16. ADJOURNMENT.** A majority of the Directors present, whether or not constituting a quorum, may adjourn any meeting.

**Section 17. FEES AND COMPENSATION OF DIRECTORS.** Directors shall not receive compensation for their services, but may be reimbursed reasonable expenses incurred in connection with their service as Directors.

**Section 18. OVERRIDING PRINCIPAL.** The Board of Directors shall comply with all laws applicable to nonprofit organizations in Tennessee.

## **ARTICLE VI OFFICERS**

**Section 1. OFFICERS.** The officers of the Corporation shall be a President, Vice President(s), Secretary, and a Treasurer. Any number of offices may be held by the same person except as otherwise provided in the Articles of Incorporation/Charter or in these Bylaws. No Officer of the Corporation may serve as a Director of the Sole Member.

**Section 2. ELECTION OF OFFICERS.** The Officers of the Corporation, except such Officers as may be appointed in accordance with the provisions of Article IV, Section 3 or this Article VI, Sections 3 or 4, shall be elected or appointed by the Board of Directors, and each shall serve at the pleasure of the Board.

**Section 3. RESIGNATION OF OFFICERS.** Any Officer may resign at any time by delivering written notice to the Corporation. Any resignation shall take effect on the date of receipt of that notice or at any later time specified in that notice; and, unless otherwise specified in that notice, the acceptance of the resignation shall not be necessary to make it effective. Any resignation is without prejudice to the rights, if any, of the Corporation under any contract to which the officer is a party.

**Section 4. VACANCY IN THE OFFICE OF THE PRESIDENT.** A vacancy in the office of the President because of death, resignation, removal, disqualification or any other cause shall be filled in the following succession: 1<sup>st</sup> Vice President, 2<sup>nd</sup> Vice President (if any), Secretary, and Treasurer.

**Section 5. VACANCY IN ALL OTHER OFFICES.** A vacancy in any office other than that of the President, because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular appointments to that office.

**Section 6. PRESIDENT.** Subject to such supervisory powers, if any, as may be given by the Board of Directors, the President shall be the Chief Executive Officer of the Corporation and shall, subject to the control of the Board of Directors, have general supervision, direction, and control of the business and the affairs of the Corporation. The President shall preside at all meetings of the Board of Directors. The President shall have the general powers and duties of management usually vested in the office of President of a Corporation, and shall have such other powers and duties as may be prescribed by the Board of Directors or the Bylaws.

**Section 7. VICE PRESIDENT(S).** The Vice President (or Vice Presidents if more than one is appointed) shall have such other powers and perform such other duties as from time to time may be prescribed for them respectively by the Board of Directors or the Bylaws and the President. In the absence or disability of the President, the Vice President shall perform all the duties of the President, and when so acting shall have all the powers of, and be subject to all the restrictions upon, the President.

**Section 8. SECRETARY.** The Secretary shall keep or cause to be kept, at the principal executive office or such other place as the Board of Directors may direct, a book of minutes of all meetings and actions of Board of Directors, with the time and place of holding such meeting, whether regular or special, and, if special, how authorized, the notice given, the names of those present. The Secretary shall keep or shall cause to be kept, at the principal office a copy of the Articles of Incorporation/Charter. The Secretary shall give, or cause to be given, notice of all meetings of the Board of Directors required by the Bylaws or by law to be given, and shall keep the seal of the Corporation, if one be adopted, in safe custody, and shall have such other powers and perform such other duties as may be prescribed by the Board of Directors or by the Bylaws.

**Section 9. TREASURER.** The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and business transactions of the Corporation, including accounts of its assets, liabilities, receipts, disbursements, gains, and losses. The books of account shall at all reasonable times be open to inspection by any Director. The Treasurer shall deposit or cause to be deposited all moneys and other valuables in the name and to the credit of the Corporation with such depositories as may be designated by the Board of Directors. He or she shall disburse or cause to disburse the funds of the Corporation as may be ordered by the Board of Directors, shall render to the President and Directors, whenever they request it, an account of all of his or her transactions as Treasurer and of the financial condition of the Corporation, and shall have other powers and perform such other duties as may be prescribed by the Board of Directors or the Bylaws.

**ARTICLE VII  
INDEMNIFICATION OF DIRECTORS, OFFICERS,  
EMPLOYEES AND OTHER AGENTS**

The Corporation shall, to the maximum extent permitted by the Tennessee Nonprofit Corporation Act, hold harmless and defend each of its agents against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with any proceeding arising by reason of the fact any such person is or was an agent of the Corporation if such person was found by the Board to be acting in good faith and in a manner such person reasonably believed to be in the best interests of the Corporation, and, in case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. For purposes of this Section, an "agent" of the Corporation includes any person or entity who is or was a Sole Member, Director, Officer, employee, or other agent of the Corporation, or is or was serving at the request of the Corporation as a Sole Member, Director, Officer, employee, or agent of another Corporation, partnership, joint venture, trust, or other enterprise, or was a Director, officer, employee, or agent of a corporation which was a predecessor corporation of the Corporation or of another enterprise at the request of such predecessor corporation.

## **ARTICLE VIII RECORDS AND REPORTS**

**Section 1. MAINTENANCE AND INSPECTION OF BYLAWS.** The Corporation shall keep at its principal executive office, or if its principal executive office is not in the State of Tennessee, at its principal business office in this state, the original or a copy of the Bylaws as amended to date. The Corporation's annual tax returns shall also be available for public inspection at the Corporation's principal office during regular business hours.

**Section 2. MAINTENANCE AND INSPECTION OF OTHER CORPORATE RECORDS.** The accounting books and records and minutes of proceedings of the Board of Directors shall be kept at such place or places designated by the Board of Directors, or, in the absence of such designation, at the principal executive office of the Corporation. The minutes shall be kept in written form and the accounting books and records shall be kept either in written form or in any other form capable of being converted into written form.

**Section 3. SOLE MEMBER'S RIGHT TO INSPECT ACCOUNTING RECORDS AND MINUTES.** On written demand on the Corporation, the Sole Member may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors at any reasonable time for a purpose reasonably related to the Sole Member's interest as a member of the Corporation. Any such inspection and copying may be made in person or by the Member's agent or attorney, and the right to inspection includes the right to copy and make extracts of documents. This right of inspection extends to the records of any subsidiary of the Corporation.

**Section 4. INSPECTION BY DIRECTORS.** Every Director shall have the absolute right at any reasonable time to inspect all books, records, and documents of every kind and the physical properties of the Corporation, and the records of any subsidiary of the Corporation. This inspection by a Director may be made in person or by an agent or attorney and the right of inspection includes the right to copy and make extracts of documents.

**Section 5. FINANCIAL STATEMENTS.** A copy of any annual financial statement and any income statement of the Corporation for each quarterly period of each fiscal year, and any accompanying balance sheet of the Corporation as of the end of each such period, that has been prepared by the Corporation shall be kept on file in the principal executive office of the Corporation.

**Section 6. ANNUAL REPORT.** The Board shall cause an annual report to be sent to the Directors within 120 days after the end of the Corporation's fiscal year, or at the Directors' Annual Meeting. The report shall contain the following information, in appropriate detail:

- (a) The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;
- (c) The Corporation's revenue or receipts, both restricted and unrestricted to particular purposes;
- (d) The Corporation's expenses or disbursements for both general and restricted purposes; and
- (e) An independent accountants' report, or if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

The requirement of an annual report shall not apply if the Corporation receives less than \$25,000 in gross receipts during the fiscal year, provided, however, that the information specified above for inclusion in an annual report must be furnished annually to all Directors who requests it in writing.

**Section 7. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS.** As part of the annual report to all Directors, or as a separate report if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each Member and furnish to each Director a statement of any transaction or indemnification of the following kind:

- (a) Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (b) in which an "interested person" had a direct or indirect material financial interest, and (c) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an interested person is either:
  - (1) Any Director or Officer of the Corporation, its parent or subsidiary (but mere common Directorship shall not be considered such an interest); or
  - (2) Any holder of more than ten percent (10%) of the voting power of the Corporation, its parent, or its subsidiary, The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest in the transaction, and, if practicable, the amount of that interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need

- be stated.
- (b) Any indemnifications or advances aggregating more than \$10,000 paid during the fiscal year to any Officer or Director of the Corporation under Article VII of these Bylaws.

## **ARTICLE IX GENERAL CORPORATE MATTERS**

**Section 1. CHECKS, DRAFTS, EVIDENCES OF INDEBTEDNESS.** All checks, drafts, or other orders for payment of money, notes, or other evidences of indebtedness, issued in the name of or payable to the Corporation, shall be signed or endorsed by such person or persons and in such manner as, from time to time, shall be determined by resolution of the Board of Directors.

**Section 2. CORPORATE CONTRACTS AND INSTRUMENTS; HOW EXECUTED.** The Board of Directors, except as otherwise provided in these Bylaws, may authorize any Officer or Officers, agent or agents, to enter into any contract or execute any instrument in the name of and on behalf of the Corporation, and this authority may be general or confined to specific instances; and, unless so authorized or ratified by the Board of Directors or within the agency power of an Officer, no Officer, agent, or employee shall have any power or authority to bind the Corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or for any amount.

**Section 3. CONSTRUCTION AND DEFINITIONS.** Unless the context requires otherwise, the general provisions, rules of construction, and definitions in the Tennessee Nonprofit Corporation Act shall govern the construction of these Bylaws. The Corporation shall, however, be governed by a Board of Directors and any reference in said laws to "Directors" or to the "Board of Directors" shall be deemed to refer to said Board of Directors. Without limiting the generality of this provision, the singular number includes the plural, the plural number includes the singular, and the term "person" includes both a Corporation and a natural person.

## **ARTICLE X CONTRACTS WITH AND LOANS TO MEMBERS, DIRECTORS, AND OFFICERS**

**Section 1. CONTRACTS WITH MEMBERS, DIRECTORS.** No Sole Member or Director of this Corporation nor any other corporation, firm, association, or other entity in which one or more of this Corporation's members or Directors have a material financial interest, shall be interested, directly or indirectly, in any contract or transaction with the Corporation is a member or holds any ownership interest.

No Officer of this Corporation nor any other corporation, firm, association or other entity in which one or more of this Corporation's Officers have a material financial interest, shall be interested, directly or indirectly, in any contract or transaction with this Corporation or any corporation in which this Corporation is a member or holds any ownership interest unless (a) the material facts regarding the Officer's financial interests in such contract or transaction regarding



such common officership or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all Directors of the Board prior to the Board's consideration of such contractor transaction; (b) such contract or transaction is authorized in good faith by a majority of the Board by a vote sufficient for that purpose; (c) before authorizing or approving the transaction, the Board considers and in good faith decides after reasonable investigation that the Corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and, (d) the Corporation for its own benefit enters into the transaction, which is fair and reasonable to the Corporation at the time the transaction is entered into.

**Section 2. LOANS TO MEMBERS, DIRECTORS AND OFFICERS.** The Corporation shall not lend any money or property to or guarantee the obligation of any Sole Member, Director, or Officer without the approval of the Tennessee Attorney General; provided, however, that the Corporation may advance money to the Sole Member, Director or Officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that Sole Member, Director, or Officer would be entitled to reimbursement for such expenses by the Corporation.

## **ARTICLE XI AMENDMENTS**

A new Articles of Incorporation/Charter or new Bylaws may be adopted or the existing Articles of Incorporation/Charter or Bylaws may be amended or repealed only by the Sole Member or by a vote of a super majority of the members of the Corporation if the Corporation has more than one member. A super majority vote shall require a minimum of seventy percent (70%) of all the members.

## **ARTICLE XII WINDING UP AND DISSOLUTION**

**Section 1. PROCEDURE.** The Corporation may be wound up and dissolved upon a super majority vote of the Board of Directors. A super majority vote shall require a minimum of seventy percent (70%) of all the Board of Directors.

**Section 2. DISTRIBUTION OF ASSETS.** The assets of the Corporation shall be distributed and allocated as provided herein. Any Corporation assets not distributed as provided above shall be distributed to such tax-exempt charitable organizations as may meet the general objectives and mission of the Corporation, or to community foundations or other charitable organizations which will carry out the Corporation's mission, in such manner as the Board of Directors deems reasonable and appropriate. Such termination and dissolution shall be subject to and bound by all then applicable rules of the Internal Revenue Code, and with such approval and consent as may be required by the Internal Revenue Service.

**CERTIFICATE OF SECRETARY**

I, the undersigned, do hereby certify:

(1) That I am the duly elected and acting Secretary of Pathways in Education – Memphis, Inc.; and

(2) That the foregoing 1<sup>st</sup> Amended and Restated Bylaws, comprising eleven (11) pages, constitute the Bylaws of such corporation as duly adopted by Education in Motion, Inc., the sole member of Pathways in Education – Memphis, Inc. as of January 23, 2023.

IN WITNESS WHEREOF, I have hereto subscribed my name this 24<sup>th</sup> day of January, 2023.



\_\_\_\_\_  
Secretary, Pathways in Education – Memphis, Inc.

# **Attachment F4:**

Code of Conduct/Ethics Policy



## Pathways In Education Charter Schools

### Code of Ethics Policy

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Each member of the Board is an appointed representative and must embrace the public's trust. The Board members' obligations, as a group, are both legal and ethical. Each member promises to carry out his/her duties with the very highest ethical conduct and to carry out the Board's requirements under the applicable Tennessee statute, official charter, and federal laws that apply.

Board members must assure that all actions and decisions are done to better serve students since this is the primary reason for the school's existence.

Board members must maintain loyalty to the interests of the charter school's purpose and mission. This accountability supersedes the personal interest of any member.

Board members must help create and sustain an atmosphere in which controversial issues or different philosophical stances can be presented fairly and in which the dignity of each individual is maintained.

Board members must avoid any conflict of interest with respect to their fiduciary responsibility and abide by the Conflict of Interest Policy.

Board members must maintain confidentiality of privileged information and refuse to use his/her board position in any way for personal gain.

Board members must recognize that each Director is only one member of a team, and that all board actions are taken as a group in such a manner that the best interests of the entire school community are advanced.

Board members' interaction with the school's leader or with staff must recognize the lack of authority in any individual member or group of board members except as noted in board policies.

Board members' interaction with the public, press or other entities must recognize the same limitation and the similar inability of any member to speak for the board.



# **Attachment F5:**

Conflict of Interest Policy







## **Conflict of Interest and Standards of Conduct Policy Disclosure of Financial Interest**

Whereas, Pathways in Education – Memphis, Inc. by its governing Board desires to adopt a Conflict of Interest Policy (“Conflict of Interest Policy”), to ensure the independence of its Board members and officers, the disclosure of any interests, financial or otherwise, that could impair an officer’s or governing Board member’s independence, and to ensure the disclosure of any material conflicts;

Therefore, be it resolved that the following Conflict of Interest Policy is hereby adopted as the policy of the Company:

### **1. Designated Positions**

Each person who is a member of the governing Board (“Board Member”) or who serves in the capacity of president, vice president, treasurer or secretary (“Officer”) of the Company shall be subject to this policy.

### **2. Interested Person**

Any person described in section 1 who has an actual and/or potential conflict of interest pursuant to section 3, is an Interested Person (“Interested Person”), for the purposes of this policy.

### **3. Conflict of Interest Defined**

All Officers and Board Members are required to avoid any conflict of interest during his or her tenure or position with the Company. Any interest or involvement that conflicts with such person’s duties or responsibilities or which could actually or apparently affect the person’s independent judgment in matters affecting the Company shall be considered a conflict of interest. This includes any direct or indirect business, management or financial interest or activity, whether or not for compensation, in any business or entity that is a competitor, supplier or vendor of the Company or has any business dealings with the Company whatsoever.

### **4. Statement of Policy**

Officers and Board Members are expected to conduct their personal affairs in a manner that does not affect the Company’s integrity, reputation, or credibility. Off-duty conduct that affects the Company’s legitimate business interests or an Officer and/or Board Member’s ability to perform his or her work will not be tolerated.



## **5. Financial Interest**

A person has a financial interest if the person has, directly or indirectly, through business, investment or family (a) an ownership or investment interest in any entity with which the Company has a transaction, (b) a compensation arrangement with any entity or individual with which the Company has a transaction, and/or (c) has a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Company is negotiating a transaction. A financial interest is not necessarily a conflict of interest. Upon any disclosure of a financial interest by a Board Member(s) and/or Officer(s) pursuant to section 6, the remaining Board Members will determine whether the person with a financial interest also has a conflict of interest in connection with the subject transaction or arrangement.

## **6. Duty to Disclose**

In connection with any actual or potential conflict of interest, an Interested Person shall disclose the existence of his or her financial interest, or any other interest that could be reasonably perceived as having the potential to compromise the Interested Person's independence. The Interested Person will be given the opportunity to disclose all material facts to the governing Board of the Company or to any Board committee ("Board Committee") to which the Board may have delegated power to consider the proposed transaction or arrangements. Absent good cause, as determined by the governing Board or Board Committee, the Interested Person shall be excluded from participating in any Company or governing Board business related to the actual or apparent conflict.

## **7. Distribution of Policy**

A copy of this policy shall be distributed to each person who holds any of the positions identified in section 1. Each such person shall execute a copy of this policy thereby acknowledging receipt, review, and understanding of the policy and by which such person agrees to be bound.

## **8. Acknowledgment of Independence**

By executing this policy each person who holds any of the positions identified in section 1 further acknowledges that it is his/her legal duty to fulfill his/her position independently and free from the influence of any other person or entity.

The undersigned hereby certifies that he or she has received a copy of the Conflict of Interest Policy, has read and understood it, and agrees to abide by its terms.



Date: .

Print:

Signed: \_\_\_\_\_

DRAFT



# **Attachment F6:**

Board member resumes or biographies





Pastor DeAndre Brown is the Founder and former Executive Director of LIFEline to Success, a reentry program for ex-offenders that equips them with the necessary tools to reenter society. He currently serves as the Executive Director of the Shelby County Office of Reentry. The Office of Reentry works to find resources for ex-offenders, helping them find employment or become entrepreneurs, while removing barriers that hinder successful reentry.

DeAndre's work in reentry began when he founded LIFEline to Success in 2009. He found his own reentry, after 25 months in state and federal prison, to be exceedingly difficult and cluttered with obstacles. Instead of complaining about the problem, DeAndre and his wife, Vinessa, decided to begin an organization dedicated solely to streamlining the reentry process and advocating for justice.

DeAndre has been highly active in the re-entry arena. In 2010, he and his wife successfully spearheaded the first phase of the "Ban the Box" movement in Memphis. The City of Memphis no longer discriminates against ex-offenders. Their clients, also, formed the BLIGHT PATROL; this team fights blight in Memphis under contract with the City and private businesses. The Frayser community is extremely important to DeAndre; he envisions Frayser- within a few years- returning to a thriving community that all Memphians will want to move to. He's, also, very active mentoring youth- assisting them with reaching their potential. Never giving up, DeAndre has supported many elementary children in their efforts to achieve their goal of graduating high school.

DeAndre is active in the Frayser community and throughout the city. In June 2019, Governor Bill Lee visited LIFEline to sign bill HB0941 which removes state fees for expungement of criminal histories. Furthermore, Mr. Brown was selected by Governor Bill Lee to serve on the Criminal Justice Investment Task Force, seeking to improve public safety, increase reentry support and reduce recidivism, address unmet behavioral health needs and make Tennessee communities safer.

DeAndre was honored in February 2019 when he won an Emmy for the short documentary, "You Must Believe". The documentary also won an Indie Memphis Award in late 2018. In 2021, DeAndre was awarded the Jefferson Award for Outstanding Public Service Benefiting the Disadvantaged. He, also, serves on the Board of Directors for Pathways in Education- Tennessee.

DeAndre and his wife, Vinessa have 8 children and two grandchildren. He is the Pastor of LifeLine to a Dying World Ministries. The church takes the untaught, the members that no one else will embrace because of background, or current situation and teaches the Love that God has for all. An avid sports fan, you can hear him cheer for the Grizzlies and Dallas Cowboys. He is an alumnus of Rhodes College and Lemoyne Owen College both in Memphis, Tennessee.

## Summer Owens

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Tough, real-life experience is what Summer Owens shares in her memoir, *Life After Birth: A Memoir of Survival and Success as a Teenage Mother* and in her speeches and workshops throughout the country. After becoming a mother at age fifteen by a man she did not know, Summer faced a life of tough choices, sacrifice and struggle. But she chose to add SUCCESS to the mix.

Instead of quitting school, she continued her education. She was selected Most Likely to Succeed and graduated eighth in her class of over 300 students. She earned a full leadership scholarship to the University of Memphis, and her faith and hard work paid off when she graduated magna cum laude with a Bachelor of Business Administration degree in Marketing and the title of Miss University of Memphis. During her time in college, she was very active on campus and in the community and also became a member of Alpha Kappa Alpha Sorority, Incorporated. After starting her career, Summer graduated magna cum laude from Belhaven College with a Master of Business Administration degree— all as a young, single mother away from her family.

With nearly fifteen years of marketing and promotions experience, Summer has enjoyed a progressive career which has included marketing management positions for the NBA franchise, the Memphis Grizzlies, ServiceMaster, and FedEx. After the release of *Life After Birth*, Summer became an in-demand speaker discouraging teen pregnancy yet encouraging teen mothers and everyone who faces life's challenges.

Her touching memoir educates, motivates and inspires girls, women, and audiences of all types to eliminate excuses and live life to their greatest potential. For her work as a change agent in the community, she has received numerous awards and recognition. Her story has been featured on CNN Headline News and the 700 Club, as well as in numerous local media outlets.

Summer is a mentor with the Memphis Adolescent Parenting Program and the Leadership Program at the University of Memphis. She serves on the board of directors for the Memphis Exchange Club and Write Memphis and is a member of the Leadership Academy. But nothing keeps her busier than loving, guiding, developing and supporting her son, Jaylan, who has been the most important part of her life since she was fifteen years old.

- 1995 Teen Mom at age 15
- 1997 Most Likely to Succeed-Jackson Central-Merry High School
- 2000 Alpha Kappa Alpha Leadership Fellow
- 2001 Outstanding Undergraduate Marketing Major Award
- 2001 Alpha Kappa Alpha Prominent Black Women Award
- 2001 Miss University of Memphis
- 2001 BBA University of Memphis-Magna Cum Laude
- 2005 MBA Belhaven College-Magna Cum Laude
- 2010 Author, *Life After Birth: A Memoir of Survival and Success as a Teenage Mother*
- 2011 Memphis Business Journal Top 40 Under 40





- 2012 S.I.S. Award
- 2012 Tri-State Defender Women of Excellence Award
- 2012 Women of Achievement Heroism Award
- 2012 McDonald's Community Hero Award
- 2012 President and Founder, S.O. What! LLC
- University of Memphis Fogelman College of Business and Economics 2012 Outstanding Young Alumna
- New Memphis Institute 2012 Fellow
- The University of Memphis Chapter of the NAACP Young Alumni Freedom Award recipient 2013
- Epsilon Epsilon Chapter of Alpha Kappa Alpha Sorority, Inc. Prominent Black Women award 2013

## **William Fredrick**

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Seasoned business leader with forty plus years' experience in business and relationship management with responsibility for profit and loss/economic value-added performance. Mr. Fredrick has experience in developing, implementing overall business strategy and organization structure/ staffing. This also includes Domestic and International business development and acquisition experience. Experienced in increasing penetration in existing markets and expansion into new markets. In addition, experience with the startup and management of a privately run, financed enterprise.

Mr. Fredrick also has experience in process development, quality initiatives, and business development for Non-Profit organizations. He focuses on workforce development for youth and young adults, principally, out of school, or overage for grade.

# **Attachment F7:**

## Board Policies

Most of the policies of the PIE-Memphis Board of Directors are available in its by-laws, which can be found in Attachment F3: By-laws.

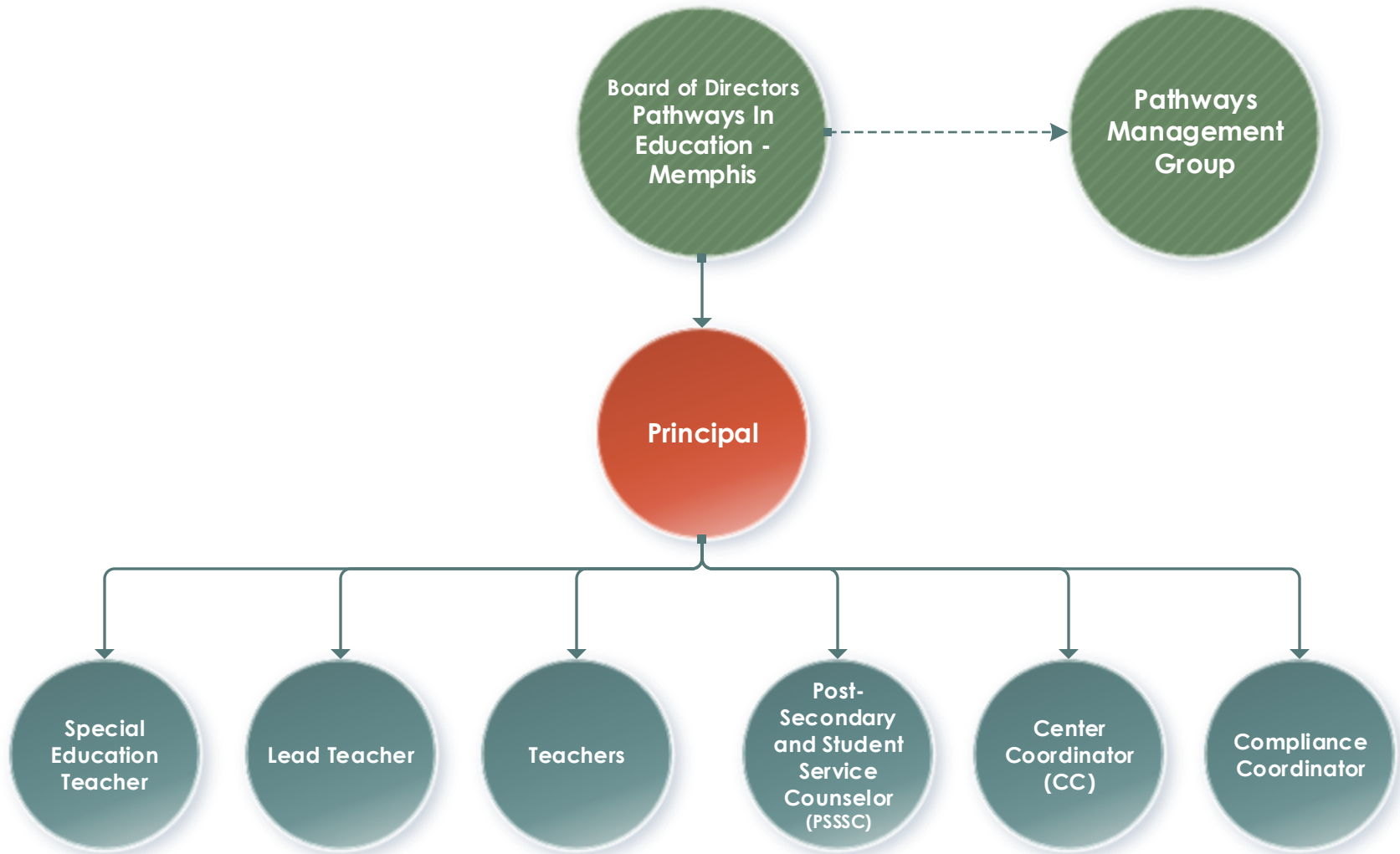


# **Attachment G:**

School Organization Chart



# PIE-MEMPHIS







# **Attachment H:**

Student Achievement Data



# Attachment H: Student Achievement Data

Val became principal for the 2021-2022 school over the Tennessee school sites and saw significant student achievement gains during her tenure.

Category	Data reflecting growth from the 2020-2021 SY to the 2021-2022 SY
Enrollment	Increased eligible enrollment from 110 to 273
End of Course Participation	Increased End of Course participation by 70% from the previous year
RenSTAR Participation	Increased RenSTAR participation to 95%
Graduation Data	Increased the graduation rate from 43.8% to 67.16%



# **Attachment I:**

Employee Manual/Personnel Policies



Pathways in Education, Inc.  
Employee Handbook

## OUR MISSION

Pathways in Education-Memphis utilizes a blended learning model to connect students to a wide variety of instructional modalities, helping those who have previously struggled find success in high school and beyond.

## ABOUT THIS HANDBOOK

The Human Resources policies of Pathways in Education-Memphis, hereinafter referred to as “the Company,” are outlined in this handbook.

Understanding these policies will help you in your present position and throughout your career with the Company. Keep your handbook readily accessible as a useful reference guide. From time to time, as policies change, you will receive Addendum pages to update your handbook. This will help you to remain current, advise you of changes to existing policies, or to learn about new programs and policies. This handbook was compiled and distributed for use by the employees of the Company only.

The Company expects all employees to understand and comply with the provisions in this handbook. Employees who do not understand any provisions in this handbook must immediately notify their supervisor or the Human Resources Department.

Unless Human Resources is notified that you have questions or request assistance, it will be considered that you have a complete understanding of all the provisions in this handbook.

## INTRODUCTION

This employee handbook applies to all employees, and is intended to provide guidelines and summary information about the Company’s personnel policies, procedures, benefits and rules of conduct. This handbook is not intended to be a contract of employment for any period of time or termination only for cause.

It is important that you read, understand and comply with the standards that have been established. Please talk with your supervisor if you have any questions or need additional information.

It is obviously not possible to anticipate every situation that may arise in the workplace, or to provide information that answers every question. Other than the “at-will” policy, the Company



may change, rescind, cancel, withdraw or add any sections or provisions, or any policies, benefits, or practices described in the handbook at any time or from time to time, at its sole and absolute discretion, with or without prior notice, but will communicate all changes to our employees. The information in the employee handbook supersedes and replaces all previous handbooks, personnel policies, procedures, benefits, and rules of conduct.

Notwithstanding the above, all benefit plans referred to in this handbook may be further defined in legal documents, including insurance contracts, official plan tests, and trust agreements. Should any question ever arise about the nature and extent of the benefit plans, the formal language of the plan documents, and not the informal wording of this handbook, must necessarily govern.

## RIGHT TO REVISE

This employee handbook contains the employment policies and practices of the Company in effect at the time of publication. All previously issued handbooks and any inconsistent policy statements or memoranda are superseded.

The Company reserves the right to revise, modify, delete, or add to any and all policies and procedures, work rules or benefits stated in this handbook or in any other document, except for the policy of “at-will” employment. No one other than the Board of Directors has any authority to alter the “at-will” relationship. Any such agreement must be in writing and signed by the Board of Directors and the employee.

No employee, officer, or director of the Company is authorized to make oral modifications of this handbook, as no oral statements or representations can, in any way, alter the provisions of this handbook.

## AT-WILL EMPLOYMENT

The relationship between the employee and the Company is for an unspecified term and considered employment at-will. This means that the Company can change the terms and conditions of employment with or without notice, with or without cause, including, but not limited to termination, demotion, promotion, transfer, compensation, benefits, duties and location of work. Nothing in this handbook or in our benefit plans is intended to create, expressly or by implication, a contract, guarantee of continued employment for any specified period of time, or guarantee that benefits will not be changed or discontinued. The employment relationship with any employee can be terminated at will, either by the employee or the Company with or without cause or advance notice. No one other than the Board of Directors has any authority to alter the “at-will”

relationship. This policy of at-will employment can only be changed by an express written agreement signed by the Board of Directors .

## EQUAL EMPLOYMENT OPPORTUNITY

The Company is committed to equal employment opportunity for all qualified persons, without regard to race (including traits historically associated with race, including but not limited to, hair texture and protective hairstyles), color, national origin, ancestry, sex, religion, creed, age (40 or above), gender, mental or physical disability, past or present membership in uniformed service, application for membership in the uniformed service, medical condition (as defined under state employment laws), pregnancy, marital status, citizenship, sexual orientation, gender identity or expression, genetic information, reproductive health decision making, or any other status or characteristic protected by applicable law. This applies to all employment practices, including recruitment, hiring, compensation, leaves of absence, lay off, placement, Company benefits, promotions, demotions, transfers, training, disciplinary action, and termination. To the full extent required by applicable law, the Company will provide reasonable accommodation to any qualified employee or applicant with a known physical or mental disability.

This policy applies at all locations where Company business is conducted, including, but not limited to, the Company's facilities and worksites, and at the facilities and worksites of clients of the Company, and in any work-related setting, including during business meetings, business travel and business-related social events. The Company requires all of its employees, including supervisors and managers, to comply with this policy when dealing with any individual or business with whom its employees come into contact in connection with Company business. The Company prohibits all employees (including coworkers, supervisors, and managers) and third parties, with whom a Company employee comes into contact, from engaging in conduct prohibited by this policy.

In furtherance of this policy, the Company will not permit the use of racial, religious, age related, sexual or ethnic epithets, innuendos, slurs or jokes within its facilities. Epithets, innuendos, slurs or jokes related to membership in any of the above listed categories are totally prohibited. All employees (including supervisory personnel) shall conduct themselves in a totally professional manner and shall refrain from sexual advances, verbal or physical conduct of a sexual nature, or requests for sexual favors. Any employee who violates the above policy and the Company's commitment to equal employment opportunity shall be subject to immediate discipline, including discharge.

We expect all employees to show respect towards all other employees, and to demonstrate a commitment to the Company's equal opportunity objectives. If you observe or are subjected to any conduct that may be a violation of this policy, or if you believe that the policy has been violated or have any question regarding this policy or any conduct, you should report it immediately to your supervisor or Human Resources.

Employees may also call the We Want to Know Hotline at (800) 990-8384. The Company will promptly investigate any complaint and take appropriate corrective action, including disciplinary measures when justified to remedy violations of this policy. All complaints will be promptly handled and thoroughly investigated in an impartial and timely manner by qualified personnel who will reach reasonable conclusions based on the information collected in the investigation. To the extent possible and consistent with a fair investigation, complaints will be kept confidential. Violation of this policy may result in disciplinary action, up to and including termination.

The Company prohibits retaliation against any employee for reporting conduct in violation of this policy or for assisting or participating in any investigation of any complaint pursuant to this policy.

## IMMIGRATION LAW COMPLIANCE

The Company is committed to full compliance with the federal immigration laws, and will not knowingly hire or continue to employ anyone who does not have the legal authorization to work in the United States. At the time of initial hire, employees must provide proof of their legal authorization to work in the United States within three days of their date of hire. If the required proof is not provided, we will terminate the employee as required by law. Employees who were hired with documentation indicating an expiration date to their work authorization period must provide an updated work authorization prior to the expiration date. Failure to provide evidence of renewal or eligibility to continue to work in the United States will result in termination.

## POLICY AGAINST HARASSMENT

The Company is committed to providing a work environment that is free of unlawful discrimination and harassment. In keeping with this commitment, the Company will not tolerate harassment for any reason by supervisor/managers, co-workers or others. Harassment can take many forms including, but not limited to, harassment based on race (including traits historically associated with race, including but not limited to, hair texture and protective hairstyles), religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition (as defined under Tennessee employment laws), genetic information, reproductive health decision making, marital status, sex, pregnancy, gender, gender identity, gender expression, age (40 or above), sexual orientation, or military and veteran status. This policy is intended to prohibit offensive conduct, either physical or verbal, that threatens human dignity and employee morale and that interferes with a positive and productive work environment. Such conduct will result in disciplinary action up to and including termination of employment.

Sexual and other harassment based on protected characteristics is unlawful. Such prohibited conduct has no legitimate business purpose and exposes not only the Company, but also the individuals involved in such conduct, to significant liability under the law. Accordingly, the Company is committed to vigorously enforcing this policy at all levels.

In keeping with this commitment, the Company maintains a strict policy prohibiting unlawful harassment, including sexual harassment. This policy applies to all employees, including supervisor/managers and non-supervisory employees, applicants, volunteers, interns and persons providing services pursuant to a contract (hereinafter, collectively, "covered persons"). Thus, personnel at all levels have the obligation to avoid any act or actions that may suggest harassment.

### **Prohibited Conduct**

The Company prohibits unlawful harassment in any form, including:

- VERBAL CONDUCT such as epithets, derogatory comments, slurs or unwanted sexual advances, invitations or comments, in violation of the Company's Equal Employment Opportunity policy.
- VISUAL CONDUCT such as derogatory posters, cartoons, drawings, or gestures.
- PHYSICAL CONDUCT such as assault, blocking normal movement, or interference with work directed at an employee because of the employee's gender or other protected basis, as described in the Company's Equal Employment Opportunity policy.
- THREATS AND DEMANDS to submit to sexual requests in order to keep a job or avoid some other loss, and offers of job benefits in return for sexual favors.

Sexual harassment constitutes unlawful discrimination under federal, state, and local laws. Sexual harassment is defined in the Equal Employment Opportunity Commission Guidelines as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

- Submission to the conduct is made a term or condition of employment;
- Submission to, or rejection of the conduct is used as the basis for employment decisions affecting the harassed employee; or
- The harassment has the purpose or effect of unreasonably interfering with an employee's work performance, or creates an intimidating, hostile or offensive work environment.

Sexual harassment may include a range of subtle and not so subtle behaviors and may involve individuals of the same or different gender. Depending on the circumstances, examples of these behaviors include but are not limited to:

- unwanted sexual advances or requests for sexual favors;
- sexual jokes and innuendo;

- verbal abuse or advances of a sexual nature;
- commentary about an individual's body, sexual prowess or sexual deficiencies;
- leering, catcalls or touching;
- insulting or obscene comments or gestures;
- display or circulation in the workplace of sexually suggestive objects or pictures (including through e-mail); and
- other unwelcome physical, verbal or visual conduct of a sexual nature.

Employees who violate this policy are subject to discipline, up to and including warnings, reprimands, suspension, and/or discharge.

No employee, including any administrator, department head, or supervisor/manager, shall threaten or insinuate, either explicitly or implicitly, that a covered person's refusal to submit to sexual advances will adversely affect the individual's employment, compensation, advancement, assigned duties, or any other term or condition of employment or career development.

Harassment based on any other protected characteristic is likewise strictly prohibited. Such harassment may include verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her race, color, religion, sex, national origin, age, disability, citizenship, marital status, sexual orientation, gender identity or expression, or any other characteristic protected by law that:

- has the purpose or effect of creating an intimidating, hostile or offensive work environment;
- has the purpose or effect of unreasonably interfering with an individual's work performance; or
- otherwise adversely affects an individual's employment opportunities.

This policy prohibits harassment, discrimination and retaliation, whether engaged in by co-workers, supervisor/managers or others. This policy prohibits unacceptable conduct in all interactions arising from the employment relationship, including those in the workplace, in any work location, and in any work-related setting, including during business meetings and business-related social events.

Any covered person who believes he or she has been subjected to harassment by a coworker, supervisor/manager or visitor, or is a witness to such harassment or has information regarding such harassment, must immediately report the facts of the incident or incidents and the names of the individuals involved to the employee's supervisor, manager, the Human Resources Department, or the Board of Directors . Employees may also call the We Want to Know Hotline at (800) 990-8384.

The Company will immediately investigate any complaint and take appropriate preventive and/or corrective action. All complaints will be promptly handled and thoroughly investigated in an

impartial and timely manner by qualified personnel who will reach reasonable conclusions based on the information collected in the investigation. To the extent possible and consistent with a fair investigation, all complaints will be kept confidential.

The federal and state discrimination laws are enforced by the Equal Employment Opportunity Commission and the Tennessee Human Rights Commission, respectively, which have their own complaint procedures and the authority to award legal remedies.

Employees who have questions about this policy or conduct or statements are expected to immediately discuss with Human Resources.

Retaliation against an employee for making a good faith complaint or bringing such conduct to the attention of the Company or for participating in an investigation, proceeding, or hearing conducted by the Company is also a violation of this policy and will not be allowed. Violation of this policy may result in disciplinary action, up to and including termination. Additionally, making false and malicious statements is also a basis for discipline, up to and including termination.

## **SECTION 2: COMMUNICATION**

### **OPEN COMMUNICATION**

To facilitate opportunities for development and goal achievement for our employees, the Company is committed to provide a communicative working climate. Our practice is to treat each employee as an individual and to develop a spirit of teamwork -- individuals working together to attain a common goal.

The Company has an open-door policy to discuss any job concerns. In most cases, it is preferable for you to use the normal chain of command to communicate your concerns to management, and talk with your immediate supervisor first. However, there may be times when you would feel more comfortable talking to Human Resources or your manager. In this circumstance, you are encouraged to use those avenues to discuss directly with them any concerns you have about Company policies, job assignments, working conditions, or any question or problem that may affect your performance or relationship with the Company.

We firmly believe that with direct, open communication, we can continue to work directly to resolve any difficulties that may arise, and develop a mutually beneficial relationship.

### **PROBLEM RESOLUTION PROCEDURE**

The Company recognizes that employees may have questions or problems regarding their work, working conditions, policies, procedures or other work-related issues. In order to actively encourage employees to express their concerns and to seek resolution of their questions, the Company has established a problem resolution procedure for all employees. The Company is anxious to have employee problems resolved as quickly as possible and in a considerate manner, **FREE FROM REPRISAL OR RECRIMINATION FOR USING THE PROCEDURE.**

The following informal procedure should be followed as appropriate:

The issue should initially be raised verbally by the employee to the person or persons involved. If the issue cannot be resolved, present the issue to your immediate supervisor or manager. Experience has shown that most, if not all, problems can be resolved through frank and open discussion between the employee and the supervisor or manager.

If the issue is not resolved to the employee's satisfaction through discussion with the manager, present the complaint in writing to the Human Resources Department.

If you still are not satisfied with the Human Resource's decision, you can utilize the Mutual Agreement to Mediate/Arbitrate. However, you must do so within the time periods set forth in that agreement. Your failure to comply with all of the required procedures including, but not limited to, the time and notice requirements, contained in the Mutual Agreement to Mediate/Arbitrate, may result in your waiver of your right to proceed in arbitration or in court regarding any dispute, issue, or claim covered by the Agreement.

## ARBITRATION

An arbitration agreement is included in your orientation packet for you to sign. Binding arbitration is a means of resolving disputes between the Company and an employee. It is a process in which a professional arbitrator resolves or decides the dispute, and both parties agree to follow the arbitrator's findings. If the matter is not resolved, it must be submitted to and determine exclusively by final and binding and private arbitration under the Federal Arbitration Act, conducted in conformity with the then-current JAMS Employment Arbitration Rules and Procedures, a copy of which may be obtained at [www.jamsadr.com](http://www.jamsadr.com) or upon request by the employee, through the employer's Human Resources department. Submission of a claim for arbitration ("Written Demand for Arbitration") must be in writing and must describe the factual basis of all claims asserted. The arbitration shall be conducted before a single Arbitrator.

## COMPANY BULLETIN BOARDS

Posted information on Company bulletin boards is for the benefit of all employees. You will find posters that explain state and federal laws, as well as updated information about Company policies and procedures posted in the Company's Human Resource Information System. You are responsible for checking Company bulletin boards on a regular basis and for reading all posted materials. Please do not post, remove or alter materials on the bulletin boards at any time, without approval from Human Resources.

## SOLICITATION AND DISTRIBUTION OF LITERATURE AND INFORMATION

It is the Company's intent to provide a productive workplace for employees and another reason for this policy is to protect employees from interference with their work, and a workplace free of litter. As a result, the Company has adopted the following rules regarding solicitation and distribution of literature:

- No outsiders shall be allowed to solicit or distribute materials on Company premises.



- Employees shall not engage in solicitation of any kind during working time.
- Employees shall not distribute literature of any kind during working time.
- Employees shall not distribute literature of any kind in working areas at any time.

Distribution includes but is not limited to brochures, pamphlets, posters, email, fax, and other forms of communication.

“Working time” includes the working time of both the employee doing the soliciting and distributing, and the employee to whom the soliciting and distributing is being directed. “Working time” does not include time allotted for rest or meal periods or periods before or after work.

“Working areas” means any area of the premises where employees are performing work, excluding, for example, break rooms, restrooms, and parking lots. Employees who are unclear as to whether an area is a work or non-work area should consult with a supervisor for clarification.

All-staff email or literature distributions must be cleared by Human Resources. This policy is not intended to restrict communications or actions protected or required by state or federal law.

## EMAIL, INTERNET AND ELECTRONIC COMMUNICATIONS AND EMPLOYEE PRIVACY

The Company has specific agreements for the use of its computer network and internet. In addition, when using Company facilities or communication systems, there should be no expectation of privacy in the use of Company property or facilities including:

- Mail, faxes, or deliveries to Company location
- Desks, storage areas, lockers and other Company spaces and materials
- Cars located on Company property
- Packages, articles or other containers brought into the Company
- All Company computers, voice mail, electronic mail and messaging systems
- All outside internet connections used for Company business or accessed by a Company computer

Also Included with the New Hire Orientation Packet are:

- Computer Network/Internet Acceptable Use Regulations
- Computer Network/Internet Acceptable Use Contract
- Employee Privacy Policy
- Work from Home Policy (if applicable)

If you have not received copies of these documents, please obtain them from Human Resources.

## **SECTION 3: COMPENSATION**

### **CLASSIFICATION OF EMPLOYEES**

The Company classifies employees in a number of different ways, as follows:

**Introductory Employee-** You are considered to be an introductory employee if you are within the first ninety (90) days of employment (or any extension of that period).

**Regular, Full-Time Employee-** You are considered to be a regular, full-time employee if you have satisfactorily completed the introductory period and are regularly scheduled to work thirty (30) hours or more per week. Regular, full-time employees qualify for holiday, Personal Time Off (PTO) pay and other designated Company benefits.

**Regular, Part-Time Employee-** You are considered to be a regular, part-time employee if you have satisfactorily completed the introductory period and are regularly scheduled to work less than thirty (30) hours per week. Regular, part-time employees, depending on your employment status, may be eligible for certain Company benefits.

**Temporary Employee-** You are considered to be a temporary employee if employed for a limited period of time, or on an as needed on-call basis. Temporary employees, depending on your employment status, may be eligible for certain Company benefits. An employee will not change from a temporary status to another status unless notified in writing.

**Seasonal Employee-** You are considered to be a seasonal employee if you perform labor that, by its nature, is not performed continuously throughout the year and may only be performed at certain times during the year. Seasonal employees, depending on your employment status, may be eligible for certain Company benefits. An employee will not change from a seasonal status to another status unless notified in writing.

**Exempt Employee-** Exempt employees do not have limits on the hours that may be worked in a given workweek and are expected to work the hours needed to accomplish their job responsibilities. Exempt employees are not covered by the overtime provisions of state and federal law, and are, therefore, not eligible for overtime pay.

**Non-exempt Employee-** Non-Exempt employees are eligible to receive overtime pay, if applicable, in accordance with the provisions of state and federal law. For these employees, an accurate record of actual time worked is required.

# PAY PROCEDURES

The workday for payroll purposes is defined as a consecutive twenty-four (24) hour period that begins at 12:00 AM each day. The work week for payroll purposes is seven (7) consecutive days, from 12:00 AM each Saturday to 11:59 pm the following Friday. Calculations for overtime pay are based on these definitions.

A pay period is a two-week period of time that is defined by the Payroll Department on an annually published payroll schedule. Employees are paid on the Friday following the end of each pay period. Payroll deductions for federal and social security taxes, as well as Medicare are required by law.

Payroll Deductions Required by Federal and State Law:

- Federal income
- State income (if applicable)
- Social Security
- State disability insurance (if applicable)
- Medicare Unemployment

No other deductions will be made unless authorized in writing by the employee, or required or allowed by law, contract, or employee obligation. For a more complete list and details, please contact your Payroll Department.

You may also sign up for direct deposit to your checking or savings account. To enroll, see the Direct Deposit form given to you in your orientation packet or contact the Payroll Department.

For weeks in which a Company holiday occurs, the payroll schedule may vary. Notification of changes will be provided. Please contact the Payroll Department for a current bi weekly payroll schedule.

If you discover a mistake in your paycheck, lose your paycheck or have it stolen, notify the Payroll Department immediately. The Company seeks to promptly correct errors.

If you have any questions about your paycheck, your rate of pay or other compensation issues, please discuss those with your supervisor or the Payroll Department.

## MEAL AND REST PERIODS

Meal and rest periods are intended to provide employees an opportunity for rest and relaxation. Accordingly, they should be taken away from employee work areas and employees are not permitted to perform any duties during such periods or work “off the clock.” Meal and rest periods cannot be used to shorten your workday or be accumulated for any other purpose.

Non-exempt employees are provided with meal and rest periods in their workday as follows:

### **Meal Periods:**

- An unpaid meal period of at least thirty (30) minutes is provided for non-exempt employees who work more than five hours per workday.
- A meal period may be voluntarily waived, as permitted by law.
- A meal period may not be extended beyond the assigned time period. Check in with your supervisor regarding the length of your meal period.
- Meal periods are unpaid and must be recorded as “Lunch Out/In” on the non-exempt timesheet.

Employees may not leave early or arrive late in place of taking a meal period or break.

Meal periods are not paid. It is the employee’s responsibility to remember to take meal periods. During meal periods, the employee is not to perform any work duties, is not expected to remain on-call, and is free to leave the premises and perform personal activities. Non-exempt employees must accurately record when they begin their meal period and when their meal period ends.

Based on business needs, the duration and time of meal periods may be changed, consistent with applicable laws. The Company will provide notice of any such changes.

### **Rest Periods:**

- All non-exempt employees who work at least three and one half (3½) hours in a work day are authorized and permitted to receive one ten (10) minute paid rest period for each four (4) hours, or major fraction thereof worked.
- Rest periods may not be combined with the meal period or used for make-up time.

Employees are expected and encouraged to take all rest and meal periods, and be fully relieved of duty during those times. Employees on meal or rest periods are not permitted to interfere with other employees who are continuing to work.

Time spent on rest periods will be compensated as working time, and nonexempt employees are not required to sign out and in on their timesheets. However, employees are expected to be

punctual in starting and ending all meal and rest breaks. It is the employee's responsibility to remember to take these rest breaks.

If any supervisory employee discourages an employee from taking a meal period and/or rest period, or does anything to impede their ability to take a meal period and/or rest period, the employee must notify Human Resources immediately.

## TIME RECORDS

Non-exempt employees are required to complete timesheets that accurately reflect an employee's hours worked, including the actual times that an employee begins and ends work and begins and ends a meal period on each workday. Paychecks are calculated based on the time record the employee submits.

It is the employee's responsibility to submit complete and accurate time records. By signing the time record, the employee affirms that it accurately reflects the hours worked, whether it is regular or overtime, and any absences from work.

When completing a time record, do the following:

- Be sure time record accurately reflects all time worked
- Be sure all meal breaks taken are accurately recorded.

Ten (10) minute rest periods do not need to be recorded.

Theft of time is a serious offense. Altering, falsifying or tampering with time records, recording time on another employee's time record, or signing in or out for another employee may result in disciplinary action, up to and including termination of employment.

Exempt employees are required to fill out exempt employee time sheets.

## OVERTIME AND MAKE-UP TIME

### **Overtime**

From time to time, non-exempt employees may be asked to work beyond their normally scheduled hours or on a regularly scheduled day off. Non-exempt employees may be required to work overtime, according to the needs of the Company. For all overtime hours worked, employees will be paid in accordance with state and federal laws. All overtime must be approved in advance by the supervisor. Employees who work overtime that had not been authorized in advance will be paid for the time worked, but will be subject to disciplinary action, up to and including termination.

Exempt employees are expected to work the hours that will ensure all projects are completed in a timely manner, which may require working beyond a normal work day or week or beyond normal office/company hours.

### **Make-Up Time Policy**

The Company may allow the use of make-up time when a non-exempt employee needs to take time off to tend to a personal obligation, as permitted under Company procedures and applicable law, as approved in advance by Company.

## **PERFORMANCE EVALUATIONS**

A performance evaluation is a formal method of planning, monitoring, evaluating and recognizing work performance. It is a way of communicating performance expectations, and of receiving feedback from your supervisor. Generally, evaluations occur annually. Salary increases are not guaranteed, and are impacted by several factors which may include, but are not limited to: quality and quantity of work, teamwork and personal growth. The general economic conditions, current industry standards, and Company business needs may also influence our salary practices.

## **INTERNAL JOB OPENINGS**

As a general practice and at the sole discretion of the Company, most job openings will be posted for the staff via email, as they become available. In some cases, positions may be filled without an internal email notice. Whenever practical, internal candidates will be given first consideration for posted positions. For more information on how to apply or the eligibility requirements, please see your supervisor or the Human Resources Department.

## **PROMOTIONS AND TRANSFERS**

It is the Company's intent to fill job openings from within the Company whenever practical and appropriate, and to give qualified employees the first opportunity to apply for promotions and job transfers. At the Company's discretion, most jobs are posted internally before outside recruiting begins. However, because of the experience, skills, and educational requirements of many jobs, promotions and transfers from within the Company are not always possible.

To be considered for a posted position, an employee must have completed six months in their current job and should submit an Internal Job Application available from the Human Resources Department. Factors that may be reviewed in considering an employee for a promotion or a

transfer might include the employee's past and current performance, experience, attitude, qualifications, potential for growth, and length of service. The Company reserves the right, at its sole discretion, to promote, demote, transfer, and modify positions, as needed, to meet the demands of our changing work environment.



## **SECTION 4: BENEFITS**

### **GROUP INSURANCE PLANS**

All full-time employees who work and are regularly scheduled to work thirty (30) or more hours per week are eligible to participate in the Company's group insurance plans.

Currently, the Company pays for a portion of the premiums for insurance coverages. Employee contributions to the plan are paid by payroll deduction, which must be authorized in writing at the time of eligibility.

Detailed information about eligibility, coverage, limitations, exclusions, co-insurance amounts, deductibles, premiums, and dependent eligibility will be made available to you at the time you become eligible for coverage. Contact the Company Human Resources Department for further assistance.

### **CONTINUATION OF BENEFITS**

Under the federal Consolidated Omnibus Budget Reconciliation Act (COBRA), employees and qualified beneficiaries may be eligible to continue their group medical and dental insurance benefits at the full cost of the Company group rate plus an administrative fee.

The length of COBRA continuation coverage, up to a maximum of thirty-six (36) months, will be determined by the applicable qualified event.

**Qualifying events include:**

- Death of the covered employee
- Termination of employment (other than for gross misconduct) or reduction of hours worked, which renders the employee ineligible for coverage
- Divorce or legal separation
- A dependent child reaches the maximum age allowed under the group plan

At or about the time of termination, or other qualifying event, you will receive notice of continuation information, time limits and procedures.

It is your responsibility to maintain your portion of the benefits premiums if conversion is elected.

### **SECTION 125 TAX REDUCTION PLAN FOR EMPLOYEE BENEFITS INSURANCE PREMIUMS**

The Company is able to offer eligible employees the ability to pay for their insurance premiums with "before tax" dollars rather than "after tax" dollars. As you become eligible for these benefits

and you elect to cover yourself, and/or your eligible family members, you will become a plan participant of our "Section 125" Tax Reduction Plan. A plan summary will be made available to you when you enroll for insurance.

## RETIREMENT PLAN

The Company recognizes the efforts of its employees and wishes to encourage planning for their retirement years by permitting employees to participate in a retirement savings plan.

For additional plan information and eligibility requirements, please contact the Human Resources Department, or refer to your Summary Plan Description (SPD).

## WORKERS' COMPENSATION INSURANCE

The Company, in accordance with state law, provides insurance coverage for employees in case of work-related injury. The workers' compensation benefits provided to injured employees may include:

- Medical expenses
- Benefits to replace lost wages
- Assistance to help qualified injured employees return to suitable employment

To ensure that you receive any workers' compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to your supervisor
- Seek medical treatment and follow-up care if required
- Complete a written Employee's Claim Form (you may obtain one from your Human Resources Department) and return it to Human Resources
- Provide the Company with a certification from a health care provider in the Medical Provider Network (MPN), or your pre-designated health care provider regarding the need for workers' compensation disability leave, as well as your eventual ability to return to work from the leave.

Workers' compensation fraud is illegal. Any person who files or contributes to the filing of a fraudulent workers' compensation claim may be subject to imprisonment in state prison, or by fine, or by both. Where the Company has reason to believe that fraud has occurred, the Company has an obligation to cooperate with the appropriate legal authorities to take action against the fraud. The following are examples of illegal activities:

- Filing a claim for an injury or illness that does not exist
- Pretending that an injury happened at work when it really happened off the job
- Making a false statement to support another employee's claim for workers' compensation benefits.

## SOCIAL SECURITY

All employees of the Company are covered under the provisions of the Federal Social Security law. Social Security benefits are intended to supplement your family's retirement income and provide disability and survivors' benefits. The amount of deduction from your wages for Social Security taxes is matched by the Company. The total contribution by you and the Company is credited to your social security account.

Detailed information about your social security benefits can be obtained from the Social Security Administration.

## PAID TIME OFF (PTO)

The Company provides paid time off (PTO) as one of the many ways in which we show our appreciation for your loyalty and continued service, and for you to take time off to rejuvenate and refresh to aid in your work performance or take care of necessary personal matters. This time can be used for vacation and for time off for illness or family needs. PTO requests for Company approval must be made ten working days in advance of the absence date; however, the Company reserves the right to deny PTO requests based on Company needs. Relax, travel, and spend some time with your family. It's up to you.

Employees who miss three or more consecutive scheduled work days, or those who have taken PTO in excess of their accrued PTO balance (as indicated on your pay stub and Workday), must contact the Human Resources Department, and may be required to present a doctor's certification/note. The Company requires employees to use any accrued PTO over eighty (80) hours to the extent authorized by law while on a leave, unless otherwise receiving funds through a state approved program.

## HOLIDAYS AND HOLIDAY PAY

Regular full-time and regular part-time employees who work and are normally scheduled to work at least twenty (20) hours each workweek, and who have completed at least thirty (30) days of continuous service, will be eligible to receive holiday pay. Temporary employees are not eligible for holiday pay.

The schedule of holidays that the Company will observe during each year will be published by Human Resources before the beginning of the year. The schedule for the current year may be

requested from Human Resources. The holiday schedule is subject to change at the Company's discretion.

**The following general provisions apply to holiday pay:**

- Holidays will be observed on the calendar day(s) designated by the Company for observance.
- To be eligible for holiday pay, employees must work their last scheduled workday before the holiday and their first scheduled workday after the holiday, unless an employee is out with PTO as approved by their supervisor, or unless otherwise excused with prior approval by Human Resources.
- Employees on leaves of absence are not eligible for holiday pay on holidays that are observed during the period they are on unpaid leave.
- If a holiday falls during an employee's period of approved paid time off, the employee will receive holiday pay, and will not be charged for paid time off on the day the holiday is observed.
- Holiday pay will not count as hours worked, including for the calculation of overtime.
- Holidays are paid at your normal rate of pay for the number of hours you are regularly scheduled to work. Eligible regular full-time and part-time employees are eligible for holiday pay only when a holiday falls on a regularly scheduled workday.
- Temporary employees are not eligible for holiday pay.

## LEAVES OF ABSENCE

During your employment with the Company, you may find it necessary to request a leave of absence. Under federal and state laws, there are a number of leaves permitting time off. Personal leaves may also be requested, but this type of leave may not protect your position within the Company.

In the Addendum packet and on the following pages, you will find specific information about the leaves that are available.

This will include:

- How to request a leave
- The eligibility for leave
- The length of time you may request
- Whether your leave will be paid or unpaid
- What documents you must present for leaves, including medical and family leaves
- What documents or releases are necessary before you return to work

The following general provisions apply to leaves of absence:

- Employees on medical, pregnancy-related disability, family medical or workers' compensation leaves of absence must provide written certification from their treating health care provider, and recertification, as permitted by law.
- A request for an extension of a leave of absence must be made with Human Resources prior to the expiration date of the original leave, or most the recently-extended leave, whichever is the latest, and when appropriate, must be accompanied by documentation, e.g. a treating health care provider's written statement, that certifies the need for the extension.
- Failure to return to work on the first workday following the expiration of an approved leave of absence will be considered a voluntary resignation.
- During an approved unpaid leave of absence, service time or benefits shall not accrue, except as provided specifically under Company policy or as required by law.
- Eligibility for continued coverage under the Company's group insurance plans will be determined based on the type of leave. Details will be explained to eligible employees at the time of leave.
- To continue coverage under the Company's group insurance benefit programs, an employee granted a leave of absence must make pay arrangements for group insurance premiums before going on a leave of absence. Failure to pay your employee share of the premium may result in loss of coverage. Certain types of leaves preclude cancellation of coverage, even if premiums are not paid by the employee. Employees who fail to return to work at the end of an approved leave of absence may be required to reimburse the Company for group insurance premiums paid by the Company during the period of time that the employee was on leave.
- The Company reserves the right to permanently replace an employee during a leave of absence, as permitted by law.
- Employees on leave of absence may be subject to layoff on the same basis as active employees.
- The Company may hold in abeyance or proceed with any counseling, performance review or disciplinary action, including discharge, that was contemplated prior to any employee's request for, or receipt of a leave of absence, or for reasons that have come to the Company's attention during the leave. If any action is held in abeyance during the leave of absence, the Company reserves the right to proceed with the action upon the employee's return.
- Requesting or receiving a leave of absence in no way relieves employees of their obligation while on the job to perform their job responsibilities and up to the Company's expectations, in accordance with applicable law, and to observe all the Company rules, policies and procedures.
- As permitted by law, employees on leave of absence must communicate with the Company on a regular basis, at least once every thirty (30) days of absence, unless otherwise instructed by the Company, regarding their status and anticipated return to work date, unless excused in advance.
- Employees who return to work from a medical, pregnancy related disability, family medical, or workers' compensation leave of absence may be required to submit to a physical examination, at the Company's expense.

- Employees on leave of absence who seek or accept work or other employment, whether or not for compensation, during the leave without the Company's prior written approval will be considered as resigned from the Company.
- Employees timely returning from a medical leave that is satisfying the requirements of Federal Family and Medical Leave Act (FMLA) are entitled to reinstatement to the employee's original or equivalent position if available.
- Service time, benefits or PTO hours do not accrue during leaves of absence unless PTO is used, and holidays are not paid during unpaid leaves of absence.
- Employees who falsify the reason for their leave of absence may be subject to disciplinary action, up to and including termination of employment.
- All foreseeable leaves of absence must be approved in advance, in writing, by Human Resources.
- Use of PTO – The Company requires employees to use any accrued PTO over eighty (80) hours to the extent authorized by law. Leaves of absence in excess of available, accrued PTO time will be without pay to the extent authorized by law.
- Where employees are eligible for a leave under any leave of absence provided by the Company and the Family and Medical Care Leave policy, the leaves will run concurrently.

## TIME OFF FOR RELIGIOUS REASONS - PTO

It is the Company's intent to reasonably accommodate the known religious observances and practices of employees, when to do so would not impose an undue hardship on the Company. Please talk to your supervisor if you need to take time away from work for religious reasons. Your time away from work will be unpaid, unless there is accrued available PTO.

## TIME OFF TO VOTE

If you are a registered voter and do not have enough time outside of working hours to vote in a state-wide election, you may take time off work to vote. Up to two (2) hours may be taken in order to vote in a state-wide election without loss of pay. The requested time off should be at the beginning or the end of the work schedule in order to minimize the length of time needed. Employees must request time off to vote at least two working days prior to the election, and must justify to management that time off is really necessary. Because the polls are generally open for extended periods, you are encouraged to vote before or after work.

## UNEMPLOYMENT INSURANCE

The Company pays unemployment insurance taxes on your behalf to both the state and federal governments. These taxes fund the payment of unemployment insurance benefits to you should you become eligible to receive them. In most cases, you must file a claim in order to collect benefits.

## **SECTION 5: PERFORMANCE STANDARDS**

### **WORK RULES AND PERFORMANCE STANDARDS**

In order to align with our Company's core values of mutual trust and mutual respect, we all must conduct ourselves in a professional manner at all times.

It is not possible to provide a complete list of every work rule or performance standard. As a result, the following list is illustrative rather than exhaustive, and is not inclusive of all behaviors which may potentially result in disciplinary action, as the Company may determine, up to and including termination of employment. This disciplinary policy creates no contractual rights for continued employment or termination only for cause, and does not modify the Company's policy of at-will employment.

#### **Job Performance:**

An employee may be disciplined for poor job performance, as determined by their supervisor. Some examples of poor job performance are as follows:

- Below expected work quality or quantity.
- Poor attitude, rudeness or offensive behavior.
- Inability or unwillingness to perform the duties assigned to you in a satisfactory manner.
- Excessive or unexcused absenteeism and/or tardiness, absence from assigned duties without permission, or failure to comply with attendance standards or procedures, or failure to timely return to work as scheduled after an approved leave of absence.
- Failure to timely and fully comply with Company policies, procedures, instructions or standards.

#### **Misconduct:**

**Some examples of misconduct are as follows:**

- Behavior or an omission which interferes with operations or brings discredit on the Company.
- Violation of the Company's policies against discrimination and/or harassment.
- Violation of the Company's alcohol, drugs and controlled substances policy.
- Falsification of or omission from employment applications, time records, expense reports or other Company records or reports.
- Failure to timely report a work-related accident to your supervisor or giving misleading or false information during an investigation.
- Theft, misappropriation, destruction or unauthorized possession of Company or others' records, property or equipment, or any form of dishonesty.
- Behavior which endangers or threatens the safety, health or well-being of fellow employees, or the public. Behavior which violates the safety standards established by



the Company, including fighting or attempted bodily injury, possession of a weapon (or any part thereof) or the use of profane, abusive or threatening language or conduct.

- Illegal or unlawful conduct, which may cause the employee to be regarded by the Company as unsuitable for continued employment or cause a person to become concerned for his or her safety.
- Insubordination, including, but not limited to, refusal to comply with instructions from a supervisor.
- Divulging or using confidential or proprietary information about the Company's business activities, plans, employees or student information to unauthorized persons, entities, or sources.
- Soliciting, procuring, or engaging in immoral or indecent conduct during working hours or at any time at any work or work-related locations.
- Making malicious, false, profane, insulting, or derogatory statements that may damage the integrity or reputation of the company, its services, or employees.

This list is not inclusive of all performance and misconduct issues.

## ATTENDANCE

At the time of hire, you were advised of your daily work schedule. Because co-workers at the Company depend on you, it is important that you arrive at work on time and perform your job duties until the end of your assigned work schedule.

From time to time, it may be necessary for you to be late or absent from work. The Company recognizes that emergencies, illnesses, or pressing personal business that cannot be scheduled outside of your work hours may occur. If you are unable to report to work or are going to be late, you must call or email your supervisor as early as possible before your scheduled start time, with the reason for your absence or tardiness, the time you expect to be at work, and a telephone number where you can be reached. If you are unable to call or email your supervisor, you are responsible for having a representative notify your supervisor as required under this policy. Whenever possible, and before your scheduled time, you must notify your supervisor IN ADVANCE of any foreseeable or planned absence.

You are responsible for keeping management informed during your absence, and in the case of illness, to provide medical verification when asked to do so.

Excessive absences, tardiness or leaving early can have a very negative effect on your co-workers and productivity. A pattern, or repetition of absences, tardiness or leaving early, or failure to comply with reporting procedures stated above, will be considered a disciplinary/performance issue, and will subject you to disciplinary action, including termination of employment.

An employee who does not report to work on a scheduled work day or who does not call in to report the absence to his or her supervisor as required will be considered to have abandoned his or her employment after two (2) consecutive scheduled days of such absence.

If you are ill while at work or have an emergency necessitating that you leave work early, you must report to your supervisor for authorization before leaving. If your supervisor is not available, contact Human Resources for approval before leaving work.

## PERSONAL AND PROFESSIONAL APPEARANCE

The Company requires all virtual and on-site employees to present a professional atmosphere at all times. Good grooming, a neat, clean appearance, and appropriate attire are essential to presenting a positive impression to our clients, vendors and others who frequently visit our facilities or when attending meetings. Their impression of the Company is formed by the impression of the people who work here.

Management has the discretion to determine appropriateness in appearance. Employees who do not meet a professional standard may be asked to change, and will not be paid for that time off.

An employee unsure of what is appropriate should check with his or her supervisor/manager.

As a guidance, the following will not be deemed appropriate:

- Gym clothes or casual tank tops
- Sheer clothing or midriff-exposing clothing
- Graphics or slogans (The Company logos excepted)
- Open-toed shoes or footwear
- Low necklines exposing chest areas or below or high hemlines

## CONFIDENTIALITY AND SECURITY

All information regarding the Company and its business plans, and finances must remain strictly confidential. Sensitive information is frequently discussed in meetings. However, this information may not be shared with anyone unless there is a business necessity.

Any inquiries about the Company, or former employees should be referred directly to the corporate offices. Except with the approval of the Human Resources Department, employees are not allowed to initiate or facilitate contact with the media on the Company's behalf concerning Company affairs, including policies, services, procedures, or/employees. All media inquiries should be directed to your direct supervisor and to Human Resources.

The security of Company property is of vital interest to the Company. All employees share responsibility to ensure that proper security is maintained. Company property includes not only tangible property, such as desks and computers, but also intangible property such as information. Of particular importance are proprietary and confidential information. Proprietary and confidential information includes all information obtained by employees during the course of their employment, and any information that is not generally known to the public. Personnel files, computer records, financial and marketing data, and Company trade secrets are examples of proprietary and/or confidential information.

Given the nature of the Company's business, protecting proprietary and confidential information is very important. This information is an important asset of the Company. As a result, employees must not use or disclose any proprietary or confidential information about or relating to the Company they obtain during their employment with the Company, except as specifically required by their jobs in connection with authorized business purposes only. No Company property or information pertinent to the Company or its business may be copied or removed from Company facilities (physically, electronically, or otherwise) without the advance permission of an authorized supervisor. This obligation remains even after an employee's employment relationship with the Company ends.

In addition, employees must observe good security practices. Proprietary and confidential information must be kept secure from outsiders, including visitors and all other persons who do not have a legitimate reason to see or use such information. Violations of this policy may result in discipline, up to and including termination of employment. If you discover a violation of this policy or believe that any violation occurred or may occur, you must immediately notify the Company's Human Resources Department or the Board of Directors if you believe that the Company's Human Resources Department is involved in the violation.

Nothing in this confidentiality and security policy is intended to or shall be applied to prohibit or in any way restrict employees from discussing with one another, or with third parties who are not competitors of the Company, wages, hours, and other terms and conditions of employment. Nor does this confidentiality policy prohibit an employee from disclosing information about unlawful acts in the workplace, such as harassment or discrimination or any other conduct that the employee has reason to believe is unlawful. In addition, an employee shall not be held criminally or civilly liable under any Federal or State trade secret law for the disclosure of a trade secret that is made either: (i) in confidence to a Federal, State, or local government official, either directly or indirectly, or to an attorney, and solely for the purpose of reporting or investigating a suspected violation of law; or (ii) in a complaint or other document filed in a lawsuit or other proceeding, if such filing is made under seal.

## EMPLOYEE PRIVACY

The Company maintains and uses many facilities and communication systems, such as telephones, regular mail, special delivery services, e-mail, voice mail, outside internet

connection services, fax machines, desktop and laptop computers, etc., which are designated to make the Company's operations effective and efficient. It is important to recognize that these facilities and communication systems are business facilities and systems.

THE USE OF COMPANY FACILITIES OR COMMUNICATION SYSTEMS IS LIMITED TO THE CONDUCT OF COMPANY BUSINESS. PERSONAL USE OF COMPANY FACILITIES OR COMMUNICATION SYSTEMS IS PROHIBITED. EMPLOYEES SHOULD NOT EXPECT PRIVACY WITH RESPECT TO THE USE OF ANY OF THE COMPANY'S FACILITIES OR COMMUNICATION SYSTEMS OR COMPUTERS USED FOR COMPANY BUSINESS.

The Company reserves the right, and will exercise its rights when it determines that appropriate circumstances exist, to do the following:

- Inspect all mail, faxes, or deliveries sent to any Company location, no matter to whom it is addressed.
- Inspect all desks, lockers, and other Company materials and spaces at any Company facility.
- Inspect all cars located on any Company property.
- Inspect all articles, packages, or other containers brought onto or taken from any Company facility.
- Inspect all Company computers (desktop, laptop, digital pads and mainframes), devices, telephones, voice mail, messaging and electronic mail systems and storage systems, including auditing of electronic and voice messages on Company's systems.
- Cancel any employee's privilege to use any or all of its facilities or communication systems.
- Inspect all outside internet connection services, storage systems and I-cloud services, which are used for Company business, paid for by the Company, or accessed by a Company computer.
- Place cameras in the workplace to monitor use of, and activities at, Company premises.

## COMPANY PROPERTY

It is the responsibility of any employee at any time upon request of the Company or upon termination of employment, to return all Company property, including all equipment, documents, materials, and information in all forms and copies issued by the Company to him or her at any time during their term of employment that has not previously been returned to the Company. All such property must be returned on or before the last day of work, or at any time upon request. If you wish to keep such property as a laptop or cell phone, you must request and obtain approval and make arrangements to purchase those items from the Company and to delete all Company information from such items before they are received or given to you. Failure to return Company property may be reported to legal authorities and require you to reimburse the Company for those items.

## TELEPHONE USAGE

### **Use of Cellular Phones**

Employees should have no expectation of privacy in using cellular phones issued by the Company for employee use for business purposes. Please exercise good judgment in the use of cellular phones at all times. During working hours, personal cellular phones and pagers should be set to silent mode or turned off.

Employees whose job responsibilities include regular or occasional driving are expected to comply with State Law as well as Company policy, which prohibits use of hand-held cellular phones while driving. Texting, e-mailing, and use of a GPS navigator on a smartphone or other devices while driving is prohibited. When driving, please do not conduct any Company business on cell phones or other devices unless you are using a hands-free device or unless you safely stop the vehicle before doing so.

Safety must come first before all other concerns. Special care should be taken in situations where there is traffic, inclement weather or when driving in unfamiliar areas. Under no circumstances are employees allowed to place themselves or others at risk to fulfill business needs.

### **Use of Company Telephones**

Please limit both the frequency and duration of non-business use of Company telephones to emergencies or other urgent matters. You are expected to exercise good judgment in the use of Company phones.

Failure to comply with these policies for Company phone and personal cell phone use may result in disciplinary action, up to and including termination of employment.

## DRIVER'S LICENSE AND DRIVING RECORD

Employees whose work requires operation of a motor vehicle must present and maintain a valid driver's license, proof of insurance and a driving record acceptable to the Company's insurance carrier. From time to time, employees will be asked to submit a copy of their driving record. Any changes in your driving record or automobile insurance must be reported to the Company immediately. Failure to do so may result in disciplinary action, up to and including termination.

Employees who cannot maintain adequate insurance or an acceptable driving record as determined by the Company will not be permitted to operate a motor vehicle in the course of their duties. If driving is an essential function of the position, failure to maintain insurance and/or acceptable driving record may result in termination.

All employees driving a vehicle on Company business must immediately report to their supervisor any accident, any moving and/or non-moving violation for which they are cited. The Company accepts no responsibility for citations issued to an employee by any law enforcement agency while driving a vehicle on Company business, except those for mechanical violations on Company owned or leased vehicles. Liabilities created by any citation issued due to driver action will be the responsibility of employees who receive them.

Safety must come before all other concerns. All employees operating vehicles on Company business are required to obey all traffic regulations, and must wear seat belts at all times. Employees are not permitted to use a hand-held cellphone, or read or send email or text messages when driving.

## OUTSIDE ACTIVITIES AND BEHAVIORS

While the Company does not seek to interfere with your lawful off-duty conduct, certain types of off-duty conduct may interfere with the Company's legitimate business interests.

Employees are expected to conduct their personal affairs in a manner that does not adversely affect the Company's integrity, reputation or credibility. Off-duty conduct that adversely affects the Company's legitimate business interest or an employee's ability to perform his or her work will not be tolerated and may result in discipline, up to and including termination.

Participation in websites including, but not limited to Facebook, Instagram, Tik Tok, or Twitter should be restricted to private limited access so that any private and personal conversations and pictures cannot be accessed by anyone other than close acquaintances.

Nothing in this policy is intended to or shall be applied to prohibit or in any way restrict employees from discussing with one another, or with third parties who are not competitors of the Company, wages, hours and other terms and conditions of employment.

## SOCIAL MEDIA POLICY

The Company respects employees' rights to use social media sites during their personal time. In the rapidly expanding world of electronic communication, social media can mean many things. Social media includes all means of communicating or posting information or content of any sort on the Internet, including to your own or someone else's web log or blog, journal or diary, personal website, social networking or affinity website, web bulletin or chat room, whether or not associated or affiliated with the Company, as well as any other form of electronic communication.

Because social media is becoming more and more popular, the Company has a duty to its employees and business affiliates to protect them from certain behaviors. Accordingly, the Company believes it is important to have a policy regarding best practices to be followed in such communications.

The same principles and guidelines found in the Company policies apply to your activities online. Ultimately, you are solely responsible for what you post online. Before creating online content, consider some of the risks and rewards that are involved. Keep in mind that any of your conduct that adversely affects your job performance, the performance of fellow employees or otherwise adversely affects clients, suppliers, people who work on behalf of the Company or the Company's legitimate business interests may result in disciplinary action up to and including termination.

Inappropriate postings that may include discriminatory remarks, harassment, private health information and threats of violence or similar inappropriate or unlawful conduct will not be tolerated and may subject you to disciplinary action up to and including termination.

### **Be Respectful**

Always be fair and courteous to fellow employees, clients, suppliers or people who work on behalf of the Company. Also, keep in mind that you are more likely to resolve work related complaints by speaking directly with your co-workers, supervisor, or Human Resources than by posting complaints to a social media outlet.

Nevertheless, if you decide to post complaints or criticisms, avoid using statements, photographs, video, or audio that reasonably could be viewed as malicious, obscene, and threatening or intimidating, that defames employees, clients, or suppliers, or that might constitute harassment or bullying. Examples of such conduct might include offensive posts meant to intentionally harm someone's reputation or posts that could contribute to a hostile work environment on the basis of race, sex, disability, religion or any other status protected by law or company policy or posts revealing a fellow employee's personal protected health information.

### **Be Honest and Accurate**

Make sure you are always honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Be open about any previous posts you have altered. Remember that the Internet archives almost everything; therefore, even deleted postings can be searched. Never post any information or rumors that you know to be false about the Company, fellow employees, customers, suppliers, people working on behalf of the Company or competitors.

**Post Only Appropriate and Respectful Content**

Maintain confidentiality and trade secrets and private or confidential information. Trade secrets may include information regarding the development of systems, processes, procedures, and technology. Do not post internal reports, policies, procedures, or other internal business-related confidential communications. Do not create a link from your blog, website or other social networking site to a Company website without identifying yourself as an employee. Express only your personal opinions. Never represent yourself as a spokesperson for the Company. If the Company is a subject of the content you are creating, be clear and open about the fact that you are an employee and make it clear that your views do not represent those of the Company, fellow employees, clients, suppliers or people working on behalf of the Company. If you do publish a blog or post online related to the work you do or subjects associated with the Company, make it clear that you are not speaking on behalf of the Company. It is best to include a disclaimer such as “The postings on this site are my own and do not necessarily reflect the views of the Company.”

**Using Social Media at Work**

Refrain from using social media while on work time or on equipment the Company provides, unless it is work-related as authorized by your manager or consistent with the Company Equipment Policy. Do not use Company email addresses to register on social networks, blogs, or other online tools utilized for personal use.

**Retaliation Is Prohibited**

The Company prohibits taking negative action against any employee for reporting a possible deviation from this policy or for cooperating in an investigation. Any employee who retaliates against another employee for reporting a possible deviation from this policy or for cooperating in an investigation will be subject to disciplinary action, up to and including termination.

**For More Information**

If you have questions or need further guidance, please contact Human Resources.



## **SECTION 6: SAFETY**

### **SAFETY**

It is the Company's intent to provide a safe and healthy workplace for all employees, and to eliminate work-related injuries and illnesses.

**The Company's safety program consists of the following:**

- Providing mechanical and physical safeguards as applicable, to the maximum extent possible.
- Conducting periodic safety inspections to find and eliminate unsafe working conditions or practices.
- Training employees in good safety and health practices.
- Providing necessary personal and protective equipment along with instructions for proper use and care.
- Developing and enforcing safety rules, and requiring employees to follow these rules as a condition of employment.
- Investigating promptly and as thoroughly as possible, every known work-related injury or illness to determine its cause and to correct the problem to prevent a recurrence.

The Company's objective is a safety program that will reduce the number of occupational injuries and illnesses to zero. In addition to the general rules stated below, the Company maintains an Injury, Illness and Prevention Program (IIPP) as required by law. If an employee identifies an unsafe condition or occupational safety or health risk, the employee should promptly report the matter to a supervisor or the Human Resources department. Employees making any such reports will not be subject to retaliation. All employees have the right to examine and receive a copy of the IIPP by making such a request to the Human Resources department, who will then provide a copy of the IIPP to the employee.

All Company personnel must attend fire drills, disaster drills, fire classes and safety trainings as required by the Company or Center location management. In the event of natural or man-made disasters or events, all employees must comply with instructions issued either by designated Company employees or emergency officials such as those from police or fire departments. Compliance with safety requirements is a condition of employment, and employees who violate safety standards or cause hazardous or dangerous conditions may be subject to discipline, up to and including termination of employment.

## INSPECTIONS

It is the Company's intent to maintain a workplace that is free of alcohol, drugs, and other harmful or potentially harmful materials. It is also the Company's intent to protect against the unauthorized removal of Company property and unauthorized access to Company information, property, records, documents and files. As a result, the Company reserves the right to periodically inspect, with or without advance notice, Company property, including desks, lockers, storage or work spaces, along with any articles, packages, vehicles or materials found in or on Company property at any time.

Employees should not assume that any articles, files, vehicles or materials found in or on Company property are private or confidential or that access by management will not occur. Employee entry onto Company property constitutes consent to inspections, and employees who fail to cooperate in any inspection may be subject to disciplinary action, up to and including termination of employment.

## ALCOHOL, DRUGS AND CONTROLLED SUBSTANCES

The Company is a drug and alcohol-free workplace. The Company requires you to maintain a high standard of safety, quality, and personal conduct in the workplace or at any work location. In keeping with that standard, it is essential that the workplace and all work locations be kept free of alcohol and drugs. Therefore, the following actions are prohibited:

- Reporting to work under the influence of, or within the presence in your bodily systems, alcohol, intoxicants, illegal drugs, or controlled substances
- The illegal use, possession, manufacture, transfer, distribution, purchase, sale or attempted purchase or sale of intoxicants, illegal drugs, or controlled substances in any manner during working hours, while on the job, or while engaged in any service on behalf of the company when representing the company, or any time while on property controlled or leased by the Company, including parking lots or Company owned or leased vehicles
- In any way, using Company property or an employee's position within the Company to make or traffic intoxicants, illegal drugs, or controlled substances.

Additionally, if you are taking a drug or medication, whether or not prescribed by a physician, which may adversely affect your ability to perform your duties in a safe or productive manner, you must report such use of medication to your supervisor. This includes drugs that are known or advertised as possibly affecting judgment, or causing drowsiness or dizziness or marked with a notice to exercise caution in the operation of moving vehicles or mechanical equipment. As an employee, you have the responsibility to report any drug, alcohol, or controlled substance

situation that affects or may potentially affect the workplace or the employee's ability to perform in a safe, productive or efficient manner.

The Company reserves the right to inspect, at any time, lockers, desks, Company vehicles, personal vehicles, or Company property, packages, lunch boxes, containers, articles in such areas, and other objects brought onto Company property, that might conceal alcohol, illegal drugs, and/or other controlled substances. In order to promote a safe, productive and efficient workplace, the Company reserves the right to inspect employees, as well as any articles and property in their possession, when there is reason to believe that an employee is engaged in the sale, possession, distribution, or use of any substance covered under this policy, and after discussing the factual situation and risks.

If there are reasonable grounds for suspecting that an employee is in violation of this policy, the Company has the right to require testing at the Company's expense. For the safety of all our employees, the Company may test for drugs and/or alcohol in the following circumstance:

- A pre-employment drug screening as a condition of hire
- When there is reasonable suspicion of prohibited drug or alcohol use, or possession
- After an accident, if the use of drugs or alcohol is believed to have contributed to the cause of the accident

Such testing will be at the Company's expense and at a facility designated by the Company. Failure to report for, consent to, or complete authorization forms for such testing on management's request will be grounds for termination or the rescission of a job offer. Where an employee tests positive on a drug or alcohol test, the employee may, at the Company's sole discretion, be terminated. Before any disciplinary action is taken against the employee who has tested positive on a drug test, the employee's sample may be re-tested. The Company reserves the right to refuse to hire or to discharge any person because of the person's current illegal use of drugs or other substances, or who because of his or her current use of alcohol or drugs or other substance is unable to perform his or her duties or cannot perform the duties in a manner which will not endanger his or her health or safety or that of others.

Any employee in violation of this policy will be subject to discipline, including termination. Other actions, such as notification of law enforcement agencies, may be taken, depending on the circumstances.

## FITNESS FOR DUTY

All employees must be physically and mentally fit for duty and able to properly and safely perform all essential functions of their jobs and not impose a significant risk of substantial harm to their own or others' health and/or safety.

The Company will comply with all requirements of the Americans with Disabilities Act (ADA) and applicable state law, unless undue hardship to the Company will result. The Company will not discriminate against any employee solely based on the individual having a contagious, communicable, or infectious illness or disease or solely based on the existence of a medical condition or disability, but will take into account all relevant information, any possible and reasonable accommodations if necessary, and any undue hardship the Company that would result.

If an employee learns that he or she may have a contagious, communicable, or infectious illness or disease of a temporary nature (such as influenza, COVID-19, staph infection, measles, chicken pox, SARS or severe acute respiratory syndrome, tuberculosis, viral hepatitis A and B, colds, Avian or bird flu, swine flu, and other viruses), the employee is not to report to work, but is required instead to immediately notify their supervisor by phone of the situation and for further guidance and instructions. If any employee learns that another employee may have a contagious, communicable, or infectious illness or disease of a temporary nature, the employee who learns of this information is to immediately notify Human Resources.

If any employee believes that he/she or any other employee may constitute a risk of serious harm to the safety or health of the employee or others (e.g., physical or mental impairment to safely function in the workplace and safely perform essential job duties, threats or acts of violence, suicidal thoughts or acts, etc.), the employee is to immediately notify Human Resources of the situation and for further guidance and instructions.

In the event that the Company has reasonable cause to believe that an employee may pose risk of harm to the health or safety of the employee or others, the Company will evaluate the situation to determine if the employee is fit for duty and/or might cause a significant risk of substantial harm to self or others. The Company may require a statement from the employee's health care provider that the employee's continued employment poses no significant risk to the health or welfare of the employee, other employees, or third parties, and such other information as may be relevant. In addition, the Company may require a fitness for duty and/or direct threat threat/safety evaluation by the employee's or a Company-designated health care provider.

If the Company determines that the employee is not fit for duty and/or may pose a significant risk of substantial harm to self or others, the Company may remove the employee from work, assign other duties that the employee is able to safely perform, place the employee on temporary leave, and/or take such other action as may be appropriate.

Any information disclosed or obtained under this policy will be treated as confidential information to the extent reasonably practical and appropriate. For example, information may, however, be shared with management, e.g. any supervisor or manager who has a need to know, with safety and or emergency personnel if emergency treatment of an employee may be required, and the Human Resources Department. In extraordinary circumstances (such as possible exposure to serious contagious or communicable illnesses), the Company may also need to disclose information to others who may have been exposed and/or to issue general guidance to all

employees about symptoms and precautions to avoid spread of the illness. The Company will maintain the confidentiality of affected employees' identity to the extent reasonably practicable to do so.

The Company is committed to providing a safe workplace and all employees are also expected to maintain that same high level of commitment.

## THREATS & VIOLENCE IN THE WORKPLACE

The Company is committed to ensuring that the work environment is as safe as possible for all employees, contractors, visitors and clients.

Any form of threats, or acts, attempts or threats of violence, including intimidation, harassment, bullying and/or coercion, no matter how minor, will not be tolerated. It is the responsibility of every employee to immediately report any situation to their supervisor or Human Resources that involves a threat and/or any form of violent behavior. Even veiled threats or jokes should be taken seriously. Be sure to give as much information as possible so that the threat can be investigated promptly and effectively.

Once notified, the Company will take appropriate steps to respond. Additionally, if a potentially violent non-work-related situation exists that could result in violence in the workplace, please report this to the Human Resources Department.

All acts, attempts, or threats of violence must be reported to your supervisor/manager and Human Resources, the "We Want to Know Hotline" at (800) 990-8384.. If an employee has a question or concern regarding any aspect of this policy or a potential situation or communication, the employee should promptly discuss the matter or question with their supervisor or Human Resources. If a determination is made that a violation of this policy has occurred, appropriate disciplinary action will be taken, at the sole discretion of the Company.

Depending on the severity of the situation, the Company will report activity to appropriate local, state and/or federal authorities for assistance. All employees are expected to cooperate with law enforcement officials.

We expect each employee to support this policy and understand how his or her behavior may impact the safety of the workplace. All employees share in the responsibility of assuring that misunderstanding and other problems are resolved in a timely and respectful manner so that a productive work environment is maintained.

The Company prohibits retaliation against any employee for reporting conduct in violation of this policy or for assisting or participating in any investigation of any complaint pursuant to this policy.

## CHILD ABUSE INCIDENTS REPORTS

In the instance of suspected child abuse, all teachers, instructional aides, and any center personnel who work at the school site are mandated reporters. In the case of suspected child abuse, supervisors, school psychologists must be notified IMMEDIATELY as well as notifying the appropriate State Agency.

## SMOKE-FREE WORKPLACE

The Company is a smoke-free workplace. Smoking is prohibited inside and on the Company's facilities at all times. This prohibition applies to private offices, restrooms, lunchrooms, conference rooms, hallways and all company locations. If you wish to smoke during your lunch or break periods, you may do so in designated areas only. If you meet with vendors, customers, or other visitors, you are responsible to ensure that our guests comply with the no smoking policy.

## HOUSEKEEPING

Maintaining a work environment that is pleasant and safe, and presents a professional appearance is a part of everyone's job. You can help by keeping your work area neat, clean and in conformance with the general standards for your location, and by following through on any housekeeping duties that may be assigned to you or are shared responsibilities of the staff.

## **SECTION 7: EMPLOYMENT STATUS AND RECORDS**

### **PERSONAL RELATIONSHIPS AT WORK**

You have a responsibility to conduct yourself in a professional, business-like manner at all times without actual or apparent conflicts of interest.

In order to avoid misunderstandings, complaints of favoritism, other problems of supervision, security, and morale, managers and supervisors are prohibited from dating or pursuing romantic or sexual relationships with staff they supervise, either direct or indirectly.

If the Company determines, at its sole discretion, that a personal relationship compromises the Company's interests, it reserves the right to take such action as it deems appropriate including, but not limited to, adjusting reporting structures and/or reassigning employees.

The Company reserves the right to take disciplinary action for any violation of this policy as it deems appropriate, up to and including termination. If you have any questions, please contact Human Resources.

### **ANTI-NEPOTISM POLICY**

#### **Policy Statement**

It is the policy of the Company to avoid nepotism, which means to avoid creating or maintaining circumstances in which the appearance or possibility of favoritism, conflicts of interest, or management disruptions exist due to a relationship between a Company decision-maker and his or her Family Member. This policy is to ensure effective supervision, internal discipline, security, safety, and positive morale in the workplace and to avoid the potential for problems of actual or perceived favoritism, conflicts in loyalty, discrimination, and appearances of impropriety or conflict of interest. This policy applies to all Company board members, employees, individual consultants hired or retained by the Company.

Family Members of board members, employees, or individual consultants must not be hired for or retained in an employment position if one Family Member would have the authority or be in a position to directly supervise, hire, promote, transfer, discipline or discharge the other, or to make effective recommendations relating to supervision, hire, promotion, transfer, discipline or discharge.

Any time a board member, employee, or individual consultant is a Family Member of another, the relationship must not result in an adverse impact on work productivity or performance. The determination of whether there is an adverse impact shall be in the discretion of the supervisor(s) of the employee(s), consultant(s), or in the case of a board member, in the discretion of the board of directors.

Any time a board member, employee, or individual consultant is a Family Member of another, the relationship must not create an actual conflict of interest under the law, and shall not create a detrimental perceived conflict of interest. The determination of whether there is a detrimental perceived conflict of interest shall be in the discretion of the supervisor(s) of the employee(s), consultant(s) , or in the case of a board member, in the discretion of the board of directors.

### **Definitions**

**“Family Members”** include a parent, child (natural, adopted, or legal guardianship), spouse, domestic partner, brother, sister, grandparent, grandchild, step-relationships within the preceding categories, brother-in-law, sister-in-law, son-in-law, daughter-in law and father-in-law.

**“Nepotism”** describes a work-related situation in which there is the potential for favoritism toward a Family Member (such as giving a job, promotion, transfer, biased performance reviews, discipline, or more favorable working conditions) on the basis of the familial relationship.

### **Procedures**

When a Family Member of a current board member, employee, or individual consultant, or applies to become a board member or employee, or requests to be a consultant the Family Member’s application/request must be denied if a conflict under this policy exists (e.g., if one Family Member would have the authority or be in a position to directly supervise, hire, promote, transfer, discipline or discharge the other, or to make effective recommendations relating to supervision, hire, promotion, transfer, discipline or discharge). Special circumstances may be reviewed by the Company in the event that the Company’s best interests would be served otherwise.

When a Family Member of a current board member, employee, or individual consultant applies for a transfer to a new employment position within the Company, the Family Member’s application must be evaluated to determine whether a conflict under this policy exists. If a conflict exists, the application for transfer must either be denied or one of the Family Members must seek a position transfer to avoid the conflict, if any such opportunity exists. In the event that no such opportunity exists, the application for transfer must be denied.

In implementing this policy, it is permissible to ask an applicant, or potential consultant to state whether he or she has a Family Member who is presently employed by or on the board, but



such information may not be used as a basis for an employment decision except as stated herein.

When a relationship that creates a conflict with this policy occurs during employment, the Company will attempt to arrange a transfer or change in position/duties to eliminate the conflict. If a suitable transfer/change in position/duties is not available, one of the employees may be separated from service. Every attempt will be made to effect transfer or separation on the basis of agreement between the employees involved and the Company. If a mutual agreement is unattainable, the Company will determine, in the Company's best interest, which employee is to be transferred or separated.

### **Responsibilities**

The Company shall coordinate with the current employee's direct supervisor to develop appropriate plans to ensure that a Family Member's employment does not conflict with this policy. If the situation cannot be resolved by a transfer, then the Company will deny the application for employment. Special circumstances may be reviewed by the Company in the event that the Company's best interests would be served by the employment of a Family Member.

The Company shall investigate reports of nepotism and take appropriate action. Employees are required to disclose changes in their personal situations which may be covered by this policy to the Company's Human Resources Department. Supervisors may inquire about the family relationship between employees to determine the appropriateness of the working relationship under this policy. The President of the Company shall make the final determinations concerning potential conflicts with this policy, except that the board of directors shall make final determinations concerning potential conflicts with this policy which involve the President or any board member.

## **EMPLOYMENT OF MINORS**

Employees, who are not at least eighteen (18) years old, are required by law to provide a valid Work Permit, High School Diploma or Certificate of Proficiency before being allowed to work. The employment of minors is restricted by the terms and conditions of the Work Permit, as well as the provisions of state and federal law.

## **PERSONNEL RECORDS/EMPLOYMENT VERIFICATION**

It is important that the Company always has current information about you. Please let your supervisor and Human Resources know immediately if you change your name, address, phone

number(s), marital status, email address or other contact or personal information that may have an impact on medical coverage for you or your spouse, domestic partner, or dependent, and update the Human Resources Information System noting the changes. For a name or Social Security number change, please provide original documents authorizing the change.

All personnel files constitute Company property.

The Company will restrict disclosure of personnel files or information to authorized individuals within the organization or to authorized outside persons to administer Company benefits or policies. In addition, the Company will cooperate with requests from authorized judicial, law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required. Any request for information contained in personnel files must be directed to the Human Resources Department. Only the Human Resources Department is authorized to release information about current or former employees. The Company's policy on employment references is to disclose dates of employment and position held, if requested or authorized by the employee in writing.

## ACCESS TO PAYROLL AND PERSONNEL RECORDS

The Company gives employees the right to access certain payroll and personnel records relating to the employee, upon reasonable request. Any employee who wishes access to his or her payroll records must direct the request to the Payroll Department during normal business hours. Any employee who wishes to access his or her personnel records must direct the request to the Human Resources Department during normal business hours

Access will be granted as soon as practicable after a proper request is made, but in any event, no later than twenty-one (21) calendar days from the date of the employee's request for payroll records, and no later than thirty (30) days from the date of the employee's request for personnel records, unless extended as permitted by law. The Company will not honor requests to access payroll records made to anyone but the Payroll Department, and will not honor requests to access personnel records made to anyone but the Human Resources Department.

## CONFLICT OF INTEREST

The Company expects our employees to administer business according to the highest ethical standards of conduct. Employees are expected to devote their best efforts to the interests of the Company. Business dealings that appear to create a conflict between the interests of the Company and an employee are unacceptable. The Company recognizes the right of employees to engage in activities outside of their employment which are of a private nature and unrelated

to our business. However, the employee must disclose any possible conflicts so that the Company may assess and prevent potential conflicts of interest from arising. A potential or actual conflict of interest occurs whenever an employee is in a position to influence a decision that may result in a personal gain for the employee or an immediate family member (e.g., spouse or significant other, children, parents, siblings, in-laws) as a result of the Company's business dealings.

Although it is not possible to specify every action that might create a conflict of interest, this policy sets forth the ones which most frequently present problems. If an employee has any question whether an action or proposed course of conduct would create a conflict of interest, he or she should immediately contact their supervisor to obtain advice on the issue. The purpose of this policy is to protect employees from any conflict of interest that might arise.

A violation of this policy will result in immediate and appropriate discipline, up to and including immediate termination.

## OUTSIDE EMPLOYMENT

Employees are required to obtain written approval from their supervisor before participating in outside work activities. Approval will be granted unless the activity conflicts with the Company's interest. In general, outside work activities are not allowed when they:

- Prevent the employee from fully, timely or satisfactory performing work for which he or she is employed at the Company, including overtime assignments;
- Involve organizations that are doing or seek to do business with the Company, including actual or potential vendors or customers; and/or
- Violate provisions of law or the Company's policies or rules.

From time to time, Company employees may be required to work beyond their normally scheduled hours. Employees must perform this work when requested. In cases of conflict with any outside activity, the employee's obligations to the Company must be given priority.

Employees are hired and continue employment with the understanding that the Company is their primary employer and that other employment or commercial involvement which is in conflict with the business interests of the Company is strictly prohibited.

## WORK PRODUCT OWNERSHIP

All employees must be aware that the Company retains legal ownership of the product of their work. No work product created while employed by the Company can be claimed, construed, or presented as property of the individual, even after employment by the Company has been terminated or the relevant project completed. This includes written and electronic documents, correspondence, notes, drafts, messages, audio and video recordings, system code, and also

any concepts, ideas, or other intellectual property developed for the Company, regardless of whether the intellectual property is actually used by the Company. Although it may be desired by an employee to display and/or discuss a portion or the whole of certain work product as an example in certain situations (e.g., on a resume), information classified as confidential must remain so even after the end of employment, and that supplying certain other entities with certain types of information may constitute a conflict of interest. In any event, it must always be made clear that work product is the sole and exclusive property of the Company. All employees must be particularly careful in the course of any work they discuss doing, or actually do, for a competitor of the Company.

## REPORTING POTENTIAL CONFLICTS

An employee must promptly disclose actual or potential conflicts of interest, in writing, to his or her supervisor. Approval will not be given unless the relationship will not interfere with the employee's performance or duties or will not damage or conflict with the Company's interests.

## CONFIDENTIAL NATURE OF WORK

All Company records and information relating to the Company or its customers are confidential and employees must, therefore, treat all matters accordingly. No Company information, including without limitation, documents, notes, correspondence, messages, drafts, files, records, oral information, recordings, computer files or similar materials (except in the ordinary course of performing duties on behalf of the Company) may be removed from the Company's premises without permission from the Company.

Additionally, the contents of the Company's records or information otherwise obtained in regard to business may not be disclosed to anyone, except where required for an authorized business purpose. Employees must not disclose any confidential information, purposefully or inadvertently through casual conversation, to any unauthorized person inside or outside the Company.

Employees who are unsure about the confidential nature of specific information must ask their supervisor for clarification. Employees will be subject to appropriate disciplinary action, up to and including dismissal, for knowingly or unknowingly revealing information of a confidential nature. This policy does not prohibit an employee from discussing or disclosing information about unlawful acts in the workplace, such as harassment or discrimination or any other conduct that the employee has reason to believe is unlawful

## TERMINATION PROCEDURES

Employment with the Company is a relationship that exists solely as long as both the Company and the employee determine it is to their individual advantage. As employees are employed on an at-will basis, both the employee and the Company are free to end the employment relationship at any time, with or without cause or notice. The Company also reserves the right to modify or reduce salaries or benefits, or lay-off or terminate employees if or when a position no longer exists or there is an economic or other business need to reduce the workforce or expenses.

**Voluntary Termination:** A voluntary termination is a termination that is initiated by the employee. We would like you to give your supervisor or Human Resources at least two weeks written notice, indicating your last day of work with the Company. An employee who does not report to work on a scheduled work day or who does not call in to report the absence to his or her supervisor as required will be considered to have abandoned his or her employment after three (3) consecutive scheduled days of such absence.

All Company property, including keys, cellular phones, computer equipment, pagers, business cards, files, records, correspondence, messages, drafts, notes, recordings and must be returned at the time of termination. Failure to do so may require that you reimburse the Company for the cost of the unreturned items, or result in legal action for the misappropriation.

## REHIRE

A “rehire” is a former employee whose employment with the Company has been terminated but is later rehired at the Company. If you are rehired after a break in service of six months or less, previous service with the Company will be included when determining eligibility for group insurance benefits. If you are separated from the Company for more than six months, you will be considered a “new hire” for purposes of all benefits and will have to meet all applicable eligibility requirements and waiting periods.

## ONBOARDING PAPERWORK

This area of your Handbook contains your employment documents and addendums to policies mentioned in this book.

A checklist of current items is included. If you find items that are listed on the checklist and are not included, please contact a Human Resources staff member immediately and they will supply you with appropriate copies.



# **Attachment J:**

Insurance Coverage





To whom it may concern,

NFP Property & Casualty certifies that we will provide comprehensive insurance coverage for Pathways In Education-Memphis, Inc including but not limited to:

**Workers Compensation meeting Tennessee legal requirement**

**Employer Liability at \$1,000,000 Limit**

**Property covering Total Insurer Value of school's property**

**Professional Liability at \$5,000,000 Limit**

**Sexual Abuse Coverage at \$1,000,000 Limit**

**Crime Coverage at \$5,000,000**

**Comprehensive Student Accident Policy**

**Surety Bonds pursuant to Tenn. Code 49-13-107 (b) (19)**

We will put the coverage in place upon confirmation of need by PIE-Mmephis. Higher limits and additional coverages may be available upon request. Policy will include provisions notifying Tennessee Department of Education at least 10 days prior cancellation.

Thank you



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**Trevor Linn CPCU**

Vice President

NFP Property & Casualty

1551 N. Tustin Ave | Suite 500 | Santa Ana, CA 92705

P: 714.505.5563 | C: 949.584.9416 | F: 714.975.8966 | [trevor.linn@nfp.com](mailto:trevor.linn@nfp.com) | [www.nfp.com](http://www.nfp.com)

License #0H10321 License#0F15715



Insurance services provided by NFP Property & Casualty Services, Inc. (NFP P&C), a subsidiary of NFP Corp. In California, NFP P&C does business as NFP Property & Casualty Insurance Services, Inc. License #0F15715



# **Attachment K:**

CMO Agreement



**MANAGEMENT SERVICES AGREEMENT BETWEEN**  
**PATHWAYS MANAGEMENT GROUP, INC.,**  
**AND**  
**PATHWAYS IN EDUCATION – MEMPHIS, INC.**

This MANAGEMENT SERVICES AGREEMENT (“Agreement”) is made and entered into by and between Pathways Management Group, Inc., a California nonprofit corporation (“PMG”), and Pathways in Education – Memphis, Inc., a Tennessee nonprofit corporation (“PIE-Memphis”) and shall be effective as of the date of mutual execution of this Agreement by the parties (the “Effective Date”).

**RECITALS**

**WHEREAS**, PMG provides management and other services to charter schools and has expertise in providing educational services to at risk students using independent study instructional modalities.

**WHEREAS**, PIE-Memphis was created to develop new ways to educate children in Tennessee through the establishment of and/or operation of charter schools.

**WHEREAS**, PIE-Memphis is actively seeking to establish a charter to serve at-risk students under the purview of the Memphis-Shelby School District (the “Authorizer”).

**WHEREAS**, the charter petition to be submitted by PIE-Memphis to the Authorizer will set forth the governance structure for the charter school and provide, among other things, that the management and day-to-day operation of the charter school may be delegated to third parties.

**WHEREAS**, PIE-Memphis desires to contract for services, including but not limited to school management, facilities management, financial management, accounting, student achievement reporting and human resources services, to support PIE-Memphis’ operation of a charter school. The services from PMG are described in more detail herein.

**WHEREAS**, the parties intend that the terms of this Agreement shall be consistent with the terms of any charter petition approved by the Authorizer.

**NOW, THEREFORE**, the parties hereto agree as follows:

**ARTICLE 1**

1.1 **Charter Petition**. The parties understand and acknowledge that PIE-Memphis may be bound by and subject to, all the terms and conditions of the Charter Petition or charter agreement to be entered into between PIE-Memphis and the Authorizer (hereinafter referred to as the “Charter Petition”) and that by entering into this Agreement, PMG’s services shall comply with the applicable terms and conditions of the Charter Petition.

1.2 **Independent Contractor**. The parties to this Agreement intend that:

1.2.1 The relationship between PMG and PIE-Memphis created by this Agreement is that of an independent contractor, and not a partnership or employer-employee or other relationship. No agent, employee, or servant of PMG shall be deemed to be the employee, agent or servant of PIE-Memphis.

The manner and means of conducting the work pursuant to this Agreement is under the sole control of PMG and PMG will be solely and entirely responsible for its acts and for the acts of its agents, employees, servants, and subcontractors during the entire Term of this Agreement.

1.2.2 No agent, employee, or servant of PIE-Memphis shall be deemed to be the employee, agent or servant of PMG. PIE-Memphis will be solely and entirely responsible for its acts and for the acts of its agents, employees, servants, and subcontractors during the entire Term of this Agreement.

## ARTICLE 2 TERM

2.1 Unless earlier terminated pursuant to this Agreement, the term (“Term”) of this Agreement shall commence on the Effective Date and shall continue through [REDACTED] (“Expiration Date”), provided however, that in the event PIE-Memphis becomes authorized to operate a charter school and thereafter ceases to be chartered by the Authorizer at any time during the Term, this Agreement shall terminate thirty (30) days following the effective termination date of PIE-Memphis’ charter.

## ARTICLE 3 SERVICES TO BE PROVIDED BY PMG

3.1 During the Term of this Agreement, except as otherwise provided herein, PMG shall provide to PIE-Memphis school management, facilities management, financial management, accounting, student achievement reporting and human resources services (hereafter referred to as the “PMG Services”). The PMG Services are more particularly identified and described herein below in Articles 5, 6, 7, 9 and 16, and in Exhibit “A,” which is attached hereto, and incorporated herein.

## ARTICLE 4 PMG COMPENSATION

4.1 On the 5th day of each calendar month during the Term of this Agreement, PIE-Memphis shall cause to be paid to PMG a monthly fee of fifteen percent (15%) of the monthly base revenue generated by PIE-Memphis in exchange for the PMG Services. The monthly fee will be in addition to PIE-Memphis’ obligation to reimburse expenses as provided hereinafter.

## ARTICLE 5 FACILITIES MANAGEMENT SERVICES

5.1 PMG shall be responsible for the identification, location and acquisition of space for PIE-Memphis learning centers.

5.2 PIE-Memphis shall reimburse PMG or pay directly any and all rentals (including common area charges and other charges assessed directly by the landlord as part of each respective lease) advanced by PMG for the use of commercial premises for PIE-Memphis learning centers and/or school site(s). PMG has or may enter into and shall maintain for the benefit of PIE-Memphis leases of commercial real property and office space to provide learning centers and/or school site(s) for the students of PIE-Memphis. PIE-Memphis shall reimburse PMG or pay directly any and all costs associated with general contracting and construction related services, including, but not limited to construction management services, construction consulting services, construction, demolition, renovation, and remodeling.

5.3 PIE-Memphis shall also reimburse PMG or pay directly all expenses for utilities, including telephone, power, water, trash and other utilities used in connection with the foregoing learning centers.

5.4 PIE-Memphis acknowledges that the terms of certain leases held by PIE-Memphis at the time of this Agreement may expire or terminate prior to the end of the Term of this Agreement. In such event, PMG agrees to locate and secure, on behalf of PIE-Memphis, suitable replacement premises. PMG will obtain the prior written approval of PIE-Memphis staff before adding or subtracting the number of learning centers used by PIE-Memphis.

5.5 All learning centers will meet Tennessee health and safety standards.

5.6 Facilities will be selected on the basis of identification of areas where the greatest numbers of potential students can be served.

5.7 PMG shall be responsible for the purchase and installation of technology (computers, modems, and phone units) integral to the operation of PIE-Memphis learning centers and PIE-Memphis will pay directly or reimburse PMG for these costs.

5.8 PMG shall be responsible for furnishing and maintaining PIE-Memphis learning centers as necessary to operate the learning centers. PIE-Memphis will pay directly or reimburse PMG for these costs.

5.9 PMG will secure insurance reasonably suitable to protect PIE-Memphis for personal and property damage caused by hazards at the learning centers. PIE-Memphis will pay directly or reimburse PMG for the cost of such insurance.

5.10 PMG will ensure that, at a minimum, each of the learning centers are open to teachers and students according to PIE-Memphis' operating schedules.

5.11 At PMG's request, PMG and PIE-Memphis will enter into a separate lease agreement for PIE-Memphis learning centers, which leases (to the extent time remains on the lease term) will survive the terminating of this Agreement.

## ARTICLE 6 STUDENT ACHIEVEMENT REPORTING

6.1 PMG shall provide sufficient information to enable PIE-Memphis' governing board to monitor the sufficiency of services provided by PMG and whether it is in compliance with its obligations under this Agreement.

6.2 PMG shall make available to PIE-Memphis the following reports: monthly report of expenses incurred for reimbursement, monthly ADA or student attendance reports, reports required by the Authorizer, budget reports, and year to date budget variance reports. Upon reasonable request, PMG shall provide additional financial data and other data to PIE-Memphis in a format and structure reasonably directed by PIE-Memphis.

6.3 PMG, at its own election or when requested by PIE-Memphis, will contract periodically with an independent evaluator of charter schools to conduct an independent evaluation of PIE-Memphis' educational programs and student achievement. The results of the evaluation will be provided to PIE-Memphis. This independent evaluation will examine the effectiveness and quality of the educational programs and services provided to PIE-Memphis students. The evaluation will use both qualitative and quantitative data. The evaluator will analyze standardized test data and incorporate the results into the evaluation. In addition, the data relating to baseline student Performance Plans; educational and

community agency services rendered to PIE-Memphis' students; and enrollment, academic and attendance records will be analyzed. Qualitative data will be collected through structured and unstructured interviews and questionnaires with PIE-Memphis staff, students, parents and community agency personnel. PIE-Memphis shall pay directly or reimburse PMG for the cost of any evaluation(s) requested by PIE-Memphis.

## ARTICLE 7 EDUCATIONAL PROGRAM AND CURRICULUM

7.1 PMG has developed an educational program which consists of a unique blend of curriculum and educational materials that were carefully curate by PMG after expending significant time and effort in reviewing and analyzing various educational products available in the market. PMG has compiled a particular combination of recommended products to create and educational program menu unique for PIE-Memphis' use ("Program"). PMG consistently reviews the market to update and improve the Program based on the most current educational products available.

7.2 PMG agrees to make the Program available to PIE-Memphis throughout the Term of this Agreement.

7.3 The Program consists of interesting and challenging curriculum for the purpose of allowing students to progress as quickly as their capabilities will allow. The Program will allow students to use the knowledge that they are accumulating in novel ways to facilitate problem-solving and skill development. The recommended curriculum shall be designed in a language and format that are readily accessible, and students will be allowed to complete course work at their own pace, as the Program will be formulated based on an initial evaluation of each student's skill levels in reading, math and other core courses. They key components of the Program are as follows:

7.3.1 Students will be encouraged to concentrate their learning efforts on a maximum of one or two core subjects, in order to achieve greater depth of learning in each subject and to focus the students' attention on specific areas as a way to promote maximum efficiency for faster results.

7.3.2 Students will participate in independent study programs that will allow each student to tailor his or her work pace to meet personal needs and goals.

7.3.3 Student skills are assessed at regular intervals in order to determine appropriate placement and intervention. Advancement within each course will be determined by actual mastery of skills. Learning will be focused on specific skills and tasks, which will result in maximum advancements in a minimum amount of time.

7.3.4 The Program will be nonreligious, nonsectarian and shall not illegally discriminate against any student on the basis of race, creed, color, sex, national origin, religion, ancestry, age, disability, special need, marital status, citizenship or any other legally prohibited basis.

7.4 The Program will be implemented in a manner that is consistent with the Charter Petition between PIE-Memphis and the Authorizer and as otherwise required by law.

7.5 PIE-Memphis shall reimburse PMG or pay third party vendors directly for the cost of all Program related services, materials and purchasing incurred by PMG on behalf of PIE-Memphis. PIE-Memphis reserves the right to directly contract with and pay any providers of educational services or products identified by PMG as part of the recommended Program.



## ARTICLE 8 MANAGEMENT OF THE CHARTER SCHOOL

8.1 PMG is not obligated to devote all of its time or business efforts to the affairs of PIE-Memphis.

8.2 PMG and its officers, directors, members, agents, employees and/or affiliates may engage or invest in any business activity of any type or description, including, without limitation, those that might be the same as or similar to the PIE-Memphis' business. PIE-Memphis shall have no right in or to such other activities or to the income or proceeds derived there from. PMG shall not be obligated to present any investment opportunity or prospective economic advantage to PIE-Memphis, even if the opportunity is of the character that, if presented to PIE-Memphis, could be invested in by PIE-Memphis.

8.3 In addition to any other duties or obligation of PMG arising under this agreement, PMG shall ensure that, in the event that PIE-Memphis loses its charter or otherwise ceases to operate as charter school, all applicable legal requirements established by the Authorizer or other government entity shall be met.

## ARTICLE 9 PERSONNEL AND TRAINING

9.1 PMG shall recruit, screen and recommend certificated and non-certificated individuals to PIE-Memphis for employment by PIE-Memphis.

9.2 All personnel recommended by PMG for employment by PIE-Memphis shall have the experience and knowledge appropriate to the position for which they are to be considered for employment.

9.3 All personnel recommended by PMG for employment by PIE-Memphis shall meet standards set forth by Tennessee law, as applicable and such employee's particular job description. Certificated employees shall meet requirements of the Tennessee charter laws.

9.4 When necessary, PIE-Memphis shall work with PMG to obtain waivers from the Authorizer and shall work with PMG to expedite the certification process or alternative accreditation for all new or out-of-district personnel.

9.5 PMG shall provide training in its methods, curriculum, program, and technology to all teaching personnel of PIE-Memphis. Such training shall be at PIE-Memphis' expense, and may be held off-site, at locations selected by PMG. PMG will also provide team building events, at PIE-Memphis' expense, for the benefit of PIE-Memphis employees.

9.6 PMG will administer health and retirement benefits for PIE-Memphis' employees, including all certificated and non-certificated staff.

### 9.7 Personnel Policies

9.7.1 PMG and PIE-Memphis shall comply with all applicable federal and state laws, concerning employee welfare, safety and health, including, without limitation, the requirements of federal law for a drug free workplace.

9.7.2 Neither PMG nor PIE-Memphis will illegally discriminate against any employee or applicant for employment on the basis of race, creed, color, sex, national origin, religion, ancestry, age, disability, marital status, citizenship, or any other legally prohibited basis, in its recruitment, selection, training, utilization, termination or other employment-related activities.

## ARTICLE 10 SUBCONTRACTING OF SERVICES

10.1 Subcontracting of Services. PMG reserves the right to subcontract any and all services specified in this Agreement to the Authorizer and/or to public or private subcontractors, as permitted by law.

10.2 Location of Performance. PMG reserves the right to perform non-instructional functions, such as purchasing materials or developing curriculum, off-site at PMG offices or remote locations, unless prohibited by federal, state laws, rules, or regulations.

## ARTICLE 11 SCHOOL YEAR

11.1 School Year. The parties hereto agree that PIE-Memphis shall be in session between July 1st and June 30th of each school year in accordance with Tennessee law.

11.2 Calendar. Notwithstanding the above, the parties understand and agree that the PIE-Memphis will have a year-round, multi-track, staggered start calendar for the programs, or, as necessary, any other calendar that would improve the delivery of instruction to students.

## ARTICLE 12 STUDENT PRIVACY

12.1 Family Educational Rights and Privacy Act. PIE-Memphis shall advise the Authorizer to designate PMG and its officers, employees, agents and representatives as having a legitimate educational interest such that they are entitled to access to education records under 20 U.S.C.A. 1232g, the Family Educational Rights and Privacy Act and under applicable Tennessee information and privacy laws. PMG, its officers and employees shall comply with the Family Educational Rights and Privacy Act at all times. PMG and PIE-Memphis' obligations under applicable privacy standards are more fully defined and provided for in Exhibit "B" to this Agreement.

## ARTICLE 13 WARRANTIES AND REPRESENTATIONS

13.1 Representations of PIE-Memphis. PIE-Memphis represents and warrants to PMG that: (i) it is an organization formed, existing and operating under the laws of Tennessee (ii) it has full lawful power and authority to execute, deliver and perform this Agreement, to incur the obligations provided for under this Agreement and to contract with PMG for PMG to provide the services set forth in this Agreement; (iii) the information, if any, PIE-Memphis has furnished to PMG concerning PIE-Memphis' finances, revenues, and student enrollment is accurate and the latest information available at the time of the execution of this Agreement; (iv) the execution, delivery and performance of this Agreement by PIE-Memphis is not a violation or breach of any other agreement between PIE-Memphis and any other person or entity.

13.2 Representations of PMG. PMG represents and warrants to PIE-Memphis that: (i) it is a nonprofit corporation organized and existing under the laws of the State of California; (ii) it has full lawful power and authority to execute, deliver and perform this Agreement, to incur the obligations

provided for under this Agreement and to contract with PIE-Memphis to provide the services set forth in this Agreement on behalf of PIE-Memphis; (iii) the information, if any, PMG has furnished to PIE-Memphis concerning PMG's finances and revenues is accurate and complete and the latest information available at the time of the execution of this Agreement; (iv) the execution, delivery and performance of this Agreement by PMG is not a violation or breach of any other agreement between PMG and any other person or entity.

#### ARTICLE 14 INDEMNIFICATION

14.1 PMG shall indemnify and hold PIE-Memphis and its members, managers, employees, officers, subcontractors, agents, representatives and authorized volunteers (collectively the "PIE-Memphis Agents") harmless from and against any and all claims, demands, suits, costs, judgments, or other forms of liability to third parties, actual or claimed, of whatsoever kind or character, including attorneys' fees, brought against PIE-Memphis and/or the PIE-Memphis Agents for injury to property or persons, occurring or allegedly occurring in, on or about PIE-Memphis learning centers as a result of actions by PMG and/or by its employees, officers, directors, subcontractors, representatives, and agents (collectively "PMG's Agents") during the Term of this Agreement or any renewal periods thereof. Upon timely written notice from PIE-Memphis, PMG shall defend PIE-Memphis and/or the PIE-Memphis Agents in any action or proceeding brought thereon with counsel reasonably acceptable to PIE-Memphis.

14.2 PIE-Memphis shall indemnify and hold PMG and PMG's Agents harmless from and against any and all claims, demands, suits, costs, judgments or other forms of liability to third parties, actual or claimed, of whatsoever kind or character, including attorneys' fees, brought against PMG and/or PMG's Agents for injury to property or persons, occurring or allegedly occurring in, on or about PIE-Memphis learning centers as a result of actions by PIE-Memphis and/or by the PIE-Memphis Agents during the Term of this Agreement or any renewal periods thereof. Upon timely written notice from PMG, PIE-Memphis shall defend PMG and/or PMG's Agents in any action or proceeding brought thereon with counsel reasonably acceptable to PMG.

#### ARTICLE 15 TERMINATION AND CLOSURE

15.1 PIE-Memphis Termination for Cause. PIE-Memphis may terminate this Agreement for Cause prior to the end of the Term, in accordance with the procedures set forth herein. For purposes of this Section, "Cause" means:

15.1.1 Material breach of this Agreement which may include failure of PMG to provide services as required by this Agreement, or any other act or failure to act by PMG which undermines the joint purpose of this Agreement. PIE-Memphis may terminate for Cause only if PIE-Memphis has provided PMG written notice of the material breach and has allowed PMG a reasonable period in which to remedy such breach. A reasonable period for cure under this section shall not be less than ninety (90) days. If PIE-Memphis can show good cause that PMG's remedial action is unsatisfactory, PIE-Memphis may terminate the Agreement under this paragraph pursuant to the procedure set forth in Section 15.4.

15.2 PMG Termination for Cause. PMG may terminate this Agreement for Cause prior to the end of the Term, in accordance with the procedures set forth herein. For the purposes of this Section, "Cause" means:

15.2.1 Material breach of this Agreement, which may include, but is not limited to, PIE-Memphis' failure to adhere to the reasonable personnel, curriculum, program or similar recommendations of PMG with respect to PIE-Memphis, which PMG reasonably determines to be necessary for the implementation of PMG's Program, PIE-Memphis' failure to obtain waivers from third parties as provided for in this Agreement which PMG reasonably determines to be necessary for the implementation of PMG's Program, PIE-Memphis' failure to make payments as required by this Agreement; or any other failure which undermines the joint purposes of this Agreement.

PMG may terminate for cause only if PMG has provided written notice of the breach to PIE-Memphis and has allowed PIE-Memphis a reasonable period in which to remedy such breach. A reasonable period for cure under this section shall not be less than sixty (60) days. If PMG makes a good faith reasonable determination that PIE-Memphis' remedial action is unsatisfactory, PMG may terminate the Agreement under this paragraph pursuant to the procedure set forth in Section 15.4.

15.3 Statutes or Legislative Changes. In the event that any enactment, repeal, promulgation or withdrawal of any federal, state, or local law, regulation, or court or administrative decision or order materially affects the operation of PIE-Memphis in conformity with this Agreement, or otherwise constitutes a violation of law, or otherwise has a material adverse effect on PMG's ability to operate, PMG or PIE-Memphis may elect to deliver written notice to the other of such changes and the resulting consequences. Upon delivery of such notice, the parties shall promptly commence negotiations in good faith regarding a mutually agreeable approach (including without limitation, an amendment to the Agreement) to address the statutory and/or legislative changes. If despite such good faith negotiations the parties are unable to agree upon an acceptable approach to address the statutory and/or legislative changes, then either party may elect to terminate the Agreement without further obligation or liability to the other, by delivering written notice of termination to the other at least one hundred eighty (180) days in advance of the effective date of such termination, or in such lesser time as is reasonable under the circumstances. Among other events, the foregoing section applies to actions that may be made by the State Board of Education and/or Department of Education.

#### 15.4 Termination Notice and Other Termination Procedure

15.4.1 Unless otherwise expressly provided herein, each party shall give the other party at least ninety (90) days advance written notice of a termination of this Agreement prior to the end of its Term.

15.4.2 Notwithstanding any other provision in this agreement, each party shall use its good faith best efforts to avoid a termination of the Agreement, which becomes effective during the middle of a school year because of the disruption to the educational program and the students. Therefore, in the event this agreement is terminated by either party prior to the end of the Term, absent unusual and compelling circumstances, the termination will not become effective until the end of the school year.

15.4.3 In the event of termination of this Agreement for any reason, PMG shall provide reasonable assistance to PIE-Memphis for up to ninety (90) days after the effective date of termination of the Agreement, to assist in the closure of the charter school and the transition of students, if necessary.

15.4.4 In the event PIE-Memphis terminates this Agreement prior to the end of the Term, regardless of the reason, then PIE-Memphis shall, for the duration of the Term, be obligated to reimburse PMG for all expenses incurred by PMG on account of the leases and all other reimbursable items listed in Article 5.

## ARTICLE 16 INSURANCE

### 16.1 Liability Insurance

16.1.1 PMG, on behalf of PIE-Memphis and the Authorizer, shall secure and maintain, insurance, including, but not limited to general liability insurance coverage for bodily injury and property damage for the protection of PIE-Memphis, the Authorizer, PMG, and their respective officers, directors, board members, employees, students, teachers and volunteers. Such insurance policies shall be issued by an insurance company or companies selected by PMG and licensed to do business in Tennessee. Except as otherwise agreed in writing by PIE-Memphis and PMG, all such insurance coverage shall be primary insurance, with deductibles or SIR's which are outside the policy limits, and shall be occurrence based insurance (and not claims made insurance). PIE-Memphis shall pay directly or reimburse PMG for all costs of such insurance.

16.1.2 PIE-Memphis shall require that its contractors, if providing transportation or other services to PIE-Memphis, name PMG and its, and their respective officers, directors, board members, employees, and agents as additional insureds under their respective commercial general liability and automobile liability insurance policies for personal injury and property damage; and if such services are provided directly by PIE-Memphis rather than by contracted service, then PMG may ensure such persons shall be named as an additional insured under corresponding PIE-Memphis insurance policies.

16.1.3 The insurance policies maintained by each party pursuant to this Agreement shall be endorsed to state that coverage shall not be suspended, voided, canceled, or reduced, in coverage or limits, except after thirty (30) days prior written notice to PMG and PIE-Memphis. The parties shall furnish one another certified copies of the insurance or certificates of insurance which name one another as additional insured as additional insured and which demonstrate compliance with this Agreement.

16.2 Workers' Compensation Insurance. PMG, on behalf of PIE-Memphis, shall secure and maintain workers' compensation insurance covering PIE-Memphis employees and authorized volunteers. Such insurance policies shall be issued by an insurance company or companies licensed to do business in Tennessee. PIE-Memphis shall pay directly or reimburse PMG for its pro-rata share of such cost.

16.3 Coordination of Risk Management. The parties shall coordinate risk management activities with one another, which shall include the prompt reporting of any and all pending or threatened claims, filing of timely notices of claim, cooperating fully with one another in the defense of any claims and complying with any defense and reimbursement provisions of state governmental immunity laws and applicable insurance policies. The parties shall give each other prompt written notice of any claim arising out of the operation of PIE-Memphis learning centers. Neither PMG nor PIE-Memphis shall compromise, settle, negotiate or otherwise affect any disposition of any claim or potential claims asserted against it to the extent such claims are insured by or through the other party, without the approval of the other party.

## ARTICLE 17 CONFIDENTIAL AND PROPRIETARY INFORMATION

17.1 Proprietary Marks and Intellectual Property. PIE-Memphis acknowledges and agrees as follows:

17.1.1 PMG owns, may develop, or may create certain proprietary marks during the course of this Agreement and that all proprietary rights in and to such intellectual property, including but not limited to, all trademarks, trade names, service marks, industrial designs, insignias, logos, and designations (as presently or hereafter comprised) in connection therewith (the “Proprietary Marks”).

17.1.2 PMG also owns, may develop, or purchase curriculum materials, software and other intellectual property to be used in connection with PIE-Memphis educational programs, including but not limited to all copyrights, patents, source codes, technology and trade secrets (as presently or hereafter comprised) in connection therewith (the “Intellectual Property”).

17.1.3 PMG has extensively invested in developing and improving the Proprietary Marks and Intellectual Property and in marketing, refining, advertising, promoting and publicizing the same, all of which have become well and favorably known to the public throughout the United States and elsewhere, and, as a result of such efforts, PMG has acquired valuable goodwill therein.

17.2 Validity and Use of Proprietary Marks and Intellectual Property. PIE-Memphis hereby acknowledges the validity of the Proprietary Marks and Intellectual Property identified above and acknowledges that same are the sole property of PMG. PIE-Memphis may use such Proprietary Marks and Intellectual Property only for so long as the right and license granted here remains in force, and only in connection with PIE-Memphis operations, in the manner and for the purposes specified in this Agreement. PIE-Memphis, shall not, either during or after the term of this Agreement, do anything, or aid or assist any other party to do anything, which would infringe upon, harm, or contest the rights of PMG in any of its Proprietary Marks and/or Intellectual Property. PIE-Memphis further agrees that any additional rights that may develop in any of PMG’s Proprietary Marks and/or Intellectual Property in the future, whether as trade names, trademarks, service marks, or copyrighted materials, shall inure and accrue to the benefit of PMG.

17.3 License. Subject to the terms and conditions contained herein, PMG hereby grants to PIE-Memphis, and PIE-Memphis hereby accepts from PMG, a non-exclusive license to use PMG Proprietary Marks and Intellectual Property during the Term.

17.4 Prohibitions on Use. PIE-Memphis agrees not to interfere in any manner with or attempt to prohibit the use of the Proprietary Marks and Intellectual Property by any other entity. PIE-Memphis further agrees to execute any and all other necessary papers, documents, and assurances to effectuate this purpose and agrees to cooperate fully with PMG or its agents in securing all necessary and required authority from any Secretary of State, licensing authority, or any other state or federal authority to the use of the Proprietary Marks and Intellectual Property wherever needed. The grant of the License pursuant to this Agreement, does not grant exclusivity of territory or use to PIE-Memphis.

17.5 Ownership of Proprietary Information. PIE-Memphis agrees that PMG shall own all copyright and other proprietary rights in and to the Proprietary Marks and Intellectual Property, including but not limited to all instructional materials, training materials, curriculum and lesson plans, and any other materials developed by PMG, its employees, agents or subcontractors, during the Term of this Agreement or any renewal Terms hereof PMG shall have the sole and exclusive right to license such materials for use by other Authorizer schools or customers, or to modify and/or sell such materials to other Authorizer schools and customers. PMG may disclose such proprietary information, including that which is currently in existence as well as that which may be created in the future. PIE-Memphis shall take all measures reasonably necessary to assure that none of its personnel or agents disclose,

publish, copy, transmit, modify, alter or utilize the Proprietary Marks and Intellectual Property without PMG's prior written consent.

17.6 Unauthorized Use. PIE-Memphis shall promptly report to PMG any unauthorized use of PMG's Proprietary Marks and/or Intellectual Property that comes to its attention in any manner whatsoever. If requested by PMG, PIE-Memphis will cooperate with PMG in precluding unauthorized use of PMG's Proprietary Marks and Intellectual Property, or any confusingly similar mark or property.

17.7 Confidential Information.

17.7.1 PIE-Memphis acknowledges and agrees that during the Term, it will have access to certain confidential information of PMG, including but not limited to confidential or proprietary business information, curriculum materials, software, property rights and data, know-how, trade secrets, customer and vendor lists, supplier and distributor lists, billing practices and procedures, operating manuals and procedures, pricing policies, operational methods, marketing plans or strategies, financial information, budget information and procedures of PMG ("the Confidential formation").

17.7.2 From and after the commencement of the Term, PIE-Memphis shall keep secret and retain in strictest confidence and shall not use for the benefit of itself or others, all or any of the Confidential Information.

17.7.3 Promptly following the termination of this Agreement for any reason, PIE-Memphis shall immediately deliver to PMG all Confidential Information in its possession, together with all notes, records, memoranda, correspondence files and other papers, magnetic tapes, software, discs, manuals and other information in any form relating to PMG (including all copies of these materials). PIE-Memphis acknowledges that it does not have and cannot acquire any rights to these materials.

ARTICLE 18 DISPUTE RESOLUTION PROCEDURE

18.1 Mediation. In the event that any controversy claim or dispute between the parties arises relating to the terms of this Agreement, or the breach thereof, the parties hereby agree to initially attempt to settle such disputes by a non-binding mediation, before a single neutral mediator (the "Mediator"), administered by J.A.M.S./ENDISPUTE. The Mediator shall be assigned at random by J.A.M.S./ENDISPUTE and shall take place within Los Angeles County.

18.1.1 The mediation shall commence within forty-five (45) calendar days from the date of the receipt of the Mediation Demand sent by the aggrieved party ("Receipt Date"), and shall be concluded no later than sixty (60) calendar days from the Receipt Date. In determining the Receipt Date, the notice provisions of this Agreement shall apply.

18.1.2 The administrative costs of conducting the mediation shall be shared equally between the parties.

18.2 Binding Arbitration. In the event that the parties are unable to resolve any dispute regarding relating to the terms of this Agreement, or the breach thereof, through non binding mediation pursuant to Section 18.1, above, such dispute shall be determined by binding arbitration in accordance with the rules of J.A.M.S./ENDISPUTE. The parties may select any third party arbitrator, including a retired jurist, or other independent party. Any determination of the arbitrator shall be binding on the parties,

and may be entered in any court with proper jurisdiction for enforcement thereof. The costs of the arbitrator shall be borne equally by the parties.

#### ARTICLE 19 MISCELLANEOUS

19.1 Standard of Interpretation. Except as otherwise provided herein, the parties shall perform all actions required herein in a reasonable and timely manner.

19.2 Notices. Any and all notices, demands or other communications required or desired to be given hereunder by any party shall be in writing and shall be validly given or made to another party if served either personally or, if deposited in the United States mail, certified or registered, postage prepaid, return receipt requested. If such notice, demand or other communication be served personally, service shall be conclusively deemed made at the time of such personal service. If such notice, demand or other communication be given by mail, such shall be conclusively deemed given forty-eight (48) hours after the deposit thereof in the United States mail, addressed to the party to whom such notice, demand or other communication is to be given as hereinafter set forth.

19.3 Governing Law and Construction. This Agreement shall, in all respects, be governed by the laws of the State of Tennessee applicable to agreements executed and to be wholly performed within the State of Tennessee. Nothing contained herein shall be construed so as to require the commission of any act contrary to law, and wherever there is any conflict between any provision contained herein and any present or future statute, law, ordinance or regulation contrary to which the parties have no legal right to contract, the latter shall prevail but the provision of this Agreement which is affected shall be construed and limited only to the extent necessary to bring it within the requirements of the law.

19.4 Severability. The provisions of this Agreement are severable, and if any one or more provisions shall be determined to be judicially unenforceable, in whole or in part, the remaining provisions shall nevertheless be binding and enforceable.

19.5 Arm's Length Agreement. This Agreement has been negotiated at arm's length and between persons (or their representatives) sophisticated and knowledgeable in the matters dealt with in this Agreement. Accordingly, any rule of law or legal decision that would require interpretation of any ambiguities against the party that has drafted it is not applicable and is waived. The provisions of this Agreement shall be interpreted in a reasonable manner to affect the purpose of the parties and this Agreement.

19.6 Entire Agreement. This Agreement, together with the Charter Agreement, constitutes the entire agreement of the parties with respect to the subject matter hereof and supersedes any and all other written or oral negotiations, understandings or agreements among the parties with respect to the rights and obligations assumed herein and contains all of the covenants and agreements among the parties with respect to such rights and obligations.

19.7 Binding Agreement. The party's rights and obligations under this Agreement are personal and shall not be assignable. Subject to the foregoing, each of the terms and provisions contained herein shall inure to the benefit of and be binding upon the parties hereto and their respective heirs, personal representatives, successors, and assigns.

19.8 Cumulative Remedies. No remedy conferred by any provisions of this Agreement is intended to be exclusive of any other remedy, and each and every remedy shall be cumulative and shall be in



addition to every other remedy given hereunder or now or hereafter existing at law or in equity. Except as otherwise provided herein, the election of anyone or more remedies by any party, shall not constitute a waiver of the right to pursue other available remedies.

19.9 Modifications. No amendment, change or modification of this Agreement shall be valid unless in writing, stating that it amends or modifies this Agreement, and signed by all of the parties hereto.

19.10 Additional Acts. Each of the parties hereto shall execute and deliver any and all additional papers, documents and other assurances and shall do any and all acts reasonably necessary in connection with the performance of their obligations hereunder and to carry out the intent of the parties hereto.

19.11 Counterparts. This Agreement may be executed in one or more counter- parts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

19.12 Waiver. The waiver by any party to this Agreement of the breach of any provision of this Agreement shall not be deemed a continuing waiver or a waiver of any subsequent breach, whether of the same or another provision of this Agreement.

19.13 Captions. The captions appearing at the commencement of the paragraphs hereof are descriptive only and for convenience in reference. Should there be any conflict between any such caption and the section at the head of which it appears, the section and not such caption shall control and govern in the construction of this Agreement. The reference to paragraph numbers herein shall be deemed to refer to the numbers preceding each section.

19.14 Force Majeure. Neither party shall be liable if the performance of any part or all of this contract is prevented, delayed, hindered or otherwise made impracticable or impossible by circumstances beyond the reasonable control of the other party including but not limited to acts of God; strike; riot; fire; flood; natural disaster; accident; epidemics, pandemics, quarantines or outbreak of communicable disease (including recognized health threats as determined by the World Health Organization, the Centers for Disease Control and Prevention, or local government authority or health agencies, curtailment of transportation facilities, travel restriction, or government imposed shelter-in-place orders); national or regional emergencies; government shutdowns; or any other casualty or cause beyond either party's control and which cannot be overcome by reasonable diligence and without unusual expense.

19.15 Jointly Drafted Agreement. The parties acknowledge that this Agreement is the product of the combined involvement and drafting of both parties hereto and that neither party maybe considered or deemed the primary drafter of the Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day and year first above written.

**Pathways Management Group, Inc.,**  
a California nonprofit public benefit corporation

\_\_\_\_\_  
By:  
Title:

\_\_\_\_\_  
Date

**Pathways in Education – Memphis, Inc.,**  
an Tennessee Nonprofit Public Benefit Corporation

---

By:  
Title:

Date

DRAFT

## Exhibit A

### **PMG Services**

The following PMG Services will be provided by PMG to PIE-Memphis pursuant to the terms of the Agreement.

- A. Provide access to the Program which consists of a particular combination of recommended products specifically compiled as an educational program menu unique for PIE-Memphis' use and meets all requirements of the Charter Petition between PIE-Memphis and the Authorizer. (See Article 7)
- B. Implement, as deemed necessary, a leadership development program and youth impact program ("Extra Programs").
- C. Periodically review the educational product market to identify appropriate curriculum and instructional materials for use in the Program and any Extra Programs. (See cost allocation in Section 7.5)
- D. Train PIE-Memphis teachers and instructional aides in delivery of the Program to students. (See cost allocation in Section 9.5)
- E. Provide administrative support staff to assist PIE-Memphis.
- F. Provide all human resources services needed by PIE-Memphis, including but not limited to advertising for and recruiting teachers and instructional employees, screening prospective new employees, making staffing and employment recommendations to PIE-Memphis, planning and conducting team building events for PIE-Memphis staff, and coordinating all employee benefits.
- G. Provide computers for the use of each teacher. (See cost allocation in Section 5.7)
- H. Provide administrative services needed for operation of the school, including program development, facilities management and management of day-to-day operations.
- I. Obtain waivers as may be necessary for operation of the PIE-Memphis' multi-track calendar.
- J. Provide all accounting services, including all bookkeeping and accounting services.
- K. Arrange for an annual audit of PIE-Memphis to be performed by an auditing firm approved by PIE-Memphis, and any other such audits as may be necessary according to the Agreement. (See cost allocation in Section 6.3).
- L. Provide to PIE-Memphis the following reports: monthly report of expenses incurred for reimbursement, monthly ADA or student attendance reports, reports required for the sponsoring Authorizer, budget reports, year to date budget variance reports, quarterly reports on the account balance, quarterly reports on the contribution of excess revenues, and quarterly reports on the use of charter funds. Upon reasonable request, PMG shall provide additional financial data and other data concerning the charter school to PIE-Memphis in a format and structure reasonably directed by PIE-Memphis.

- M. Locate and secure facilities adequate to meet the needs of PIE-Memphis and the Program, lease or otherwise contract with third parties for the use of facilities for school purposes. (See cost allocation in Section 5.2).
- N. Provide all property management services needed to maintain the PIE-Memphis' learning centers and to keep the learning centers in clean and professional order and repairs. (See cost allocation in Section 5.8)
- O. Furnish all learning centers with adequate desks, chairs, books, bookcases and other furnishings appropriate to maintain the learning centers' clean and professional appearance and suitable for the conduct of the charter school. (See cost allocation in Section 5.8)
- P. Provide computers for students in each learning center with Internet connections and printing capabilities. (See cost allocation in Section 5.7)
- Q. Arrange or provide IT and other technological support to PIE-Memphis. (See cost allocation in Section 5.7)
- R. Procure all insurance needed for operation of the charter school by PIE-Memphis. (See cost allocations in Article 16)
- S. Periodically, or as requested by PIE-Memphis, arrange for independent evaluations as described in the Agreement. (See cost allocation in Section 6.4)
- T. Provide or arrange for further instructional and operational support, program development, or administrative services as needed, consistent with the methodology established in the Agreement and subject to pricing as agreed to by the parties.

## Exhibit B

### CONFIDENTIALITY APPENDIX

WHEREAS, the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g and its implementing regulations codified at 34 C.F.R 99. 1 et seq. make personally identifiable student information in education records confidential and, subject to certain exceptions, prohibits the disclosure of such information to third parties,

WHEREAS, FERPA and its implementing regulations allow for an educational agency or institution to share personally identifiable student-level data with contractors performing work on their behalf,

WHEREFORE, Pathways Management Group, Inc. (hereinafter referred to as “PMG” and Pathways in Education-Memphis, Inc. (hereinafter referred to as “School”) do execute this appendix (“Appendix”) subject to the terms and conditions specified herein.

#### **1. Services Provided**

This Appendix is being executed contemporaneously with a Management Services Agreement by and between PMG and School to provide management and other services related to charter schools.

#### **2. Privacy Compliance**

This Appendix is entered into by PMG and School in accordance with the provisions of the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232(g), et seq., (FERPA). PMG and School hereby acknowledge that all document or other material in which student information is contained or which is derived from a student’s education records are deemed confidential pursuant to FERPA and will not be disclosed by PMG and School to any third party.

#### **3. Access to Information and Computer Systems/Information Storage, Retention, and Disposition Policies**

PMG and School shall each maintain the data, whether in hard copy or electronic form, in an area that has limited access and may only be accessed by authorized personnel. PMG and School shall not permit removal of the data from the limited access area. PMG and School will ensure that access to the data maintained on computer files or databases is controlled by password protection. PMG and School shall establish procedures to ensure that the target data cannot be extracted from a computer file or database by unauthorized individuals. PMG and School shall maintain all physical products containing student-level data in locked cabinets, file drawers, or other secure locations when not in use.

#### **4. Audits**

PMG shall permit School or its authorized representatives to carry out security or audit checks pertaining to security and usage of student data. PMG shall cooperate with School. School may request at any time an audit of student data that is in the possession of PMG. School or its authorized representative shall have access at all reasonable times on working days during working hours at business premises to employees, together with records, books and correspondence and other papers and documentation or media of every kind and employees pertaining to this Appendix that are necessary to carry out such security and audit checks. School or its authorized representatives shall have the right to reproduce and/or retain copies at its expense of any of the aforementioned information and documents.

## **5. Security Breach**

As used in this Appendix, “Security Breach” means any act or omission that compromises either the security, confidentiality or integrity of student information or the physical, technical, administrative or organizational safeguards put in place by School and PMG that relate to the protection of the security, confidentiality or integrity of student data, or receipt of a verifiable complaint in relation to the privacy practices of School and PMG or a breach of this Appendix relating to such privacy practices.

School and PMG shall take reasonable steps and best efforts, in accordance with industry standards and applicable laws, to prevent security breaches. School and PMG shall also take reasonable steps, in accordance with industry standards and applicable laws, to immediately remedy any security breach and prevent any further security breach, each at its own expense in accordance with standard practices and applicable law.

School shall provide PMG with the name and contact information for an employee who shall serve as the primary security contact and shall be available to assist as a contact in resolving issues and fulfilling obligations associated with a security breach, as well as the name and contact information of an employee to serve this role when the primary contact cannot be available; PMG shall immediately notify School in writing of a security breach after PMG becomes aware of it; and

Immediately following the notification of a security breach, School and PMG shall coordinate with each other to investigate the security breach. School and PMG agree to cooperate in handling of the matter, including: (i) assisting with any investigation; (ii) providing physical access to the facilities and operations affected; (iii) facilitating interviews with employees and others involved in the matter; and (iv) making available all relevant records, logs, files, data reporting and other materials required to comply with applicable law or industry standards and as otherwise required and (v) providing any notices to persons or organizations affected by the security breach as required by law.

School and PMG shall ensure that all procedures implemented to address a Security Breach shall be in compliance with all applicable state and federal laws.

## **6. Disposal of Information**

PMG agrees that at the termination of this Appendix and the Management Services Agreement, it must return all data to School in a usable electronic form, and erase, destroy, and render unreadable all School data in its entirety in a manner that prevents its physical reconstruction through the use of commonly available file restoration utilities, and certify in writing that these actions have been completed within 30 (thirty) days of the termination of this Appendix or the Management Services Agreement or within 7 (seven) days at the request of School, whichever shall come first.

## **7. Survival**

PMG’s obligation under Clauses 2, 3, 4, 5, and 6 shall survive expiration and/or termination of this Appendix and the Management Services Agreement.

# Attachment L:

Network Annual Report

*N/A*



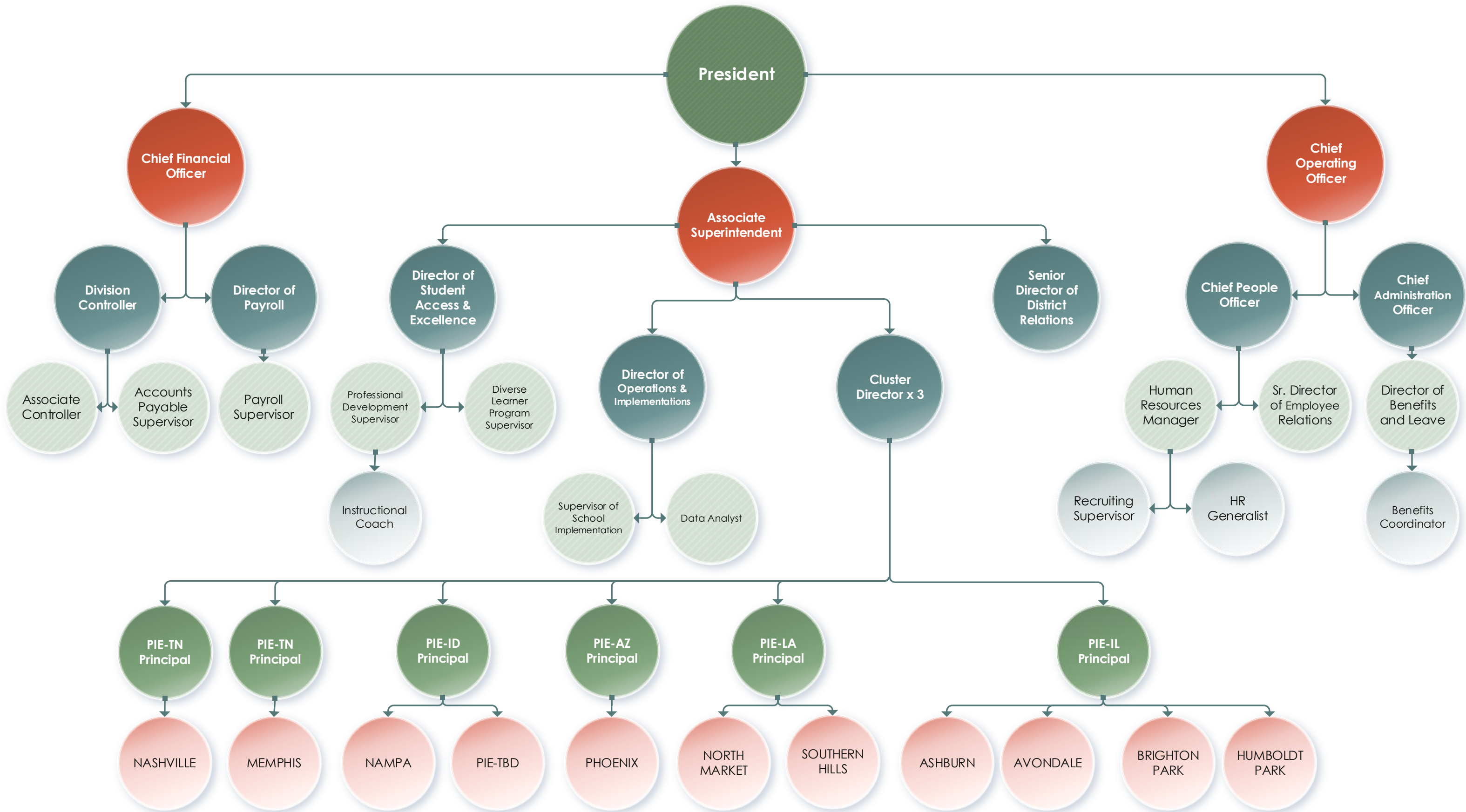


# Attachment M:

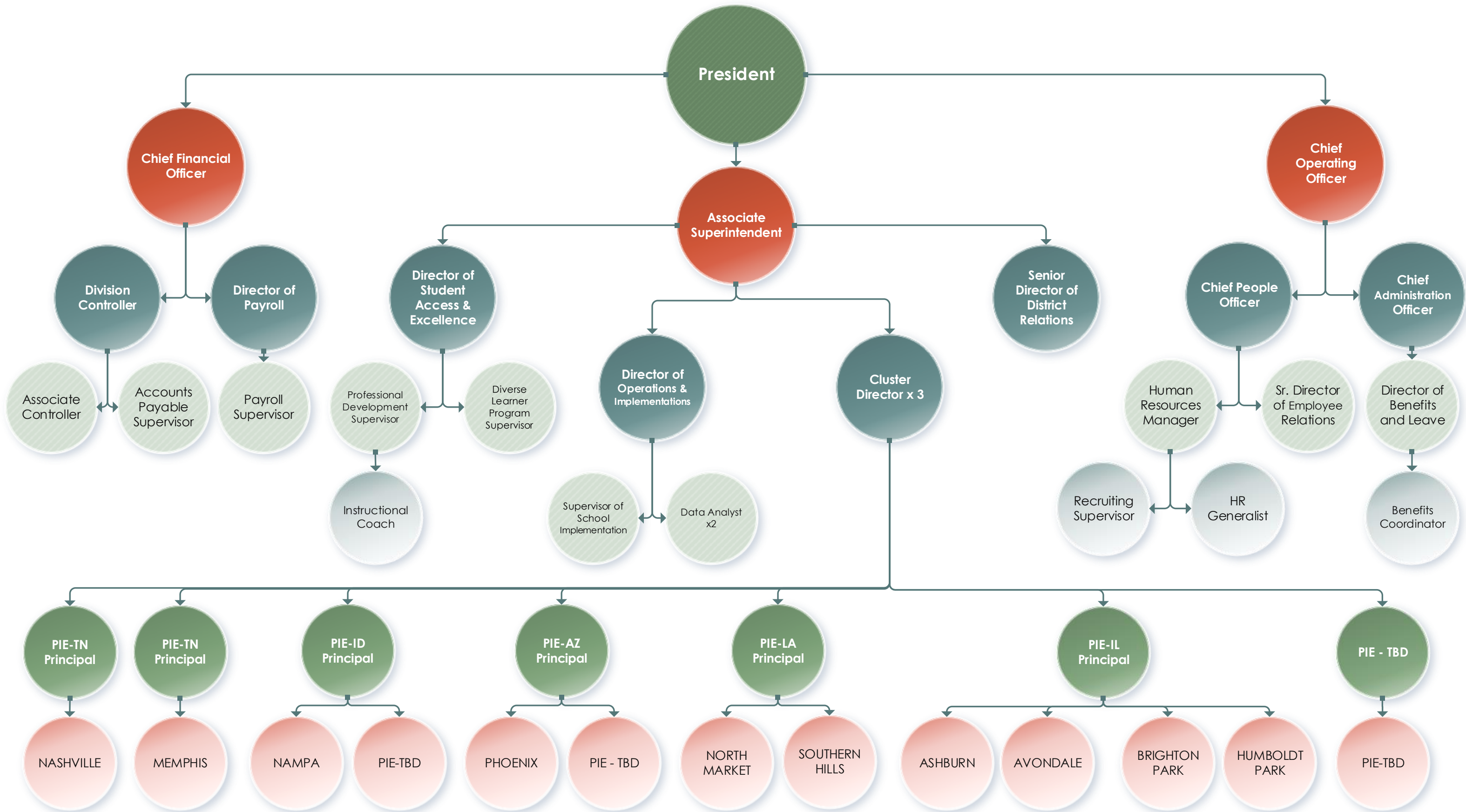
Network Organizational Chart



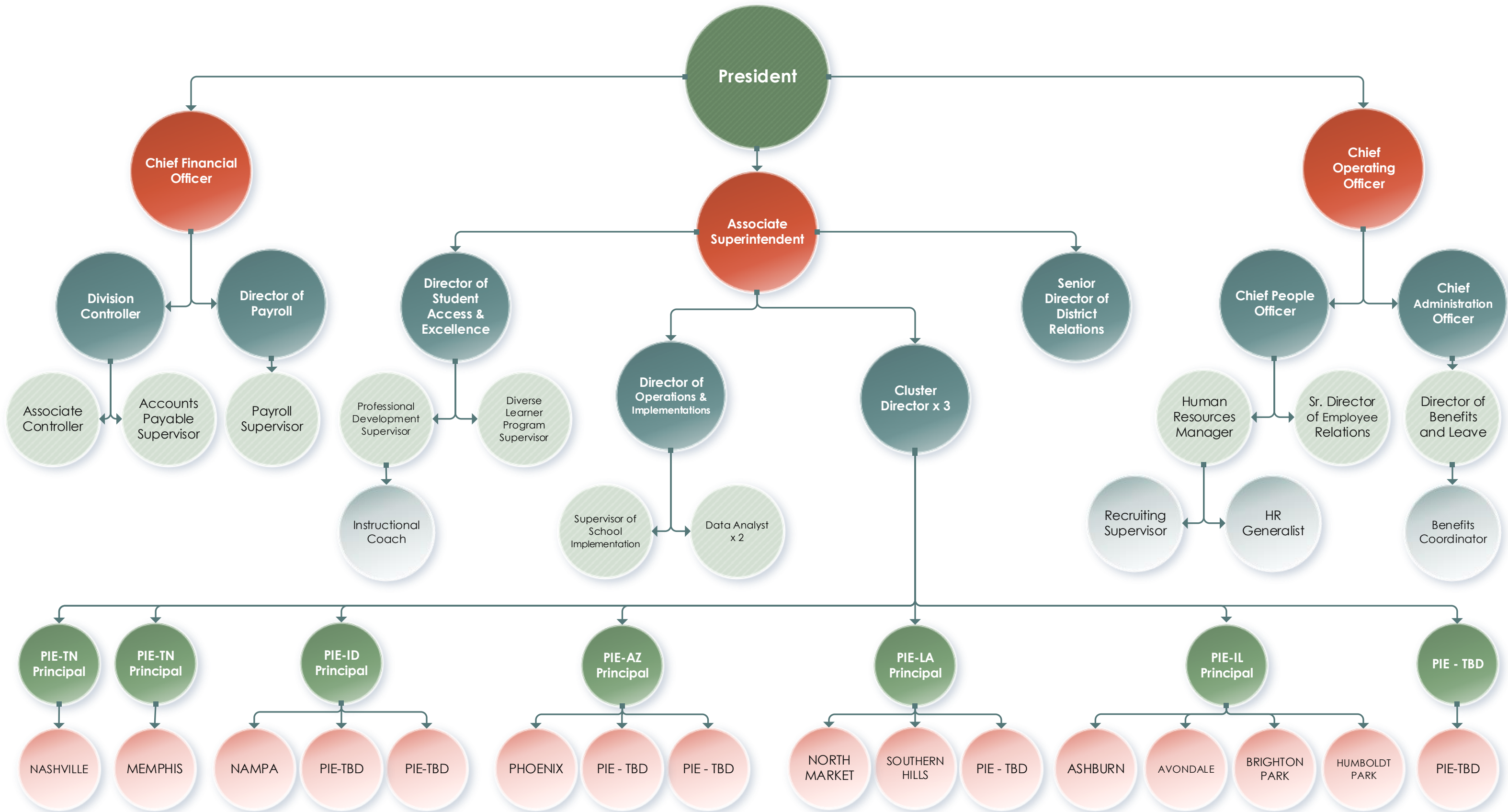
# PATHWAYS MANAGEMENT GROUP YEAR 1 (2024-2025)



# PATHWAYS MANAGEMENT GROUP YEAR 3 (2026-2027)



# PATHWAYS MANAGEMENT GROUP YEAR 5 (2028-2029)





# **Attachment N:**

Planning and Budget Worksheet





**Pathways In Education - Memphis**  
**New Charter School Application Budget Template**  
**Proposed School Information**



Proposed School Name	Pathways In Education - Memphis
Lead Sponsor Name	Lisa Schwartz
Lead Sponsor E-mail Address	<a href="mailto:lisaschwartz@pathwaysedu.org">lisaschwartz@pathwaysedu.org</a>
Lead Sponsor Phone Number	773-230-0341
CMO/EMO Affiliation	Pathways Management Group

Proposed Authorizer	Memphis Shelby County Schools
Proposed Opening Grade Level(s)	9th-12th
Proposed Final Grade Level(s)	9th-12th
Proposed First Year of Operations	2024-25

Anticipated Enrollment	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
	225	250	300	300	350

**Note: These cells auto-populate after completing Tab 2.**

**Pathways In Education - Memphis  
New Charter School Application Budget Template  
Student Assumptions**

**Enrollment Assumptions**

<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>	<b>2028-29</b>

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

35	40	45	45	55
----	----	----	----	----

10th Grade

50	60	85	85	105
----	----	----	----	-----

11th Grade

75	80	95	95	100
----	----	----	----	-----

12th Grade

65	70	75	75	90
----	----	----	----	----

**Total Enrollment (excluding Pre-Kindergarten)**

<b>225</b>	<b>250</b>	<b>300</b>	<b>300</b>	<b>350</b>
------------	------------	------------	------------	------------

**Change in Net Enrollment**

<b>225</b>	<b>25</b>	<b>50</b>	<b>0</b>	<b>50</b>
------------	-----------	-----------	----------	-----------

**Pathways In Education - Memphis  
New Charter School Application Budget Template  
Student Assumptions**

**# of Classes By Grade**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
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	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
<b>Total # of Classes</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Change in Net # of Classes</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Other Key Assumptions**

**Pathways In Education - Memphis**  
**New Charter School Application Budget Template**  
**Student Assumptions**

Enter Estimated Percentages

SPED %	17%	17%	17%	17%	17%
<b>SPED Count</b>	<b>38</b>	<b>43</b>	<b>51</b>	<b>51</b>	<b>60</b>
ELL %	5%	5%	5%	5%	5%
<b>ELL Count</b>	<b>11</b>	<b>13</b>	<b>15</b>	<b>15</b>	<b>18</b>
Anticipated Paid %	10%	10%	10%	10%	10%
Anticipated Reduced %	15%	15%	15%	15%	15%
Anticipated Free %	75%	75%	75%	75%	75%
<b>Anticipated Paid Count</b>	<b>22</b>	<b>24</b>	<b>30</b>	<b>30</b>	<b>34</b>
<b>Anticipated Reduced Count</b>	<b>34</b>	<b>38</b>	<b>45</b>	<b>45</b>	<b>53</b>
<b>Anticipated Free Count</b>	<b>169</b>	<b>188</b>	<b>225</b>	<b>225</b>	<b>263</b>
<b>Total Free and Reduced Count</b>	<b>203</b>	<b>226</b>	<b>270</b>	<b>270</b>	<b>316</b>
School Days	180	180	180	180	180
Attendance Rate	0%	0%	0%	0%	0%

**Pathways In Education - Memphis  
New Charter School Application Budget Template  
Pre-Opening Budget**

**Revenue Assumptions**

<b>Year 0</b>
2023-24

Federal Revenues	Rate/Assumption	Amount	Assumption Notes
CSP Startup Grant	\$750,000		
<b>Fundraising &amp; Philanthropy</b>			Detail any private funding sources
Other		\$0	
Other		\$0	
Other		\$0	
Other		\$0	
Other		\$0	
<b>Total Revenues</b>		-	

**Additional Space to Provide Fundraising Details**

**Compensation Assumptions**

<b>Year 0</b>
2023-24

Administrative Staff	FTE Count	Amount	Assumption Notes
Principal/School Leader	1.00	\$100,000	only have one principle position before school open
Assistant Principal	0.00	\$0	
Special Education Coordinator	0.00	\$0	
Deans, Directors	0.00	\$0	
Other (Specify in Assumptions)	0.00	\$0	
<b>Total Administrative Compensation</b>	<b>1.00</b>	<b>100,000</b>	
<b>Instructional Staff</b>			
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	
<b>Total Instructional Compensation</b>	<b>0.00</b>	<b>-</b>	
<b>Non-Instructional Staff</b>			
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	
<b>Total Non-Instructional Compensation</b>	<b>0.00</b>	<b>-</b>	
Bonus		-	
Other Non FTE Compensation		-	
Other Non FTE Compensation		-	
Other Non FTE Compensation		-	
<b>Total FTE Count</b>	<b>1.00</b>		
<b>Total Compensation</b>		<b>100,000</b>	

**Employer Benefits & Tax Assumptions**

<b>Year 0</b>
2023-24

**Pathways In Education - Memphis  
New Charter School Application Budget Template  
Pre-Opening Budget**

	Base Assumption		Assumption Notes
Social Security	6.20%	\$6,200	social security 6.2%
Medicare	1.45%	\$1,450	Medicare 1.45%
State Unemployment	\$400 per employee	\$400	\$400 per FTE
Disability/Life Insurance	0.48%	\$480	Long term & short term disability plus life insurance total 0.48% of salary, assumption from similar charter schools located in Memphis data gathered from 2018-2022 average rate
Workers Compensation Insurance	0.58%	\$580	Workers Compensation Insurance rate 0.58%,assumption from similar charter schools located in Memphis data gathered from 2018-2022 average rate
Other Fringe Benefits	0.00%	\$0	
Medical Insurance	14.74%	\$14,740	assumption from similar charter schools located in Memphis data gathered from 2018-2022 average rate
Dental Insurance	0.43%	\$430	assumption from similar charter schools located in Memphis data gathered from 2018-2022 average rate
Vision Insurance	0.06%	\$60	assumption from similar charter schools located in Memphis data gathered from 2018-2022 average rate
403(b)	8.39%	\$8,390	Retirement plan 403(b) for non-profit organization, employer contribution max 5%, 1.42% is from similar charter schools located in Memphis data gathered from 2018-2022 average rate
<b>Total Employer Benefits &amp; Taxes</b>		<b>\$32,730</b>	

**Operating Expenses**

**Year 0**  
2023-24

			Assumption Notes
<b>Contracted Services</b>			
Professional Development	\$0	\$3,000	workshops, staff conferences, leadership conferences, including travel & food for training
Financial Services	\$0	\$0	
Audit Services	\$0	\$0	
Legal Fees	\$0	\$12,100	Legal services for board meeting, general matter etc
Copier Lease and Usage	\$0	\$1,502	Xerox Services & Mr copy inc for leasing and using copier
Internet and Phone Service	\$0	\$5,700	Comcast and AT&T monthly services
Cell Phone Service	\$0	\$1,000	AT&T verizon for employee work cell phone
Field Trips	\$0	\$0	Field Trips
Health Services	\$0	\$0	
Transportation	\$0	\$0	
IT Services	\$0	\$15,000	Contract with Alltech Enterprises LLC IT related services & trouble shooting etc
Contracted SPED Services	\$0	\$0	
Insurance	\$0	\$0	
Postal Charges	\$0	\$0	
experiential learning	\$0	\$0	
<b>Supplies &amp; Materials</b>			
Textbooks and Instructional Supplies	\$0	\$70,000	text book purchases from Textbook warehouse, Follett school solution, Inc or social studies school service etc
Education Software	\$0		
Student Supplies	\$0		
Faculty Supplies	\$0	\$1,000	purchase from staples for classrooms and labs
Library Books	\$0		
Testing & Evaluation	\$0		
Student Laptops	\$0	\$60,000	Chromebook purchase for students about \$300 each for 200 students
Faculty Laptops	\$0	\$12,000	Laptops for faculty use
Office Supplies	\$0	\$10,000	mostly purchases from Staples advantages for office use like print paper, pens, tapes,etc
Printing Paper	\$0		
Marketing Materials	\$0	\$2,000	print outs, T shirts that used for marketing
Student Uniforms	\$0		
Gifts & Awards - Students	\$0		
Gifts & Awards - Teachers and Staff	\$0		
Health Supplies	\$0		
<b>Facility Related Expenses</b>			
Rent	\$0	\$95,616	
Utilities	\$0	\$15,000	Water Gas electric payments
Custodial	\$0	\$18,000	Cleaning fees for school
Waste	\$0	\$3,300	Waste Connections of TN payments
Faculty Furniture	\$0	\$2,000	desks and chairs and board etc for faculty use
Student Furniture	\$0	\$5,000	tables and chairs etc from student use
Internet/Network Equipment	\$0	\$5,000	Internet & Phone set up and monthly services
Other Equipment	\$0	\$5,000	
Building Decorum	\$0	\$10,000	
Tenant Improvements	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	

**Pathways In Education - Memphis**  
**New Charter School Application Budget Template**  
**Pre-Opening Budget**

**Other Charges**

Board Training	\$0	\$5,000	
Student Recruitment & Community Engagement	\$0	\$6,000	
Parent & Staff Meetings	\$0	\$0	
Authorizer Fee	\$0	\$0	the lesser of 3% of Revenue and \$35000 flat rate
Marketing	\$0	\$25,000	google or facebook social media business advertising, godaddy.com payment

**Debt Service**

Loan Interest	\$0	\$19,354	most current Annual long-term APR federal interest rate 3.84% as of Jan 2023,see loan schedule attached
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	

**Total Operating Expenses**                    407,573  
**Total Expenses**                                540,303

Pathways In Education - Memphis  
New Charter School Application Budget Template  
Pre-Opening Cash Flow

**Cash Flow Summary**

Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	

<b>Beginning Cash</b>	1,000,000	1,000,000	954,975	909,950	864,924	819,899	774,874	729,849	684,823	639,798	594,773	549,748	504,723	
<b>Revenues</b>														
Federal Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Philanthropy	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Revenues</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Expenses</b>														
Staffing	100,000	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	100,000
Employer Benefits & Taxes	32,730	2,728	2,728	2,728	2,728	2,728	2,728	2,728	2,728	2,728	2,728	2,728	2,728	32,730
Contracted Services	38,302	3,192	3,192	3,192	3,192	3,192	3,192	3,192	3,192	3,192	3,192	3,192	3,192	38,302
Supplies & Materials	155,000	12,917	12,917	12,917	12,917	12,917	12,917	12,917	12,917	12,917	12,917	12,917	12,917	155,000
Facility-Related Expenses	158,916	13,243	13,243	13,243	13,243	13,243	13,243	13,243	13,243	13,243	13,243	13,243	13,243	158,916
Other Charges	36,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	36,000
Debt Service	19,354	1,613	1,613	1,613	1,613	1,613	1,613	1,613	1,613	1,613	1,613	1,613	1,613	19,354
<b>Total Expenses</b>	540,303	45,025	45,025	45,025	45,025	45,025	45,025	45,025	45,025	45,025	45,025	45,025	45,025	540,303
<b>Operating Income (Loss)</b>	(540,303)	(45,025)	(45,025)	(45,025)	(45,025)	(45,025)	(45,025)	(45,025)	(45,025)	(45,025)	(45,025)	(45,025)	(45,025)	(540,303)
<b>Changes in Accounts Receivable</b>														
Changes in Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Repayments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Activity	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	954,975	909,950	864,924	819,899	774,874	729,849	684,823	639,798	594,773	549,748	504,723	459,697		

**Details of Cash Flow**

Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	

<b>Revenues</b>															Assumption Notes	
<b>Federal Revenues</b>																
CSP Startup Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Fundraising &amp; Philanthropy</b>																
Other	-	\$0	\$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	\$0	-	-
Other	-	\$0	\$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	\$0	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
<b>Total Revenues</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

**Compensation**

Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	

<b>Compensation</b>															Assumption Notes
Principal/School Leader	100,000	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	100,000	-
Assistant Principal	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Special Education Coordinator	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Deans, Directors	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
<b>Total Administrative Compensation</b>	100,000	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	100,000	-
<b>Instructional Staff</b>															
Teachers	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Special Education Teachers	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-



**Pathways In Education - Memphis  
New Charter School Application Budget Template  
Pre-Opening Cash Flow**

Educational Assistants/Aides	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Elective Teachers	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
<b>Total Instructional Compensation</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Non-Instructional Staff</b>	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Clerical Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Custodial Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Operations	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Social Workers/Counseling	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
<b>Total Non-Instructional Compensation</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Bonus	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Non FTE Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Non FTE Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Non FTE Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
<b>Total Compensation</b>	<b>100,000</b>	<b>8,333</b>	<b>8,333</b>	<b>8,333</b>	<b>8,333</b>	<b>8,333</b>	<b>8,333</b>	<b>8,333</b>	<b>8,333</b>	<b>8,333</b>	<b>8,333</b>	<b>8,333</b>	<b>8,333</b>	<b>8,333</b>	<b>100,000</b>	<b>-</b>

**Employer Benefits & Taxes**

Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	

Social Security	6,200	\$517	\$517	\$517	\$517	\$517	\$517	\$517	\$517	\$517	\$517	\$517	\$517	\$517	6,200	-
Medicare	1,450	\$121	\$121	\$121	\$121	\$121	\$121	\$121	\$121	\$121	\$121	\$121	\$121	\$121	1,450	-
State Unemployment	400	\$33	\$33	\$33	\$33	\$33	\$33	\$33	\$33	\$33	\$33	\$33	\$33	\$33	400	-
Disability/Life Insurance	480	\$40	\$40	\$40	\$40	\$40	\$40	\$40	\$40	\$40	\$40	\$40	\$40	\$40	480	-
Workers Compensation Insurance	580	\$48	\$48	\$48	\$48	\$48	\$48	\$48	\$48	\$48	\$48	\$48	\$48	\$48	580	-
Other Fringe Benefits	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Medical Insurance	14,740	\$1,228	\$1,228	\$1,228	\$1,228	\$1,228	\$1,228	\$1,228	\$1,228	\$1,228	\$1,228	\$1,228	\$1,228	\$1,228	14,740	-
Dental Insurance	430	\$36	\$36	\$36	\$36	\$36	\$36	\$36	\$36	\$36	\$36	\$36	\$36	\$36	430	-
Vision Insurance	60	\$5	\$5	\$5	\$5	\$5	\$5	\$5	\$5	\$5	\$5	\$5	\$5	\$5	60	-
403(b)	8,390	\$699	\$699	\$699	\$699	\$699	\$699	\$699	\$699	\$699	\$699	\$699	\$699	\$699	8,390	-

**Assumption Notes**

<b>Total Employer Benefits &amp; Taxes</b>	<b>32,730</b>	<b>2,728</b>	<b>2,728</b>	<b>2,728</b>	<b>2,728</b>	<b>2,728</b>	<b>2,728</b>	<b>2,728</b>	<b>2,728</b>	<b>2,728</b>	<b>2,728</b>	<b>2,728</b>	<b>2,728</b>	<b>2,728</b>	<b>32,730</b>	<b>-</b>
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**Operating Expenses**

Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	

<b>Contracted Services</b>	<b>3,000</b>	<b>\$250</b>	<b>\$250</b>	<b>\$250</b>	<b>\$250</b>	<b>\$250</b>	<b>\$250</b>	<b>\$250</b>	<b>\$250</b>	<b>\$250</b>	<b>\$250</b>	<b>\$250</b>	<b>\$250</b>	<b>\$250</b>	<b>3,000</b>	<b>-</b>
Professional Development	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Financial Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Audit Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Legal Fees	12,100	\$1,008	\$1,008	\$1,008	\$1,008	\$1,008	\$1,008	\$1,008	\$1,008	\$1,008	\$1,008	\$1,008	\$1,008	\$1,008	12,100	-
Copier Lease and Usage	1,502	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	1,502	-
Internet and Phone Service	5,700	\$475	\$475	\$475	\$475	\$475	\$475	\$475	\$475	\$475	\$475	\$475	\$475	\$475	5,700	-
Cell Phone Service	1,000	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	1,000	-
Field Trips	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Health Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Transportation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
IT Services	15,000	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	15,000	-
Contracted SPED Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Postal Charges	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
experiential learning	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-

**Assumption Notes**

<b>Supplies &amp; Materials</b>	<b>70,000</b>	<b>\$5,833</b>	<b>\$5,833</b>	<b>\$5,833</b>	<b>\$5,833</b>	<b>\$5,833</b>	<b>\$5,833</b>	<b>\$5,833</b>	<b>\$5,833</b>	<b>\$5,833</b>	<b>\$5,833</b>	<b>\$5,833</b>	<b>\$5,833</b>	<b>\$5,833</b>	<b>70,000</b>	<b>-</b>
Textbooks and Instructional Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Education Software	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Student Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Faculty Supplies	1,000	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	1,000	-
Library Books	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Testing & Evaluation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Student Laptops	60,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	60,000	-
Faculty Laptops	12,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	12,000	-
Office Supplies	10,000	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	10,000	-
Printing Paper	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Marketing Materials	2,000	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	2,000	-
Student Uniforms	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-

Pathways In Education - Memphis  
New Charter School Application Budget Template  
Pre-Opening Cash Flow

Gifts & Awards - Students	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Gifts & Awards - Students
Gifts & Awards - Teachers and Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Gifts & Awards - Teachers and Staff
Health Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Health Supplies
<b>Facility Related Expenses</b>																	
Rent	95,616	\$7,968	\$7,968	\$7,968	\$7,968	\$7,968	\$7,968	\$7,968	\$7,968	\$7,968	\$7,968	\$7,968	\$7,968	\$7,968	95,616	-	Rent
Utilities	15,000	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	15,000	-	Utilities
Custodial	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	\$1,500	18,000	-	Custodial
Waste	3,300	\$275	\$275	\$275	\$275	\$275	\$275	\$275	\$275	\$275	\$275	\$275	\$275	\$275	3,300	-	Waste
Faculty Furniture	2,000	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	2,000	-	Faculty Furniture
Student Furniture	5,000	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	5,000	-	Student Furniture
Internet/Network Equipment	5,000	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	5,000	-	Internet/Network Equipment
Other Equipment	5,000	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	5,000	-	Other Equipment
Building Decorum	10,000	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	10,000	-	Building Decorum
Tenant Improvements	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Tenant Improvements
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
<b>Other Charges</b>																	
Staff Recruitment	5,000	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	5,000	-	Staff Recruitment
Student Recruitment & Community Engagement	6,000	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	6,000	-	Student Recruitment & Community Engagement
Parent & Staff Meetings	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Parent Meetings
Authorizer Fee	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Staff Meetings
Marketing	25,000	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	25,000	-	Other
<b>Debt Service</b>																	
Loan Interest	19,354	1,613	1,613	1,613	1,613	1,613	1,613	1,613	1,613	1,613	1,613	1,613	1,613	1,613	19,354	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Total Operating Expenses</b>	<b>407,573</b>	<b>33,964</b>	<b>33,964</b>	<b>33,964</b>	<b>33,964</b>	<b>33,964</b>	<b>33,964</b>	<b>33,964</b>	<b>33,964</b>	<b>33,964</b>	<b>33,964</b>	<b>33,964</b>	<b>33,964</b>	<b>33,964</b>	<b>407,573</b>	<b>-</b>	
<b>Total Expenses</b>	<b>540,303</b>	<b>45,025</b>	<b>45,025</b>	<b>45,025</b>	<b>45,025</b>	<b>45,025</b>	<b>45,025</b>	<b>45,025</b>	<b>45,025</b>	<b>45,025</b>	<b>45,025</b>	<b>45,025</b>	<b>45,025</b>	<b>45,025</b>	<b>540,303</b>	<b>-</b>	

**Pathways In Education - Memphis  
New Charter School Application Budget Template  
Year 1-5 Staff Assumptions**

**FTE Assumptions**

	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29
Fiscal Year					
Enrollment	225	250	300	300	350
# of Classes	0	0	0	0	0
<b>Administrative Staff</b>					
Principal/School Leader	1.00	1.00	1.00	1.00	1.00
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	0.00	0.00	0.00	0.00	0.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00
<b>Total Administrative FTE</b>	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>
<b>Instructional Staff</b>					
Teachers	5.00	6.00	6.00	6.00	7.00
Special Education Teachers	1.00	1.00	1.00	1.00	1.00
Math Tutor	1.00	1.00	1.00	1.00	1.00
Substitute Teachers	1.00	1.00	1.00	1.00	1.00
SGI Math	1.00	1.00	1.00	1.00	1.00
SGI English	1.00	1.00	1.00	1.00	1.00
SGI Science	1.00	1.00	1.00	1.00	1.00
<b>Total Instructional FTE</b>	<b>11.00</b>	<b>12.00</b>	<b>12.00</b>	<b>12.00</b>	<b>13.00</b>
<b>Non-Instructional Staff</b>					
Clerical Staff	1.00	1.00	1.00	1.00	1.00
Custodial Staff	0.00	0.00	0.00	0.00	0.00
Operations	1.00	1.00	1.00	1.00	1.00
Social Workers	1.00	1.00	1.00	1.00	1.00
Counselor	1.00	1.00	1.00	1.00	1.00
<b>Total Non-Instructional FTE</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>

<b>Total FTE</b>	<b>16.00</b>	<b>17.00</b>	<b>17.00</b>	<b>17.00</b>	<b>18.00</b>
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	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29
Annual Increase	0.00%	3.00%	3.00%	3.00%	3.00%
Cumulative Increase	100.00%	103.00%	106.09%	109.27%	112.55%

	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29
<b>Administrative Staff</b>					
Principal/School Leader	\$100,000	100,000	106,090	109,273	112,551
Assistant Principal	\$0	-	-	-	-
Special Education Coordinator	\$0	-	-	-	-
Deans, Directors	\$0	-	-	-	-
Other (Specify in Assumptions)	\$0	-	-	-	-
<b>Total Administrative Compensation</b>	<b>100,000</b>	<b>103,000</b>	<b>106,090</b>	<b>109,273</b>	<b>112,551</b>

Assumption Notes
School Principal

	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29
<b>Instructional Staff</b>					
Teachers	\$48,000	240,000	296,640	305,539	314,705
Special Education Teachers	\$52,000	52,000	53,560	55,167	56,822
Math Tutor	\$20,000	20,000	20,600	21,218	21,855
Substitute Teachers	\$25,000	25,000	25,750	26,523	27,318
SGI Math	\$53,000	53,000	54,590	56,228	57,915
SGI English	\$51,000	51,000	52,530	54,106	55,729
SGI Science	\$53,000	53,000	54,590	56,228	57,915
<b>Total Instructional Compensation</b>	<b>494,000</b>	<b>558,260</b>	<b>575,008</b>	<b>592,258</b>	<b>664,050</b>

Assumption Notes
Regular Teachers
Special Education Teachers
Math Tutor
Substitute Teacher
Small Group math teacher
Small Group English teacher
Small Group Science teacher

	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29
<b>Non-Instructional Staff</b>					
Clerical Staff	\$31,200	31,200	32,136	33,100	34,093
Custodial Staff	\$0	-	-	-	-
Operations	\$35,360	35,360	36,421	37,513	38,639
Social Workers	\$60,000	60,000	61,800	63,654	65,564
Counselor	\$48,000	48,000	49,440	50,923	52,451
<b>Total Non-Instructional Compensation</b>	<b>174,560</b>	<b>179,797</b>	<b>185,191</b>	<b>190,748</b>	<b>196,489</b>

Assumption Notes
Center Coordinator \$15/hour rate
Compliance Coordinator \$17/hour rate
Social worker
Post-Secondary & Student Service Counselor

	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29
<b>Incentives</b>	<b>100,000</b>	<b>100,000</b>	<b>100,000</b>	<b>100,000</b>	<b>100,000</b>
Other Compensation	-	-	-	-	-
Other Compensation	-	-	-	-	-
Other Compensation	-	-	-	-	-

Assumption Notes
Incentives at year end for the teachers

<b>Total Compensation</b>	<b>868,560</b>	<b>941,057</b>	<b>966,289</b>	<b>992,277</b>	<b>1,073,070</b>
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	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29
<b>Base Assumption</b>					
Social Security	\$33,851	\$58,346	\$59,910	\$61,521	\$66,530
Medicare	\$12,594	\$13,645	\$14,011	\$14,388	\$15,560
State Unemployment	\$400 per employee	\$6,400	\$6,800	\$6,800	\$7,200
Disability/Life Insurance	0.48%	\$4,169	\$4,517	\$4,638	\$4,763
Workers Compensation Insurance	0.58%	\$5,038	\$5,458	\$5,604	\$5,755
Other Fringe Benefits	0.00%	\$0	\$0	\$0	\$0
<b>Health Insurance</b>					
Annual Increase	0.00%	0.00%	0.00%	0.00%	0.00%
Cumulative Increase	100.00%	100.00%	100.00%	100.00%	100.00%

Assumption Notes
social security 6.2%
Medicare 1.45%
\$400 per FTE
Long term & short term disability plus life insurance total 0.48% of salary, assumption from similar charter schools
Workers Compensation Insurance rate 0.58%, assumption from similar charter schools located in Memphis data gathered

	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29
<b>Medical Insurance</b>	\$7,500	\$120,000	\$127,500	\$127,500	\$135,000
Dental Insurance	\$220	\$3,740	\$3,740	\$3,740	\$3,960
Vision Insurance	\$33	\$528	\$561	\$561	\$594
<b>TCRS Certified Legacy</b>					
TCRS Certified Hybrid	8.69%	\$37,730	\$40,889	\$41,985	\$43,114
TCRS Certified Legacy	4.00%	\$17,371	\$18,821	\$19,326	\$19,846
TCRS Classified Hybrid	0.00%	\$0	\$0	\$0	\$0
Other Classified Retirement	0.00%	\$0	\$0	\$0	\$0
403(b)	1.42%	\$12,334	\$13,363	\$13,721	\$14,090

Assumption Notes
assumption from similar charter schools located in Memphis data gathered from 2018-2022 average rate
assumption from similar charter schools located in Memphis data gathered from 2018-2022 average rate
assumption from similar charter schools located in Memphis data gathered from 2018-2022 average rate
8.69% from similar charter school located in Memphis, assume 50% employee qualify for Legacy and the rest 50% qu
4% from similar charter school located in Memphis, assume 50% employee qualify for Legacy and the rest 50% quali
Retirement plan 403(b) for non-profit organization, employer contribution max 5%, 1.42% from similar charter sch

**Pathways In Education - Memphis  
New Charter School Application Budget Template  
Year 1 Budget**

**Revenue Assumptions**

	<b>Year 1</b>
	<b>2024-25</b>
<b>Annual Revenue Increase</b>	0.00%
Cumulative Increase	100.00%

State Revenues	Rate/Assumption		Assumption Notes
TISA Base Rate	\$6,860	\$1,543,500	Per Tisa Formula 6860*225 students
TISA Weights	See Tracker	\$717,728	Per Tisa Formula see Revenue tracker attached
TISA Direct	See Tracker	\$75,641	Per Tisa Formula see Revenue tracker attached
Other			
Other			
<b>Federal Revenues</b>		\$0	
Title I	\$0	\$0	
Title II	\$0	\$0	
Title III	\$0	\$0	
NSLP	\$0	\$0	
E-Rate	\$0	\$0	
CSP Startup Grant	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
<b>School Activity Revenues</b>			
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
<b>Fundraising &amp; Philanthropy</b>			
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
<b>Total Revenues</b>		<b>2,336,868</b>	

**Compensation**

<b>Year 1</b>
2024-25

Administrative Staff	FTE Count		Assumption Notes
Principal/School Leader	1.00	100,000	assume we have one principle
Assistant Principal	0.00	-	

**Pathways In Education - Memphis**  
**New Charter School Application Budget Template**  
**Year 1 Budget**

Special Education Coordinator	0.00	-	
Deans, Directors	0.00	-	
Other (Specify in Assumptions)	0.00	-	
<b>Total Administrative Compensation</b>	<b>1.00</b>	<b>100,000</b>	
<b>Instructional Staff</b>			
Teachers	5.00	240,000	Regular Teachers
Special Education Teachers	1.00	52,000	Special Education Teachers
Math Tutor	1.00	20,000	Math Tutor
Substitute Teachers	1.00	25,000	Substitute Teachers
SGI Math	1.00	53,000	Small Group math teacher
SGI English	1.00	51,000	Small Group English teacher
SGI Science	1.00	53,000	Small Group Science teacher
<b>Total Instructional Compensation</b>	<b>11.00</b>	<b>494,000</b>	
<b>Non-Instructional Staff</b>			
Clerical Staff	1.00	31,200	Center Coordinator \$15/hour rate
Custodial Staff	0.00	-	
Operations	1.00	35,360	Compliance Coordinator \$17/hour rate
Social Workers	1.00	60,000	Social Workers
Counselor	1.00	48,000	Post-Secondary & Student Service Counselor
<b>Total Non-Instructional Compensation</b>	<b>4.00</b>	<b>174,560</b>	
Incentives		100,000	Incentives at year end for the teachers
Other Compensation		-	
Other Compensation		-	
Other Compensation		-	
<b>Total Compensation</b>		<b>868,560</b>	

**Employer Benefits & Taxes**

<b>Year 1</b>
2024-25

**Assumption Notes**

Social Security	53,851	social security 6.2%
Medicare	12,594	Medicare 1.45%
State Unemployment	6,400	\$400 per FTE
Disability/Life Insurance	4,169	Long term & short term disability plus life insurance total 0.48% of salary, assumption from similar charter schools located in Memphis data
Workers Compensation Insurance	5,038	Workers Compensation Insurance rate 0.58%, assumption from similar charter schools located in Memphis data gathered from 2018-2022
Other Fringe Benefits	-	
Medical Insurance	120,000	assumption from similar charter schools located in Memphis data gathered from 2018-2022 average rate
Dental Insurance	3,520	assumption from similar charter schools located in Memphis data gathered from 2018-2022 average rate
Vision Insurance	528	assumption from similar charter schools located in Memphis data gathered from 2018-2022 average rate
TCRS Certified Legacy	37,739	8.69% from similar charter school located in Memphis, assume 50% employee qualify for Legacy and the rest 50% qualify for Hybrid
TCRS Certified Hybrid	17,371	4% from similar charter school located in Memphis, assume 50% employee qualify for Legacy and the rest 50% qualify for Hybrid
TCRS Classified Legacy	-	
TCRS Classified Hybrid	-	
Other Classified Retirement	-	
Other Retirement	12,334	Retirement plan 403(b) for non-profit organization, employer contribution max 5%, 1.42% is from similar charter schools located in Memphis
<b>Total Employer Benefits &amp; Taxes</b>	<b>273,543</b>	

**Pathways In Education - Memphis**  
**New Charter School Application Budget Template**  
**Year 1 Budget**

**Operating Expenses**

**Year 1**

2024-25

**Contracted Services**

**Assumption Notes**

Professional Development	\$0	\$8,000	workshops, staff conferences, leadership conferences, including travel & food for training
CMO Fees	\$0	\$231,525	Contract with PMG management for Accounting Bookkeeping payroll services and HR services charge 15% of Base TISA Revenue
Audit Services	\$0	\$11,550	CliftonLarsonAllen LLP Annual Charge for similar charter school auditing the financials
Legal Fees	\$0	\$12,100	Legal services for board meeting, general matter etc
Copier Lease and Usage	\$0	\$24,000	Xerox Services & Mr copy Inc for leasing and using copier
Internet and Phone Service	\$0	\$5,700	Comcast and AT&T monthly services
Cell Phone Service	\$0	\$3,898	AT&T verizon for employee work cell phone
Field Trips	\$0	\$20,000	Payroll service is included in PMG Management services
Health Services	\$0	\$1,000	
Transportation	\$0	\$8,000	Student Bus passes from Memphis Area Transit Authority
IT Services	\$0	\$7,000	Contract with Alltech Enterprises LLC IT related services & trouble shooting etc
Contracted SPED Services	\$0	\$18,600	School nurse service and Therapy SLP services contracted with Presence Learning Inc. WCI Management Services LLC
Insurance	\$0	\$248,827	Property & Casualty umbrella Insurance for school body
Postal Charges	\$0	\$2,200	UPS & Fedex delivery
experiential learning	\$0	\$80,000	Contract with program companies such as PIE,Inc. that take students on field trips, out of state or international trips
General Consulting	\$0	\$4,000	
Security	\$0	\$20,000	
Software Procurement	\$0	\$1,500	
Student Activities - Events	\$0	\$2,000	
Student Activities - Graduation	\$0	\$5,000	
Student Meal/Food	\$0	\$25,000	

**Supplies & Materials**

Textbooks and Instructional Supplies	\$0	\$75,000	text book purchases from Textbook warehouse, Follett school solution, Inc or social studies school service etc
Education Software	\$0	\$24,000	Contracted with Education Dynamics education softwares purchases
Student Supplies	\$0	\$2,000	Purchase from staples advantage for student supplies ,lab materials or over the counter medicine etc
Faculty Supplies	\$0	\$1,000	purchase from staples for classrooms and labs
Library Books	\$0		
Testing & Evaluation	\$0	\$5,000	payment for testing materials and State testing ACT etc
Student Laptops	\$0	\$15,000	Chromebook purchase for students about \$300 budget \$15,000 for growth and replacement
Faculty Laptops	\$0	\$1,500	Laptops for faculty use
Office Supplies	\$0	\$5,000	mostly purchases from Staples advantages for office use like print paper, pens, tapes,etc
Printing Paper	\$0	\$200	
Marketing Materials	\$0	\$2,000	print outs, T shirts that used for marketing
Student Uniforms	\$0		
Gifts & Awards - Students	\$0	\$2,000	gifts cards for students awards
Gifts & Awards - Teachers and Staff	\$0	\$1,000	gift cards purchases for teachers and staff
Health Supplies	\$0		
Miscellaneous Materials	\$0	\$1,000	
Custom Print Job - Business Cards	\$0	\$500	
Miscellaneous/Other Technical Equipment	\$0	\$500	

**Facility Related Expenses**

Rent	\$0	\$95,616	
Utilities	\$0	\$25,300	Water Gas electric payments
Custodial	\$0	\$18,000	Cleaning fees for school
Waste	\$0	\$3,300	Waste Connections of TN payments

**Pathways In Education - Memphis  
New Charter School Application Budget Template  
Year 1 Budget**

Faculty Furniture	\$0	\$0	
Student Furniture	\$0	\$0	
Internet/Network Equipment	\$0	\$5,000	Internet & Phone set up and monthly services
Other Equipment	\$0	\$0	
Building Decorum	\$0	\$0	
Tenant Improvements	\$0	\$0	
Repairs & Maintenance	\$0	\$6,000	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
<b>Other Charges</b>			
Board Training	\$0	\$15,000	
Student Recruitment & Community Engagement	\$0	\$3,000	
Parent & Staff Meetings	\$0	\$1,200	
Authorizer Fee	\$0	\$35,000	the lesser of 3% of Revenue and \$35000 flat rate
Marketing	\$0	\$20,000	google or facebook social media business advertising, godaddy.com payment
Program/Student Travel Meals	\$0	\$800	
Program/Student Non-Travel Meals	\$0	\$900	
Subscriptions	\$0	\$6,000	
Membership Fees	\$0	\$1,200	
Business Promotion	\$0	\$3,000	
Travel - Airfare & Hotel	\$0	\$10,000	
Car Rentals	\$0	\$300	
Meals	\$0	\$1,500	
Conferences	\$0	\$2,500	
Staff Meetings	\$0	\$1,000	
Staff Development	\$0	\$2,500	
Company Functions	\$0	\$500	
Company Events	\$0	\$1,500	
<b>Debt Service</b>			
Loan Interest	\$0	\$39,840	most current Annual long-term APR federal interest rate 3.84% as of Jan 2023, see loan schedule attached
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
<b>Total Operating Expenses</b>		<b>\$1,174,556</b>	
<b>Total Expenses</b>		<b>2,316,659</b>	

Pathways In Education - Memphis  
New Charter School Application Budget Template  
Year 1 Cash Flow

Cash Flow Summary

	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
<b>Beginning Cash</b>	459,697	459,697	468,981	478,266	487,550	496,834	506,118	515,402	524,686	533,970	543,254	552,538	561,822		
<b>Revenues</b>															
State Revenues	2,336,868	194,739	194,739	194,739	194,739	194,739	194,739	194,739	194,739	194,739	194,739	194,739	194,739	2,336,868	
Federal Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
School Activity Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fundraising & Philanthropy	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Total Revenues</b>	2,336,868	194,739	194,739	194,739	194,739	194,739	194,739	194,739	194,739	194,739	194,739	194,739	194,739	2,336,868	
<b>Expenses</b>															
Staffing	868,560	72,380	72,380	72,380	72,380	72,380	72,380	72,380	72,380	72,380	72,380	72,380	72,380	868,560	
Employer Benefits & Taxes	273,543	22,795	22,795	22,795	22,795	22,795	22,795	22,795	22,795	22,795	22,795	22,795	22,795	273,543	
Contracted Services	682,400	56,867	56,867	56,867	56,867	56,867	56,867	56,867	56,867	56,867	56,867	56,867	56,867	682,400	
Supplies & Materials	133,700	11,142	11,142	11,142	11,142	11,142	11,142	11,142	11,142	11,142	11,142	11,142	11,142	133,700	
Facility-Related Expenses	153,216	12,768	12,768	12,768	12,768	12,768	12,768	12,768	12,768	12,768	12,768	12,768	12,768	153,216	
Other Charges	74,200	6,183	6,183	6,183	6,183	6,183	6,183	6,183	6,183	6,183	6,183	6,183	6,183	74,200	
Debt Service	39,840	3,320	3,320	3,320	3,320	3,320	3,320	3,320	3,320	3,320	3,320	3,320	3,320	39,840	
<b>Total Expenses</b>	2,225,459	185,455	185,455	185,455	185,455	185,455	185,455	185,455	185,455	185,455	185,455	185,455	185,455	2,225,459	
<b>Operating income (Loss)</b>	111,409	9,284	9,284	9,284	9,284	9,284	9,284	9,284	9,284	9,284	9,284	9,284	9,284	111,409	
Changes in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Changes in Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Line of Credit Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Line of Credit Repayments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Balance Sheet Activity	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Ending Cash</b>	468,981	478,266	487,550	496,834	506,118	515,402	524,686	533,970	543,254	552,538	561,822	571,107			

Details of Cash Flow

	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
<b>Revenues</b>															
<b>State Revenues</b>															
TISA Base Rate	1,543,500	\$128,625	\$128,625	\$128,625	\$128,625	\$128,625	\$128,625	\$128,625	\$128,625	\$128,625	\$128,625	\$128,625	1,543,500	- TISA base rate for SY2023-24 is \$6860.	
TISA Weights	717,728	\$59,811	\$59,811	\$59,811	\$59,811	\$59,811	\$59,811	\$59,811	\$59,811	\$59,811	\$59,811	\$59,811	717,728	-	
TISA Direct	75,641	\$6,303	\$6,303	\$6,303	\$6,303	\$6,303	\$6,303	\$6,303	\$6,303	\$6,303	\$6,303	\$6,303	75,641	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- TISA Weights based on TISA Calculator.	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- TISA Weights based on TISA Calculator.	
<b>Federal Revenues</b>															
Title I	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Title II	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Title III	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
NSLP	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
E-Rate	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
CSP Startup Grant	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
<b>School Activity Revenues</b>															
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
<b>Fundraising &amp; Philanthropy</b>															
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	



**Pathways In Education - Memphis  
New Charter School Application Budget Template  
Year 1 Cash Flow**

Other	-	\$0	\$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	\$0	-	-
Other	-	\$0	\$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	\$0	-	-
<b>Total Revenues</b>	<b>2,336,868</b>	<b>194,739</b>	<b>194,739</b>	<b>194,739</b>	<b>194,739</b>	<b>194,739</b>	<b>194,739</b>	<b>194,739</b>	<b>194,739</b>	<b>194,739</b>	<b>194,739</b>	<b>194,739</b>	<b>194,739</b>	<b>194,739</b>	<b>2,336,868</b>	<b>-</b>

**Compensation**

	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP		
<b>Compensation</b>																
Principal/School Leader	100,000	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	100,000	-
Assistant Principal	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Special Education Coordinator	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Deans, Directors	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
<b>Total Administrative Compensation</b>	<b>100,000</b>	<b>8,333</b>	<b>8,333</b>	<b>8,333</b>	<b>8,333</b>	<b>8,333</b>	<b>8,333</b>	<b>8,333</b>	<b>8,333</b>	<b>8,333</b>	<b>8,333</b>	<b>8,333</b>	<b>8,333</b>	<b>8,333</b>	<b>100,000</b>	<b>-</b>
<b>Instructional Staff</b>																
Teachers	240,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	240,000	-
Special Education Teachers	52,000	\$4,333	\$4,333	\$4,333	\$4,333	\$4,333	\$4,333	\$4,333	\$4,333	\$4,333	\$4,333	\$4,333	\$4,333	\$4,333	52,000	-
Math Tutor	20,000	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	20,000	-
Substitute Teachers	25,000	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	25,000	-
SGI Math	53,000	\$4,417	\$4,417	\$4,417	\$4,417	\$4,417	\$4,417	\$4,417	\$4,417	\$4,417	\$4,417	\$4,417	\$4,417	\$4,417	53,000	-
SGI English	51,000	\$4,250	\$4,250	\$4,250	\$4,250	\$4,250	\$4,250	\$4,250	\$4,250	\$4,250	\$4,250	\$4,250	\$4,250	\$4,250	51,000	-
SGI Science	53,000	\$4,417	\$4,417	\$4,417	\$4,417	\$4,417	\$4,417	\$4,417	\$4,417	\$4,417	\$4,417	\$4,417	\$4,417	\$4,417	53,000	-
<b>Total Instructional Compensation</b>	<b>494,000</b>	<b>\$41,167</b>	<b>\$41,167</b>	<b>\$41,167</b>	<b>\$41,167</b>	<b>\$41,167</b>	<b>\$41,167</b>	<b>\$41,167</b>	<b>\$41,167</b>	<b>\$41,167</b>	<b>\$41,167</b>	<b>\$41,167</b>	<b>\$41,167</b>	<b>\$41,167</b>	<b>494,000</b>	<b>-</b>
<b>Non-Instructional Staff</b>																
Clerical Staff	31,200	\$2,600	\$2,600	\$2,600	\$2,600	\$2,600	\$2,600	\$2,600	\$2,600	\$2,600	\$2,600	\$2,600	\$2,600	\$2,600	31,200	-
Custodial Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Operations	35,360	\$2,947	\$2,947	\$2,947	\$2,947	\$2,947	\$2,947	\$2,947	\$2,947	\$2,947	\$2,947	\$2,947	\$2,947	\$2,947	35,360	-
Social Workers/Counseling	60,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	60,000	-
Other (Specify in Assumptions)	48,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	48,000	-
<b>Total Non-Instructional Compensation</b>	<b>174,560</b>	<b>14,547</b>	<b>14,547</b>	<b>14,547</b>	<b>14,547</b>	<b>14,547</b>	<b>14,547</b>	<b>14,547</b>	<b>14,547</b>	<b>14,547</b>	<b>14,547</b>	<b>14,547</b>	<b>14,547</b>	<b>14,547</b>	<b>174,560</b>	<b>-</b>
Other Compensation	100,000	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	100,000	-
Other Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
<b>Total Compensation</b>	<b>868,560</b>	<b>72,380</b>	<b>72,380</b>	<b>72,380</b>	<b>72,380</b>	<b>72,380</b>	<b>72,380</b>	<b>72,380</b>	<b>72,380</b>	<b>72,380</b>	<b>72,380</b>	<b>72,380</b>	<b>72,380</b>	<b>72,380</b>	<b>868,560</b>	<b>-</b>

**Employer Benefits & Taxes**

	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP		
<b>Assumption Notes</b>																
Social Security	53,851	\$4,488	\$4,488	\$4,488	\$4,488	\$4,488	\$4,488	\$4,488	\$4,488	\$4,488	\$4,488	\$4,488	\$4,488	\$4,488	53,851	-
Medicare	12,594	\$1,050	\$1,050	\$1,050	\$1,050	\$1,050	\$1,050	\$1,050	\$1,050	\$1,050	\$1,050	\$1,050	\$1,050	\$1,050	12,594	-
State Unemployment	6,400	\$533	\$533	\$533	\$533	\$533	\$533	\$533	\$533	\$533	\$533	\$533	\$533	\$533	6,400	-
Disability/Life Insurance	4,169	\$347	\$347	\$347	\$347	\$347	\$347	\$347	\$347	\$347	\$347	\$347	\$347	\$347	4,169	-
Workers Compensation Insurance	5,038	\$420	\$420	\$420	\$420	\$420	\$420	\$420	\$420	\$420	\$420	\$420	\$420	\$420	5,038	-
Other Fringe Benefits	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Medical Insurance	120,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	120,000	-
Dental Insurance	3,520	\$293	\$293	\$293	\$293	\$293	\$293	\$293	\$293	\$293	\$293	\$293	\$293	\$293	3,520	-
Vision Insurance	528	\$44	\$44	\$44	\$44	\$44	\$44	\$44	\$44	\$44	\$44	\$44	\$44	\$44	528	-
TCRS Certified Legacy	37,739	\$3,145	\$3,145	\$3,145	\$3,145	\$3,145	\$3,145	\$3,145	\$3,145	\$3,145	\$3,145	\$3,145	\$3,145	\$3,145	37,739	-
TCRS Certified Hybrid	17,371	\$1,448	\$1,448	\$1,448	\$1,448	\$1,448	\$1,448	\$1,448	\$1,448	\$1,448	\$1,448	\$1,448	\$1,448	\$1,448	17,371	-
TCRS Classified Legacy	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
TCRS Classified Hybrid	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Classified Retirement	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Retirement	12,334	\$1,028	\$1,028	\$1,028	\$1,028	\$1,028	\$1,028	\$1,028	\$1,028	\$1,028	\$1,028	\$1,028	\$1,028	\$1,028	12,334	-
<b>Total Employer Benefits &amp; Taxes</b>	<b>273,543</b>	<b>22,795</b>	<b>22,795</b>	<b>22,795</b>	<b>22,795</b>	<b>22,795</b>	<b>22,795</b>	<b>22,795</b>	<b>22,795</b>	<b>22,795</b>	<b>22,795</b>	<b>22,795</b>	<b>22,795</b>	<b>22,795</b>	<b>273,543</b>	<b>-</b>

**Pathways In Education - Memphis**  
**New Charter School Application Budget Template**  
**Year 1 Cash Flow**

**Operating Expenses**

Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	

**Assumption Notes**

**Contracted Services**

Professional Development	8,000	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	8,000	-	Professional Development
CMO Fees	231,525	\$19,294	\$19,294	\$19,294	\$19,294	\$19,294	\$19,294	\$19,294	\$19,294	\$19,294	\$19,294	\$19,294	\$19,294	231,525	-	Financial Services
Audit Services	11,550	\$963	\$963	\$963	\$963	\$963	\$963	\$963	\$963	\$963	\$963	\$963	\$963	11,550	-	Audit Services
Legal Fees	12,100	\$1,008	\$1,008	\$1,008	\$1,008	\$1,008	\$1,008	\$1,008	\$1,008	\$1,008	\$1,008	\$1,008	\$1,008	12,100	-	Legal Fees
Copier Lease and Usage	24,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	24,000	-	Copier Lease and Usage
Internet and Phone Service	5,700	\$475	\$475	\$475	\$475	\$475	\$475	\$475	\$475	\$475	\$475	\$475	\$475	5,700	-	Internet and Phone Service
Cell Phone Service	3,898	\$325	\$325	\$325	\$325	\$325	\$325	\$325	\$325	\$325	\$325	\$325	\$325	3,898	-	Cell Phone Service
Field Trips	20,000	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	20,000	-	Payroll Services
Health Services	1,000	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	1,000	-	Health Services
Transportation	8,000	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	8,000	-	Transportation
IT Services	7,000	\$583	\$583	\$583	\$583	\$583	\$583	\$583	\$583	\$583	\$583	\$583	\$583	7,000	-	IT Services
Contracted SPED Services	18,600	\$1,550	\$1,550	\$1,550	\$1,550	\$1,550	\$1,550	\$1,550	\$1,550	\$1,550	\$1,550	\$1,550	\$1,550	18,600	-	Contracted SPED Services
Insurance	248,827	\$20,736	\$20,736	\$20,736	\$20,736	\$20,736	\$20,736	\$20,736	\$20,736	\$20,736	\$20,736	\$20,736	\$20,736	248,827	-	Insurance
Postal Charges	2,200	\$183	\$183	\$183	\$183	\$183	\$183	\$183	\$183	\$183	\$183	\$183	\$183	2,200	-	Postal Charges
experiential Learning	80,000	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	80,000	-	Bank Charges
General Consulting	4,000	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	4,000	-	
Security	20,000	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	20,000	-	
Software Procurement	1,500	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	1,500	-	
Student Activities - Events	2,000	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	2,000	-	
Student Activities - Graduation	5,000	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	5,000	-	
Student Meal/Food	25,000	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	25,000	-	

**Supplies & Materials**

Textbooks and Instructional Supplies	75,000	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	75,000	-	Textbooks and Instructional Supplies
Education Software	24,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	24,000	-	Education Software
Student Supplies	2,000	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	2,000	-	Student Supplies
Faculty Supplies	1,000	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	1,000	-	Faculty Supplies
Library Books	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Library Books
Testing & Evaluation	5,000	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	5,000	-	Testing & Evaluation
Student Laptops	15,000	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	15,000	-	Student Laptops
Faculty Laptops	1,500	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	1,500	-	Faculty Laptops
Office Supplies	5,000	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	5,000	-	Office Supplies
Printing Paper	200	\$17	\$17	\$17	\$17	\$17	\$17	\$17	\$17	\$17	\$17	\$17	\$17	200	-	Printing Paper
Marketing Materials	2,000	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	2,000	-	Marketing Materials
Student Uniforms	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Student Uniforms
Gifts & Awards - Students	2,000	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	2,000	-	Gifts & Awards - Students
Gifts & Awards - Teachers and Staff	1,000	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	1,000	-	Gifts & Awards - Teachers and Staff
Health Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Health Supplies
Miscellaneous Materials	1,000	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	1,000	-	
Custom Print Job - Business Cards	500	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	500	-	
Miscellaneous/Other Technical Equip	500	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	500	-	

**Facility Related Expenses**

Rent	95,616	\$7,968	\$7,968	\$7,968	\$7,968	\$7,968	\$7,968	\$7,968	\$7,968	\$7,968	\$7,968	\$7,968	\$7,968	95,616	-	Rent
Utilities	25,300	\$2,108	\$2,108	\$2,108	\$2,108	\$2,108	\$2,108	\$2,108	\$2,108	\$2,108	\$2,108	\$2,108	\$2,108	25,300	-	Utilities
Custodial	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	-	Custodial
Waste	3,300	\$275	\$275	\$275	\$275	\$275	\$275	\$275	\$275	\$275	\$275	\$275	\$275	3,300	-	Waste
Faculty Furniture	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Faculty Furniture
Student Furniture	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Student Furniture
Internet/Network Equipment	5,000	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	5,000	-	Internet/Network Equipment
Other Equipment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other Equipment
Building Decorum	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Building Decorum
Tenant Improvements	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Tenant Improvements
Repairs & Maintenance	6,000	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	6,000	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other

**Other Charges**

Board Training	15,000	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	15,000	-	
Student Recruitment & Community En	3,000	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	3,000	-	Student Recruitment & Community Engagement
Parent & Staff Meetings	1,200	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	1,200	-	Parent Meetings
Authorizer Fee	35,000	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	35,000	-	Staff Meetings
Marketing	20,000	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	20,000	-	Other
Program/Student Travel Meals	800	\$67	\$67	\$67	\$67	\$67	\$67	\$67	\$67	\$67	\$67	\$67	\$67	800	-	
Program/Student Non-Travel Meals	900	\$75	\$75	\$75	\$75	\$75	\$75	\$75	\$75	\$75	\$75	\$75	\$75	900	-	

Pathways In Education - Memphis  
New Charter School Application Budget Template  
Year 1 Cash Flow

Subscriptions	6,000	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	6,000	-
Membership Fees	1,200	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	1,200	-
Business Promotion	3,000	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	3,000	-
Travel - Airfare & Hotel	10,000	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	10,000	-
Car Rentals	300	\$25	\$25	\$25	\$25	\$25	\$25	\$25	\$25	\$25	\$25	\$25	\$25	300	-
Meals	1,500	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	1,500	-
Conferences	2,500	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	2,500	-
Staff Meetings	1,000	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	1,000	-
Staff Development	2,500	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	2,500	-
Company Functions	500	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	500	-
Company Events	1,500	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	1,500	-
<b>Debt Service</b>															
Loan Interest	39,840	3,320	3,320	3,320	3,320	3,320	3,320	3,320	3,320	3,320	3,320	3,320	3,320	39,840	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Operating Expenses</b>	<b>1,174,556</b>	<b>97,880</b>	<b>97,880</b>	<b>97,880</b>	<b>97,880</b>	<b>97,880</b>	<b>97,880</b>	<b>97,880</b>	<b>97,880</b>	<b>97,880</b>	<b>97,880</b>	<b>97,880</b>	<b>97,880</b>	<b>1,174,556</b>	<b>-</b>
<b>Total Expenses</b>	<b>2,316,659</b>	<b>193,055</b>	<b>193,055</b>	<b>193,055</b>	<b>193,055</b>	<b>193,055</b>	<b>193,055</b>	<b>193,055</b>	<b>193,055</b>	<b>193,055</b>	<b>193,055</b>	<b>193,055</b>	<b>193,055</b>	<b>2,316,659</b>	<b>-</b>

Pathways In Education - Memphis  
New Charter School Application Budget Template  
Year 2 Through 5 Budget

Revenue Assumptions

	Year 1	Year 2	Year 3	Year 4	Year 5
	2024-25	2025-26	2026-27	2027-28	2028-29
Annual Revenue Increase	0.00%	0.00%	0.00%	0.00%	0.00%
Cumulative Increase	100.00%	100.00%	100.00%	100.00%	100.00%

**State Revenues**

Assumption Assumption Notes

TISA Base Rate	\$6,860	1,543,500	\$1,715,000	\$2,058,000	\$2,058,000	\$2,401,000	Per Tisa Formula see Revenue tracker attached
TISA Weights	See Tracker	717,728	\$797,475	\$956,970	\$956,970	\$1,116,465	Per Tisa Formula see Revenue tracker attached
TISA Direct	See Tracker	75,641	\$83,427	\$99,927	\$99,927	\$114,574	Per Tisa Formula see Revenue tracker attached
Other		-	\$0	\$0	\$0	\$0	
Other		-	\$0	\$0	\$0	\$0	

**Federal Revenues**

Title I	\$0	-	\$0	\$0	\$0	\$0	
Title II	\$0	-	\$0	\$0	\$0	\$0	
Title III	\$0	-	\$0	\$0	\$0	\$0	
NSLP	\$0	-	\$0	\$0	\$0	\$0	
E-Rate	\$0	-	\$0	\$0	\$0	\$0	
CSP Startup Grant	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	

**School Activity Revenues**

Other	\$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**

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 Revenues**

2,336,868    \$2,595,902    3,114,897    3,114,897    3,632,039

Compensation

Year 1	Year 2	Year 3	Year 4	Year 5
2024-25	2025-26	2026-27	2027-28	2028-29

**Administrative Staff**

Assumption Notes

Principal/School Leader	100,000	103,000	106,090	109,273	112,551	School Principal
Assistant Principal	-	-	-	-	-	
Special Education Coordinator	-	-	-	-	-	
Deans, Directors	-	-	-	-	-	
Other (Specify in Assumptions)	-	-	-	-	-	
<b>Total Administrative Compensation</b>	<b>100,000</b>	<b>103,000</b>	<b>106,090</b>	<b>109,273</b>	<b>112,551</b>	

**Instructional Staff**

Teachers	240,000	296,640	305,539	314,705	378,171	Regular Teachers
Special Education Teachers	52,000	53,560	55,167	56,822	58,526	Special Education Teachers
Math Tutor	20,000	20,600	21,218	21,855	22,510	Math Tutor
Substitute Teachers	25,000	25,750	26,523	27,318	28,138	Substitute Teachers
SGL Math	53,000	54,590	56,228	57,915	59,652	Small Group math teacher
SGL English	51,000	52,530	54,106	55,729	57,401	Small Group English teacher
SGL Science	53,000	54,590	56,228	57,915	59,652	Small Group Science teacher
<b>Total Instructional Compensation</b>	<b>494,000</b>	<b>558,260</b>	<b>575,008</b>	<b>592,258</b>	<b>664,050</b>	

**Pathways In Education - Memphis  
New Charter School Application Budget Template  
Year 2 Through 5 Budget**

<b>Non-Instructional Staff</b>						
Clerical Staff	31,200	32,136	33,100	34,093	35,116	Center Coordinator \$15/hour rate
Custodial Staff	-	-	-	-	-	
Operations	35,360	36,421	37,513	38,639	39,798	Compliance Coordinator \$17/hour rate
Social Workers	60,000	61,800	63,654	65,564	67,531	Social Workers
Counselor	48,000	49,440	50,923	52,451	54,024	Post-Secondary & Student Service Counselor
<b>Total Non-Instructional Compensation</b>	<b>174,560</b>	<b>179,797</b>	<b>185,191</b>	<b>190,746</b>	<b>196,469</b>	
Other Compensation	100,000	100,000	100,000	100,000	100,000	Incentives at year end for the teachers
Other Compensation	-	-	-	-	-	
Other Compensation	-	-	-	-	-	
Other Compensation	-	-	-	-	-	
<b>Total Compensation</b>	<b>868,560</b>	<b>941,057</b>	<b>966,289</b>	<b>992,277</b>	<b>1,073,070</b>	

**Employer Benefits & Taxes**

	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29	
Social Security	53,851	58,346	59,910	61,521	66,530	social security 6.2%
Medicare	12,594	13,645	14,011	14,388	15,560	Medicare 1.45%
State Unemployment	6,400	6,800	6,800	6,800	7,200	\$400 per FTE
Disability/Life Insurance	4,169	4,517	4,638	4,763	5,151	Long term & short term disability plus life insurance total 0.48% of salary, assumption from similar charter schools located in Memphis data gathered from 2018-2022 average rate
Workers Compensation Insurance	5,038	5,458	5,604	5,755	6,224	Workers Compensation Insurance rate 0.58%, assumption from similar charter schools located in Memphis data gathered from 2018-2022 average rate
Other Fringe Benefits	-	-	-	-	-	
Medical Insurance	120,000	127,500	127,500	127,500	135,000	assumption from similar charter schools located in Memphis data gathered from 2018-2022 average rate
Dental Insurance	3,520	3,740	3,740	3,740	3,960	assumption from similar charter schools located in Memphis data gathered from 2018-2022 average rate
Vision Insurance	528	561	561	561	594	assumption from similar charter schools located in Memphis data gathered from 2018-2022 average rate
TCRS Certified Legacy	37,739	40,889	41,985	43,114	46,625	8.69% from similar charter school located in Memphis, assume 50% employee qualify for Legacy and the rest 50% qualify for Hybrid
TCRS Certified Hybrid	17,371	18,821	19,326	19,846	21,461	4% from similar charter school located in Memphis, assume 50% employee qualify for Legacy and the rest 50% qualify for Hybrid
TCRS Classified Legacy	-	-	-	-	-	
TCRS Classified Hybrid	-	-	-	-	-	
Other Classified Retirement	-	-	-	-	-	
Other Retirement	12,334	13,363	13,721	14,090	15,238	Retirement plan 403(b) for non-profit organization, employer contribution max 5%, 1.42% is from similar charter schools located in Memphis data gathered from 2018-2022 average rate
<b>Total Employer Benefits &amp; Taxes</b>	<b>273,543</b>	<b>293,640</b>	<b>297,797</b>	<b>302,079</b>	<b>323,542</b>	

**Operating Expenses**

	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29
<b>Annual Expense Increase</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>
<b>Cumulative Increase</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29		
<b>Contracted Services</b>						<b>Assumption Notes</b>	
Professional Development	\$0	8,000	\$8,000	\$3,000	\$3,000	workshops, staff conferences, leadership conferences, including travel & food for training	
CMO Fees	\$0	231,525	\$257,250	\$308,700	\$308,700	\$360,150	Contract with PMG management for Accounting Bookkeeping payroll services and HR services charge 15% of TISA Base Rate
Audit Services	\$0	11,550	\$11,550	\$11,550	\$11,550	\$11,550	CliftonLarsonAllen LLP Annual Charge for similar charter school auditing the financials
Legal Fees	\$0	12,100	\$12,100	\$12,100	\$12,100	\$12,100	Legal services for board meeting, general matter etc
Copier Lease and Usage	\$0	24,000	\$24,000	\$24,000	\$24,000	\$24,000	Xerox Services & Mr copy inc for leasing and using copier
Internet and Phone Service	\$0	5,700	\$5,700	\$5,700	\$5,700	\$5,700	Comcast and AT&T monthly services
Cell Phone Service	\$0	3,898	\$3,898	\$3,898	\$3,898	\$3,898	AT&T verizon for employee work cell phone
Field Trips	\$0	20,000	\$20,000	\$20,000	\$20,000	\$20,000	Payroll service is included in PMG Management services
Health Services	\$0	1,000	\$1,000	\$1,000	\$1,000	\$1,000	
Transportation	\$0	8,000	\$8,000	\$8,000	\$8,000	\$8,000	Student Bus passes from Memphis Area Transit Authority
IT Services	\$0	7,000	\$7,000	\$7,000	\$7,000	\$7,000	Contract with Alltech Enterprises LLC IT related services & trouble shooting etc
Contracted SPED Services	\$0	18,600	\$18,600	\$18,600	\$18,600	\$18,600	School nurse service and Therapy SLP services contracted with Presence Learning Inc. WCI Management Services LLC
Insurance	\$0	248,827	\$248,827	\$248,827	\$248,827	\$248,827	Property & Casualty umbrella insurance for school body
Postal Charges	\$0	2,200	\$2,200	\$2,200	\$2,200	\$2,200	UPS & Fedex delivery
experiential learning	\$0	80,000	\$160,000	\$160,000	\$160,000	\$160,000	Contract with program companies such as PIE, Inc. that take students on field trips, out of state or international trips
General Consulting	\$0	4,000	\$4,000	\$4,000	\$4,000	\$4,000	
Security	\$0	20,000	\$20,000	\$20,000	\$20,000	\$20,000	
Software Procurement	\$0	1,500	\$1,500	\$1,500	\$1,500	\$1,500	
Student Activities - Events	\$0	2,000	\$2,000	\$2,000	\$2,000	\$2,000	
Student Activities - Graduation	\$0	5,000	\$5,000	\$5,000	\$5,000	\$5,000	

**Pathways In Education - Memphis  
New Charter School Application Budget Template  
Year 2 Through 5 Budget**

Student Meal/Food	\$0	25,000	\$25,000	\$25,000	\$25,000	\$25,000	
<b>Supplies &amp; Materials</b>							
Textbooks and Instructional Supplies	\$0	75,000	\$80,000	\$90,000	\$90,000	\$90,000	text book purchases from Textbook warehouse, Follett school solution, inc or social studies school service etc
Education Software	\$0	24,000	\$24,000	\$24,000	\$24,000	\$24,000	Contracted with Education Dynamics education softwares purchases
Student Supplies	\$0	2,000	\$2,000	\$2,000	\$2,000	\$2,000	Purchase from staples advantage for student supplies ,lab materials or over the counter medicine etc
Faculty Supplies	\$0	1,000	\$1,000	\$1,000	\$1,000	\$1,000	purchase from staples for classrooms and labs
Library Books	\$0	-	\$0	\$0	\$0	\$0	
Testing & Evaluation	\$0	5,000	\$5,000	\$5,000	\$5,000	\$5,000	payment for testing materials and State testing ACT etc
Student Laptops	\$0	15,000	\$15,000	\$15,000	\$15,000	\$15,000	Chromebook purchase for students about \$300 budget \$15,000 for growth and replacement
Faculty Laptops	\$0	1,500	\$1,500	\$1,500	\$1,500	\$1,500	Laptops for faculty use
Office Supplies	\$0	5,000	\$6,000	\$6,000	\$6,000	\$6,000	mostly purchases from Staples advantages for office use like print paper, pens, tapes,etc
Printing Paper	\$0	200	\$200	\$200	\$200	\$200	
Marketing Materials	\$0	2,000	\$1,500	\$1,500	\$1,500	\$1,500	print outs, T shirts that used for marketing
Student Uniforms	\$0	-	\$0	\$0	\$0	\$0	
Gifts & Awards - Students	\$0	2,000	\$2,000	\$2,500	\$2,500	\$3,000	gifts cards for students awards
Gifts & Awards - Teachers and Staff	\$0	1,000	\$1,000	\$1,000	\$1,000	\$1,000	gift cards purchases for teachers and staff
Health Supplies	\$0	-	\$0	\$0	\$0	\$0	
Miscellaneous Materials	\$0	1,000	\$1,000	\$1,000	\$1,000	\$1,000	
Custom Print Job - Business Cards	\$0	500	\$500	\$500	\$500	\$500	
Miscellaneous/Other Technical Equipment	\$0	500	\$500	\$500	\$500	\$500	
<b>Facility Related Expenses</b>							
Rent	\$0	95,616	\$95,616	\$95,616	\$95,616	\$95,616	
Utilities	\$0	25,300	\$25,300	\$25,300	\$25,300	\$25,300	Water Gas electric payments
Custodial	\$0	18,000	\$18,000	\$18,000	\$18,000	\$18,000	Cleaning fees for school
Waste	\$0	3,300	\$3,300	\$3,300	\$3,300	\$3,300	Waste Connections of TN payments
Faculty Furniture	\$0	-	\$0	\$0	\$0	\$0	
Student Furniture	\$0	-	\$0	\$0	\$0	\$0	
Internet/Network Equipment	\$0	5,000	\$5,000	\$5,000	\$5,000	\$5,000	Internet & Phone set up and monthly services
Other Equipment	\$0	-	\$0	\$0	\$0	\$0	
Building Decorum	\$0	-	\$0	\$0	\$0	\$0	
Tenant Improvements	\$0	-	\$0	\$0	\$0	\$0	
Repairs & Maintenance	\$0	6,000	\$6,000	\$6,000	\$6,000	\$6,000	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
<b>Other Charges</b>							
Board Training	\$0	15,000	15,000	15,000	15,000	15,000	
Student Recruitment & Community Engagement	\$0	3,000	3,000	3,000	3,000	3,000	
Parent & Staff Meetings	\$0	1,200	1,200	1,200	1,200	1,200	
Authorizer Fee	\$0	35,000	35,000	35,000	35,000	35,000	the lesser of 3% of Revene and \$35000 flat rate
Marketing	\$0	20,000	20,000	20,000	20,000	20,000	google or facebook social media business advertising, godaddy.com payment
Program/Student Travel Meals	\$0	800	800	800	800	800	
Program/Student Non-Travel Meals	\$0	900	900	900	900	900	
Subscriptions	\$0	6,000	6,000	6,000	6,000	6,000	
Membership Fees	\$0	1,200	1,200	1,200	1,200	1,200	
Business Promotion	\$0	3,000	3,000	3,000	3,000	3,000	
Travel - Airfare & Hotel	\$0	10,000	10,000	10,000	10,000	10,000	
Car Rentals	\$0	300	300	300	300	300	
Meals	\$0	1,500	1,500	1,500	1,500	1,500	
Conferences	\$0	2,500	2,500	2,500	2,500	2,500	
Staff Meetings	\$0	1,000	1,000	1,000	1,000	1,000	
Staff Development	\$0	2,500	2,500	2,500	2,500	2,500	
Company Functions	\$0	500	500	500	500	500	
Company Events	\$0	1,500	1,500	1,500	1,500	1,500	
<b>Debt Service</b>							
Loan Interest	\$0	39,840	41,397	27,381	12,818	-	most current Annual long-term APR federal interest rate 3.84% as of Jan 2023,see loan schedule attached
Other	\$0	-	-	-	-	-	
Other	\$0	-	-	-	-	-	
<b>Total Operating Expenses</b>		<b>1,174,556</b>	<b>1,287,338</b>	<b>1,330,272</b>	<b>1,319,209</b>	<b>1,354,841</b>	
<b>Total Expenses</b>		<b>2,316,659</b>	<b>2,522,034</b>	<b>2,594,358</b>	<b>2,613,565</b>	<b>2,751,453</b>	

Pathways In Education - Memphis  
 New Charter School Application Budget Template  
 Year 0 & Years 1 through 5 Summary

**Revenue Assumptions**

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
<b>Starting Fund Balance</b>	1,000,000	459,697	479,907	153,774	274,314	434,856
State Revenues	-	2,336,868	2,595,902	3,114,897	3,114,897	3,632,039
Federal Revenues	-	-	-	-	-	-
School Activity Revenues	-	-	-	-	-	-
Fundraising & Philanthropy	-	-	-	-	-	-
<b>Total Revenues</b>	-	2,336,868	2,595,902	3,114,897	3,114,897	3,632,039
Staffing	100,000	868,560	941,057	966,289	992,277	1,073,070
Employer Benefits & Taxes	32,730	273,543	293,640	297,797	302,079	323,542
Contracted Services	38,302	739,900	845,625	892,075	892,075	943,525
Supplies & Materials	155,000	135,700	141,200	151,700	155,200	152,200
Facility-Related Expenses	158,916	153,216	153,216	153,216	153,216	153,216
Other Charges	36,000	105,900	105,900	105,900	105,900	105,900
Debt Service	19,354	39,840	41,397	27,381	12,818	-
<b>Total Expenses</b>	540,303	2,316,659	2,522,034	2,594,358	2,613,565	2,751,453
<b>Net Income</b>	(540,303)	20,209	73,868	520,540	501,332	880,586
<b>Loan Payback</b>			400,000	400,000	340,790	
<b>Ending Fund Balance</b>	459,697	479,907	153,774	274,314	434,856	1,315,442





# Attachment O:

Budget Narrative



### 3.2 Budget Narrative (Attachment O)

As **Attachment O**, present a budget narrative including detailed descriptions of budget assumptions, and revenue and expenditure projections, reflecting proposed growth over time. In this section include:

(a) How the proposed budget is adequate to ensure the proposed school model can be implemented fully and how it supports your theory of action concerning student achievement;

PMG has extensive experience opening and operating charter and contract schools in multiple cities and states. This track record of financial, operational and facility success has always aligned with the educational model of Pathways in Education (PIE). The proposed budget includes typical conservative PIE revenue, enrollment and expense assumptions and incorporates our staffing model which assumes a 50 student to 1 Independent Study teacher ratio.

PIE-Memphis focuses on re-engaging students who are credit deficient, pregnant or parenting, working, chronically absent and at risk of dropping out. We anticipate a sizable percentage of our student population would not contribute to the per pupil amount received by MSCSS. Rather, these students have been recaptured and re-enrolled into the school system with another opportunity to graduate despite lapses in their education.

(b) An explanation of student enrollment and BEP projections;

PIE-Memphis plans on serving 225 students in our first year and growing to 300 students in years two through four and then growing to 350 students in year five. We expect to see an average special education student percentage of 10% across all students.

The budget is based on the number of students per grade level. The ACT TISA funds are allocated for projected students in 11th grade.

#### Enrollment Summary

Grade Level	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29	At Capacity 2028-29
9	35	40	45	45	55	55
10	50	60	85	85	105	105
11	75	80	95	95	100	100
12	65	70	75	75	90	90
Totals	225	250	300	300	350	350

Our staffing modeling and blended learning design allows for instructional flexibility and adding instructional staff as the student population increases. The PIE-Memphis program highlights independent study, small group instruction, online learning and experiential learning which gives students flexible schedules and a rigorous focus on common core-aligned standards. The founders of the Pathways program have dedicated their lives to helping at-risk students. Simply put, we are singularly focused on teenagers who are in danger of dropping out of school through our education model and other student programs. Our experience has shown it is possible to turn these lives around. Our mission is critical: teenagers who drop out of school are also highly likely to drop out of society,

which can hardly afford the poverty, unemployment, crime, suicide, drug abuse, teen pregnancy and other ills that often shadow dropouts. Budget assumptions are built around our extensive experience serving this population of students and what it takes financially to support their learning.

Our instructional model provides flexible scheduling and a proven pathway for students at risk of dropping out of school. Consequently, effective community engagement that highlights the merits of our program have proven effective in other schools in the network. The PIE community engagement and immersion plan has produced high enrollment results in IL, LA, AZ, and ID. One month after school started in IL in August 2013, the school enrolled 600 students. By October, had accepted another 200 to apply to a waiting list.

(c) An explanation of all anticipated funding sources, including grants, state, federal, and local per pupil eligibility, other government resources, private fundraising, eRate, student fees, donations, etc.;

The primary source of recurring school funding will come from the new TISA funding program, including base funding, weights funding and direct funding. PIE-Memphis anticipates applying for federal funding during year one. However since the amount of federal funding is not guaranteed, and reimbursement based, it was not included in the revenue part of the budget at this time.

PIE-Memphis does not rely on donations, grants or fundraising for revenue and projects conservative revenue estimates to ensure program design and school sustainability. The only funding sources assumed in the budget model provided are TISA and a PMG loan of \$1,000,000 with interest of 3.84%. Principal payback occurs in years 2, 3 & 4 and with compound interest of Attachment Q Budget Narrative (for new starts) \$1,675,236 in year 5. The PMG loan is focused on expenses in the planning year for general operating expenses and facilities improvements.

(d) An explanation of all anticipated expenditures including those identified in Section 3.1(d);

Below is an explanation of the assumptions regarding the anticipated significant expenditures for PIE-Memphis:

- Salaries and Benefits:
  - Salaries and Benefits account for ~45% of total expenses. In Year 0, we anticipate hiring one Principal and subsequently adjusting the administrative and operational staffing structure accordingly with growth while increasing student-interfacing positions proportionately with enrollment increases (i.e. Teachers, Special Education, Interventionists, etc.).
- Contracted Services:
  - Professional Development: The school has budgeted \$8000 per year in years 1 and 2
  - Financial Services: The school has budgeted ~\$28K annually
  - Audit Services: ~\$11.5K annually
  - Copier Lease and Usage: \$24K annually
  - IT Services: PIE- Memphis will outsource its IT services. We have assumed that this will be \$7,000 per year.
  - Contracted SpEd Services: PIE- Memphis will outsource its special education support to a provider. We have budgeted \$18.6K annually for Contracted SpEd.
  - Insurance: The school has budgeted \$248K per annum for insurance, which include property, casualty umbrella insurance, amongst other policies.

- Supplies and Materials:
  - Textbooks and instructional materials: The school has budgeted \$75K-\$90K per year for textbooks and instructional materials, based on the fact that students use Student Activity Workbooks that are consumable, one time use items.
  - Education Software: The school has budgeted \$24K per year for education software.
  - Student Laptops: The school has budgeted \$60K in year 0 for student chromebooks, with the assumption that we will add/ replace 50 chromebooks each year
  - Faculty Laptops: The school has budgeted \$12,000 for faculty laptops, with the assumption that the refresh cycle for laptops occurs every three years.
  - Office Supplies: The school has budgeted \$5K for Office Supplies and budgeted \$2K for Gifts and Awards.
- Facilities:
  - Utilities: The school has budgeted \$23.5K for utilities.
  - Custodial: The school has budgeted \$18K for contracted custodial services.
  - Faculty Furniture: The school has budgeted \$2K (existing furnished facility)
  - Student Furniture: The school has budgeted \$5K (existing furnished facility)
  - Internet/Network Equipment: The school has budgeted \$5.7K annually
  - Building Maintenance: The school has budgeted \$6K per year
  - Depreciation: Depreciation related to our capital and facility investments is not currently included in the charter application.
- Other:
  - Authorizer Fee: The school has budgeted \$35K of revenue for its annual authorizer fee.
  - Board Training: \$15,000
- Debt Service:
  - The school has assumed that it will borrow startup costs and that there will be a commensurate amount of interest expense per annum.

(e) The systems, processes, and policies by which the proposed school will manage accounting, purchasing, payroll, and audits. Include any draft policies on financial controls;

PIE-Memphis has a Principal budgeted at \$100 k. Office staff personnel include a Center Coordinator (\$31k) and a Compliance Coordinator (\$35k). The ten (10) specialist teachers include a special education teacher (\$52k), classroom/small group instructors with a salary range of \$48-\$53k, a Post Secondary Student Counselor (\$48k) and Social-Emotional Learning Specialist (\$60K) to provide wrap-around services so students see their future beyond high school. These positions are supplemented from an administrative and operations standpoint by the itinerant staff included in the management fee of 15% of base funding. PIE-Memphis provides a full benefits package that includes United Health Care PPO employee coverage costing the school \$7500 per employee per year. In addition to that FICA of 7.65% (6.2% for Social Security and 1.45% for Medicare), State Retirement contribution of 9% for both certified and non-certified staff members, life insurance of 0.48% per employee, GASB45 or Other Post Employee Benefits (OPEB) benefits expense of \$4,400 (\$296 per employee) and unemployment insurance of \$400 per employee are provided. As part of the overall compensation package for our teachers (\$100k), there is an opportunity to earn semester incentives for instructional staff. The incentives are an integral part of the Pathways program and are based upon student academic achievement goals. In addition to the full time FTEs assumed in the budget model,

PIE-Memphis also includes expenses for substitute teachers of \$25k per year and a part time math tutor of \$20k per year.

There is significant job-embedded professional development for teachers and in addition there is another \$8k budgeted for external professional development activities to enhance the fidelity of the educational model delivery. To ensure consistent enrollment for the PIE-Memphis school, \$20k is spent annually on student recruitment and marketing. As noted in the aforementioned enrollment section, PIE-Memphis is confident that this level of spending will result in the reasonable enrollment assumption of serving 225 students in year one and growing to 300 students thereafter. Though there is a significant investment in technology for the PIE-Memphis blended learning program, there is also \$170-\$180k spent every 24 months on textbooks starting in Year1 of the program. Additional instructional supplies, office supplies, assessment costs, and student supplies are budgeted at \$105k per year. The experiential learning component of PIE-Memphis provides opportunities for students to participate in college readiness programs, community service and several field trips. These experiences are budgeted at \$20k per year and Pathways in Education, Inc. partners with other non-profits such as animal shelters, senior citizen homes, and conservation organizations to provide volunteer experiences for students. Programming includes team building activities that allow students to explore what humanitarian causes mean the most to them and community awareness. Students learn about the different ways they can directly impact their community such as fundraising, volunteering, donating and creating programs; all while making friends and helping others. Included in the budget of \$80k in year one is an experiential learning opportunity such as Black History Tour or Washington DC trip contracted through a specialized tour provider. In years two through five the number of these trips rises to two per year.

PIE-Memphis utilizes legal (\$11.5k annually) services, obtains an annual audit of its financial statements and compliance with internal controls (\$17k annually), and receives Charter Management Organization (CMO) services that cost 15% of base funding. The CMO fee is waived in the planning year resulting in no cost to PIE-Memphis. The PMG Fee is based upon a percentage of the revenue of PIE Memphis. As there will be no revenue during the start-up year for PIE-Memphis, PMG acknowledges that there will be no compensation for their support services during the start-up period. The PIE-Memphis Board will monitor the support services provided by PMG during the start-up period, as measured by the school opening timeline outlined in Section 2.2 and enrollment growth. In order to realize the expected revenue from PIE-Memphis, PMG will ensure that the school opens on time and is fully enrolled. To support the blended learning model of PIE-Memphis will utilize a facility in Memphis Shelby County that best aligns with the needs of the program. Annual lease costs (\$95,616k), custodial costs (\$18k), utilities (\$25.3k), and property & casualty umbrella insurance for the school (\$248,827k) are assumed annually. As outlined in Article 5 of Attachment K: CMO Agreement, PMG will manage facility services, to include any lease agreements. All facility costs are either paid directly by PIE-Memphis or reimbursed to PMG. PIE-Memphis assumes significant technology and equipment costs to support the blended learning model including laptops for students and faculty, educational software Edmentum, Powerschool and Data tracking software (\$12k annually), network support costs and required furniture for students and faculty. This expense varies annually but in planning and Year 1 startup costs for technology and equipment is \$88.5k and the remaining Attachment Q Budget Narrative (for new starts) years of the budget model have an average investment of \$69.5k depending on refresh rates. Finally, PIE-Memphis is budgeting \$8,000 per year for transportation expenses.

(f) How the proposed school will provide an independent annual audit of school-level operations and comply with other federal or state accounting and/or reporting requirements;

PIE-Memphis will contract for annual audit services and has budgeted \$11.55 k per year towards this expense. PIE-Memphis plans to use CliftonLarsonAllen LLP. Certified Public Accountants also audit the financial statements of the Pathways Management Group, Inc. Annual audits will be conducted in accordance with auditing standards generally accepted in the United States of America. Those standards require that they plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement. The audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. The audit also includes assessing the accounting principles used, reviewing estimates made by management, and evaluating the overall financial statement presentation.

(g) The different roles and responsibilities of the proposed school's administration and governing board for school finances; The PIE- Memphis Governing Board shall set all spending priorities for the school, approve annual budgets as proposed by school leadership, as well as provide oversight to ensure that school funds are being spent appropriately. In consultation with the Governing Board, school administration will create an annual budget based upon enrollment projections. It is also the responsibility of the principal to manage monthly expenditures to ensure that expenditures do not exceed expected revenue.

(h) If there is a plan to outsource any financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., include a statement on how you will choose and oversee the contractors;

Financial management services are not outsourced but are provided by Pathways Management Group (PMG) and included in the 15% CMO fee within the budget model.

(i) The level of financial expertise of the proposed school's internal and external team members;

All Pathways In Education schools have an independent Board of Directors. Each school's budget is managed by a Division Controller. Each principal has a monthly budget meeting with the Division Controller to review expenditures and projections. The Division Controller reports directly to the PMG Chief Financial Officer (CFO). The CFO directly reports to the President of PMG. The CFO reports to the each of the PIE Schools Board of Directors at least four times per year

(j) The proposed school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected;

Revenue and expense assumptions have been thoroughly vetted, compared to industry standards, and adjusted to ensure that revenue assumptions are reasonable and that all core and supplemental expenses projected in the early years of school operation are included. However, in the event that revenue received expenses are not received or are lower than expected, PIE-Memphis will be prepared to implement a contingency plan so that the school can continue to run smoothly and services to students and families are not interrupted in any way. If anticipated revenues are not received or are lower than expected, PIE-Memphis will seek a loan through Charter Capitol.

PIE-Memphis will revise the budget with any new assumptions in partnership with PMG using the three prong-strategy of increasing revenue (utilization of available grants and programming);

decreasing expenses, particularly non-essential/elective spending; and careful cash management.

PIE-Memphis plans to use a flexible staffing model that is based on student enrollment. If enrollment and TISA funding fall below expectations, staffing will be adjusted to meet the actual student enrollment needs. If necessary operational (copiers, supplies) and programmatic costs (field trips) will be reduced.

(k) The Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening;

The PIE-Memphis financial model includes a startup loan provided by PMG that allows for cash flow in the planning year with payback starting in Year 1 of the budget model. Also, PMG has added an available line of credit of \$200k on top of the startup loan of \$1,000,000 in the event cash flow is negatively affected by unforeseen issues. In the event of reduced revenues PIE-Memphis can delay the payback of the startup loan as well as scale the school model iteratively in order to deal with any reduced funding.

Given the provided loan amounts from PMG, the Board will separate this obligation from its responsibilities to oversee the performance of PMG. In addition to the performance monitoring outlined in Section 2.10, Table II, and the CMO evaluation rubric, Attachment K: CMO Agreement outlines the roles and responsibilities of PMG.

(c) How one or more high-needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.

The budget model includes staffing for special education students that we anticipate at 10% of total enrollment. PIE-Memphis specializes in serving at-risk students and is fully prepared to support the educational needs of all special education or high needs students. We have existing relationships with external special education service providers in case the need arises for specialized support. If Special Education enrollment increases beyond the 10% assumption, additional staff will be hired to address the need.



# **Attachment P:**

Network Financial Plan



<b>PIE Network Budget 24/25</b>	<b>Total</b>	<b>PMG</b>	<b>Schools</b>	<b>PIE AZ</b>	<b>PIE Nampa</b>	<b>PIE - ID New</b>	<b>PIE IL</b>	<b>PIE LA</b>	<b>PIE Memphis</b>	<b>PIE Nashville</b>
# Students	2925	0	2925	250	300	225	1200	500	225	225
#Staff	205	15	190	12	16	15	90	27	15	15
<b>Operating Revenue</b>										
State & Local (Per Pup[il])	33,376,938	4,103,707	29,273,231	2,202,519	2,421,825	2,148,899	14,217,370	3,284,747	2,336,868	2,661,003
Federal	1,039,500	0	1,039,500	99,750	241,500		661,500	36,750		
Other Income	10,500	0	10,500				10,500			
<b>Total Revenues</b>	<b>34,426,938</b>	<b>4,103,707</b>	<b>30,323,231</b>	<b>2,302,269</b>	<b>2,663,325</b>	<b>2,148,899</b>	<b>14,889,370</b>	<b>3,321,497</b>	<b>2,336,868</b>	<b>2,661,003</b>
<b>Operating Expenses</b>										
Salaries & Wages	11,908,093	1,127,586	10,780,507	735,587	817,140	749,260	5,875,114	1,122,286	738,560	742,560
Incentives/Bonus	1,140,410	58,013	1,082,397	85,234	102,013		547,263	147,887	100,000	100,000
Payroll Taxes	1,059,412	105,814	953,598	65,731	73,610	57,318	514,207	101,727	70,350	70,656
Group Insurance	1,415,158	93,997	1,321,161	44,919	103,963	228,225	541,800	161,910	120,172	120,172
Workers Comp	56,648	23,499	33,149	1,575	2,625	2,398	13,650	3,150	4,864	4,887
Other Benefits	157,081	7,795	149,286	3,256	94,500	14,985	23,940	4,536	4,025	4,044
401k Contributions	348,515	23,449	325,066	8,139	15,800	18,057	127,339	25,192	65,114	65,425
Curriculum	468,900	0	468,900	24,150	75,600	90,000	78,750	50,400	75,000	75,000
Rent - Other	1,299,212	90,497	1,208,715	129,654	39,539	48,000	647,287	153,004	95,616	95,616
Software	146,393	0	146,393	27,300	24,623	3,900	46,095	20,475	12,000	12,000
Program Supplies	31,701	301	31,400	0	6,300		21,000	2,100	1,000	1,000
Accounting Consulting	83,580	0	83,580	15,120	7,875	10,500	13,335	13,650	11,550	11,550
General Consulting	111,425	1,575	109,850	1,050	5,250		94,500	1,050	4,000	4,000
General Alltech Services - Other	223,096	46,800	176,296	6,930	21,000		134,366	0	7,000	7,000
Legal	82,678	2,100	80,578	5,250	3,780	4,298	37,800	5,250	12,100	12,100
Special Education SPED Services	319,990	0	319,990	15,750	5,040	10,000	252,000	0	18,600	18,600
Printing & Reproduction	2,920	0	2,920	0	210		2,100	210	200	200
Program/Student Transportation	38,235	0	38,235	3,150	4,410	500	13,125	1,050	8,000	8,000
Program/Student Travel Meals	5,585	0	5,585	0	1,260	1,150	1,575	0	800	800
Program/Student Non-Travel Meals	7,995	0	7,995	525	1,260		3,150	1,260	900	900
Student Supplies	8,410	0	8,410	0	1,260		3,150	0	2,000	2,000
Management Fees	4,308,862	0	4,308,862	330,378	363,274	171,000	2,233,406	461,124	350,530	399,150
Postage & Delivery	32,016	3,150	28,866	6,983	4,883		8,820	3,780	2,200	2,200
Office Supplies	92,230	1,260	90,970	5,670	16,380	6,000	37,800	15,120	5,000	5,000
Subscriptions	34,470	420	34,050	2,625	2,625		12,600	4,200	6,000	6,000
Membership Fees	13,872	315	13,557	1,360	452		8,400	945	1,200	1,200
Business Tax & License	81,964	1,451	80,513	158	105	5,000	1,575	3,675	35,000	35,000

<b>PIE Network Budget 24/25</b>	<b>Total</b>	<b>PMG</b>	<b>Schools</b>	<b>PIE AZ</b>	<b>PIE Nampa</b>	<b>PIE - ID New</b>	<b>PIE IL</b>	<b>PIE LA</b>	<b>PIE Memphis</b>	<b>PIE Nashville</b>
Telephone	71,252	420	70,832	4,410	2,520		54,596	3,906	2,700	2,700
Internet	57,318	6,930	50,388	6,930	6,300	1,800	25,200	4,158	3,000	3,000
Repairs & Maintenance	148,740	0	148,740	12,600	12,600	4,440	75,600	31,500	6,000	6,000
Custodial	133,020	0	133,020	6,300	15,120		75,600	0	18,000	18,000
Security	103,000	0	103,000	3,150	28,980		3,150	27,720	20,000	20,000
Property/Casualty Insurance	947,444	0	947,444	38,640	39,900	30,000	267,750	73,500	248,827	248,827
Property Taxes	108,219	0	108,219	26,634	0		81,585	0	0	0
Advertising	92,500	0	92,500	0	0		31,500	21,000	20,000	20,000
Business Promotion	17,340	0	17,340	0	0		11,340	0	3,000	3,000
Marketing Materials	82,750	0	82,750	15,750	15,750		26,250	21,000	2,000	2,000
Travel - Airfare & Hotel	173,300	10,500	162,800	12,600	12,600		105,000	12,600	10,000	10,000
Car Rentals	12,570	5,250	7,320	1,260	210		3,150	2,100	300	300
Meals	19,097	5,250	13,847	525	1,082		8,190	1,050	1,500	1,500
Cellular Phone	33,339	658	32,681	3,150	1,575		12,600	7,560	3,898	3,898
Conferences	13,400	1,050	12,350	0	2,100		5,250	0	2,500	2,500
Staff Meetings	5,360	525	4,835	0	1,260		525	1,050	1,000	1,000
Staff Development	61,765	5,250	56,515	1,575	1,890	10,000	21,000	1,050	10,500	10,500
Company Functions	20,163	7,875	12,288	0	788		10,500	0	500	500
Company Events	27,218	3,675	23,543	0	2,100		10,500	1,943	4,500	4,500
Office Equipment Leases / Rentals	151,950	25,200	126,750	6,930	6,300		44,100	21,420	24,000	24,000
Tech Materials - Laptop	73,140	2,100	71,040	5,250	15,750	5,040	42,000	0	1,500	1,500
Miscellaneous Materials	3,050	0	3,050	0	525		525	0	1,000	1,000
Custom Print Job - Business Cards	4,570	0	4,570	210	525		1,260	1,575	500	500
Miscellaneous/Other Technical Equipment	33,050	0	33,050	1,050	1,050		15,750	4,200	5,500	5,500
Tech Materials - Chromebook	74,100	0	74,100	5,250	3,150		31,500	4,200	15,000	15,000
Water/Gas/Electric/Trash	171,766	0	171,766	25,830	7,560	8,940	55,856	16,380	28,600	28,600
Software Procurement	5,625	0	5,625	0	0		0	2,625	1,500	1,500
Student Activities - Events	13,030	0	13,030	2,100	2,100		3,780	1,050	2,000	2,000
Student Activities - Graduation	39,400	0	39,400	6,300	6,300		10,500	6,300	5,000	5,000
Student Activities/Experiential Learning	1,938,632	0	1,938,632	205,569	267,750		905,919	359,394	100,000	100,000
Student/Parent Engagement	13,650	0	13,650	0	5,250		0	0	4,200	4,200
Back Office Expense	2,632,839	1,595,892	1,036,947	90,607	99,433	40,701	604,000	90,607	45,840	65,759
<b>Total Operating Costs</b>	<b>30,761,446</b>	<b>3,258,597</b>	<b>27,502,849</b>	<b>2,003,114</b>	<b>2,355,242</b>	<b>1,521,512</b>	<b>13,838,623</b>	<b>3,021,868</b>	<b>2,344,646</b>	<b>2,417,844</b>
<b>Operating Surplus (Losss)</b>	<b>3,665,492</b>	<b>845,110</b>	<b>2,820,382</b>	<b>299,155</b>	<b>308,083</b>	<b>627,387</b>	<b>1,050,747</b>	<b>299,629</b>	<b>-7,778</b>	<b>243,159</b>

# **Attachment S:**

Audited School Financials



**PATHWAYS IN EDUCATION - LOUISIANA, INC.**

**FINANCIAL STATEMENTS AND  
SUPPLEMENTARY INFORMATION**

**YEAR ENDED JUNE 30, 2022**



CPAs | CONSULTANTS | WEALTH ADVISORS

[CLAconnect.com](http://CLAconnect.com)

**PATHWAYS IN EDUCATION - LOUISIANA, INC.  
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## INDEPENDENT AUDITORS' REPORT

Board of Directors  
Pathways in Education - Louisiana, Inc.  
Shreveport, Louisiana

### **Report on the Audit of the Financial Statements**

#### ***Opinion***

We have audited the accompanying financial statements of Pathways in Education - Louisiana, Inc. (the School), a nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2022, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2022, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

#### ***Basis for Opinion***

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Pathways in Education - Louisiana, Inc. and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

#### ***Responsibilities of Management for the Financial Statements***

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for one year after the date the financial statements are available to be issued.

***Auditors' Responsibility for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

**Other Matters**

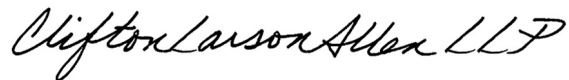
*Other Information*

Our audit was conducted for the purpose of forming an opinion on the School's financial statements as a whole. The accompanying schedule of compensation, benefits, and other payments the agency head is presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

The schedules required by Louisiana State Law, included as Schedules 1 and 2, are not a required part of the basic financial statements, but are supplementary information required by Louisiana State Law. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the combining financial statements. We have applied certain limited procedures, which are described in the Independent Accountants' Report on Applying Agreed-Upon Procedures. However, we did not audit this information and, accordingly, express no opinion on it.

**Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued a report dated December 9, 2022 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.



**CliftonLarsonAllen LLP**

Glendora, California  
December 9, 2022

**PATHWAYS IN EDUCATION - LOUISIANA, INC.**  
**STATEMENT OF FINANCIAL POSITION**  
**JUNE 30, 2022**

**ASSETS**

**CURRENT ASSETS**

Cash and Cash Equivalents	\$ 3,119,293
Accounts Receivable	3,002
Prepaid Expenses and Other Assets	<u>30,397</u>
Total Current Assets	<u>3,152,692</u>

**LONG-TERM ASSETS**

Deposits	11,800
Property, Plant, and Equipment, Net	<u>438,903</u>
Total Long-Term Assets	<u>450,703</u>

Total Assets	<u><u>\$ 3,603,395</u></u>
--------------	----------------------------

**LIABILITIES AND NET ASSETS**

**CURRENT LIABILITIES**

Accounts Payable and Accrued Liabilities	\$ <u>299,028</u>
Total Current Liabilities	<u>299,028</u>

Total Liabilities	299,028
-------------------	---------

**NET ASSETS**

Without Donor Restrictions	3,304,367
Total Net Assets	<u>3,304,367</u>

Total Liabilities and Net Assets	<u><u>\$ 3,603,395</u></u>
----------------------------------	----------------------------

See accompanying Notes to Financial Statements.

**PATHWAYS IN EDUCATION - LOUISIANA, INC.**  
**STATEMENT OF ACTIVITIES**  
**YEAR ENDED JUNE 30, 2022**

**REVENUES, WITHOUT DONOR RESTRICTIONS**

State and Local Public School Funding	\$ 3,080,206
Federal Grants	34,579
In-Kind Donations	22,025
Total Revenues Without Donor Restrictions	<u>3,136,810</u>

**EXPENSES**

Program Services	2,236,849
Management and General	275,648
Total Expenses	<u>2,512,497</u>

**CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS**

624,313

Net Assets Without Donor Restrictions - Beginning of Year

2,680,054

**NET ASSETS WITHOUT DONOR RESTRICTIONS - END OF YEAR**

\$ 3,304,367

*See accompanying Notes to Financial Statements.*

**PATHWAYS IN EDUCATION - LOUISIANA, INC.**  
**STATEMENT OF FUNCTIONAL EXPENSES**  
**YEAR ENDED JUNE 30, 2022**

	<u>Program Services</u>	<u>Management and General</u>	<u>Total Expenses</u>
Salaries and Wages	\$ 862,914	\$ -	\$ 862,914
Pension Expense	17,813	-	17,813
Other Employee Benefits	161,513	-	161,513
Payroll Taxes	62,756	-	62,756
Management Fees	329,997	82,499	412,496
Instructional Materials	298,911	-	298,911
Other Fees for Services	29,071	3,230	32,301
Advertising and Promotion Expenses	-	27,099	27,099
Office Expenses	-	106,296	106,296
Information Technology Expenses	9,593	-	9,593
Occupancy Expenses	202,706	-	202,706
Travel Expenses	1,284	21,525	22,809
Depreciation Expense	115,214	28,804	144,018
Insurance Expense	58,236	-	58,236
Other Expenses	86,841	6,195	93,036
	<u>\$ 2,236,849</u>	<u>\$ 275,648</u>	<u>\$ 2,512,497</u>
Total Functional Expenses	<u>\$ 2,236,849</u>	<u>\$ 275,648</u>	<u>\$ 2,512,497</u>

See accompanying Notes to Financial Statements.

**PATHWAYS IN EDUCATION - LOUISIANA, INC.**  
**STATEMENT OF CASH FLOWS**  
**YEAR ENDED JUNE 30, 2022**

<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>	
Change in Net Assets Without Donor Restrictions	\$ 624,313
Adjustments to Reconcile Change in Net Assets to Net Cash Flows Provided by Operating Activities:	
Depreciation	144,018
Change in Operating Assets:	
Accounts Receivable	(3,002)
Prepaid Expenses and Other Assets	437
Change in Operating Liabilities:	
Accounts Payable and Accrued Liabilities	88,480
Net Cash Provided by Operating Activities	<u>854,246</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES:</b>	
Purchases of Property, Plant and Equipment	<u>(26,601)</u>
Net Cash Used by Investing Activities	<u>(26,601)</u>
<b>NET CHANGE IN CASH AND CASH EQUIVALENTS</b>	827,645
Cash and Cash Equivalents - Beginning of Year	<u>2,291,648</u>
<b>CASH AND CASH EQUIVALENTS - END OF YEAR</b>	<u><u>\$ 3,119,293</u></u>

See accompanying Notes to Financial Statements.

**PATHWAYS IN EDUCATION - LOUISIANA, INC.**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2022**

**NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

**Nature of Activities**

Pathways in Education - Louisiana, Inc. (the School) was originally formed August 29, 2008, under the name of Pathways in Education - New Orleans, Inc. Effective July 23, 2012, Pathways in Education - New Orleans, Inc. changed its corporate name to Pathways in Education - Louisiana, Inc. The corporation was dormant until February 10, 2014.

The School is a Louisiana nonprofit corporation, formed exclusively for educational purposes. On July 1, 2014, the School entered into a Type 1 charter school contract with Caddo Parish School Board (CPSB) to operate an alternative school for students from ninth to twelfth grade in Caddo Parish, Louisiana. The charter agreement with CPSB is for an initial term of five years, contingent upon the results of the reporting requirements at the end of the third year as provided in LA R.S. 17:3998 (A)(2) and may be renewed at the discretion of CPSB. The School opened its first campus in Shreveport for the 2014/2015 School year. The School opened its second campus in Shreveport for the 2015/2016 School year.

The School is an independent nonprofit entity, separate and distinct from the Caddo Parish School Board, the primary government and reporting entity. However, the School is a component unit of CPSB and the School's financial statements are included in the CPSB's basic financial statements as a component unit.

The School received 98% of its total revenues from state grantors.

**Basis of Accounting**

The financial statements have been prepared on the accrual method of accounting and accordingly, reflect all significant receivables and liabilities.

**Basis of Presentation**

The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the Financial Accounting Standards Board.

**Use of Estimates**

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

**Functional Allocation of Expenses**

Costs of providing the School's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit. The expenses that are allocated include salaries and wages, pension expense, other employee benefits, payroll taxes, other fees for services, office expenses, printing and postage, information technology, and other expenses, which are allocated on the basis of estimates of time and effort.



**PATHWAYS IN EDUCATION - LOUISIANA, INC.**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2022**

**NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Cash and Cash Equivalents**

The School defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

**Accounts Receivable**

Accounts receivable primarily represent amounts due from governments as of June 30, 2022. Management believes that all receivables are fully collectible, therefore, no provisions for uncollectible accounts were recorded.

**Property, Plant, and Equipment**

Property and equipment is capitalized at cost (or estimated historical cost) and updated for additions and retirements during the year. Donated property and equipment is recorded at fair market values as of the date received. Depreciation is calculated using the straight-line method over the estimated useful lives of the assets (five years) for furniture, fixtures and equipment. Leasehold improvements are depreciated over the lesser of the useful life of the asset or the lease term. The School capitalizes all expenditures for land, buildings and equipment in excess of \$10,000.

**Net Asset Classes**

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor- or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

*Net Assets Without Donor Restrictions* – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

*Net Assets With Donor Restrictions* – Net assets subject to donor- (or certain grantor-) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Gifts of long-lived assets and gifts of cash restricted for the acquisition of long-lived assets are recognized as restricted revenue when received and released from restrictions when the assets are placed in service. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

**Compensated Absences**

The Charter School's policy permits employees to accumulate earned but not used time off up to 300 hours.

**PATHWAYS IN EDUCATION - LOUISIANA, INC.**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2022**

**NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Revenue Recognition**

Amounts received from the State Public School Fund are conditional and recognized as revenue by the School based on enrollment of students. Revenue that is restricted is recorded as an increase in net assets without donor restriction, if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in net assets with donor restriction.

**Income Taxes**

The School is a nonprofit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3). Accordingly, no provision has been made for income taxes. The School is subject to income tax on net income that is derived from business activities that are unrelated to the exempt purposes. The School files and exempt School return and applicable unrelated business income tax return in the U.S. federal jurisdiction.

**Contributions**

All contributions are considered to be available for use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as contributions with donor restrictions. Restricted contributions that are received and released in the same period are reported as promises to give without donor restrictions. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair value at the date of the promise. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

**Conditional Grants**

Grants and contracts that are conditioned upon the performance of certain requirements or the incurrence of allowable qualifying expenses (barriers) are recognized as revenues in the period in which the conditions are met. Amounts received are recognized as revenue when the School has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as deferred revenues in the statement of financial position. As of June 30, 2022, the School had no conditional grants.

**Evaluation of Subsequent Events**

The School has evaluated subsequent events through December 9, 2022, the date these financial statements were available to be issued.

**PATHWAYS IN EDUCATION - LOUISIANA, INC.**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2022**

**NOTE 2 LIQUIDITY AND AVAILABILITY**

Financial assets available for general expenditure are those without donor or other restrictions limiting their use within one year of the statement of financial position date. Financial assets available for general expenditures comprise cash and cash equivalents and accounts receivable for the total amount of \$3,122,295.

As part of its liquidity management plan, the School monitors liquidity required and cash flows to meet operating needs on a monthly basis. The School structures its financial assets to be available as general expenditures, liabilities and other obligations come due.

**NOTE 3 CONCENTRATION OF CREDIT RISK**

The School maintains cash balances held in banks and revolving funds which are insured up to \$250,000 by the Federal Deposit Insurance Corporation (FDIC). At times, cash in these accounts exceeds the insured amounts. The School has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

The Charter School received the majority of its total revenues from the state of Louisiana, subject to its charter school contract with CPSB for the year ended June 30, 2022.

**NOTE 4 OPERATING LEASES**

Pathways Management Group, Inc. (PMG) has entered into various agreements with unrelated parties to lease real estate and buildings for the operation of Pathways in Education - Louisiana. The School is responsible for reimbursing PMG for payments made under the leasing agreements. The Charter School is committed to pay PMG the following lease payments:

<u>Year Ending June 30,</u>	<u>Amount</u>
2023	\$ 145,716
2024	126,904
2025	67,529
Total	<u>\$ 340,149</u>

**NOTE 5 MAJOR CONTRACT – THIRD-PARTY SERVICE PROVIDER**

The School receives management and administrative services from Pathways Management Group, Inc. (PMG) for the purpose of streamlining services required by multiple entities. These services include assistance with school administration, facilities, accounting services, human resources, recruiting, training, and curriculum acquisition and development, and board support services. During the year ended June 30, 2022, all these service fees totaled 16% of total expenses.

**PATHWAYS IN EDUCATION - LOUISIANA, INC.**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2022**

**NOTE 6 CONTINGENCIES, RISKS AND UNCERTAINTIES**

The School has received state funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.



**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER  
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS  
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED  
IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

Board of Directors  
Pathways in Education - Louisiana, Inc.  
Shreveport, Louisiana

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Pathways in Education - Louisiana, Inc. (the School), a nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2022, and the related statements of activities, functional expenses, and cash flows for the year then ended, the related notes to the financial statements, and have issued our report thereon dated December 9, 2022.

**Report on Internal Control over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

*A deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. *A material weakness* is a deficiency or a combination of deficiencies in internal control such that there is a reasonable possibility that a material misstatement of the financial statements will not be prevented or detected and corrected on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

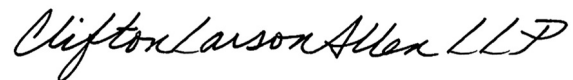
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

### **Report on Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

### **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



**CliftonLarsonAllen LLP**

Glendora, California  
December 9, 2022

**PATHWAYS IN EDUCATION - LOUISIANA, INC.  
SCHEDULE OF FINDINGS  
YEAR ENDED JUNE 30, 2022**

There were no findings for the year ended June 30, 2022.

**PATHWAYS IN EDUCATION - LOUISIANA, INC.  
SCHEDULE OF PRIOR YEAR FINDINGS  
YEAR ENDED JUNE 30, 2022**

There were no findings for the year ended June 30, 2021.



**PATHWAYS IN EDUCATION - LOUISIANA, INC.**  
**SCHEDULE OF COMPENSATION, BENEFITS, AND OTHER PAYMENTS TO THE AGENCY HEAD**  
**YEAR ENDED JUNE 30, 2022**

**Agency Head:**

Purpose	Amount
Salary	\$ 118,304
Benefits - Employer Portion of Retirement	2,958
Benefits - Employer Portion of Medical/Dental/Vision	23,286
Total	<u>\$ 144,548</u>

**SCHEDULES REQUIRED BY LOUISIANA STATE LAW  
(R.S. 24:514 – PERFORMANCE AND STATISTICAL DATA)**



## INDEPENDENT ACCOUNTANTS' REPORT ON AGREED-UPON PROCEDURES

Board of Directors  
Pathways in Education - Louisiana, Inc.  
Shreveport, Louisiana

We have performed the procedures enumerated below, which were agreed to by Pathways in Education - Louisiana, Inc. (the School); the Louisiana Department of Education, and the Louisiana Legislative Auditor (the specified parties), on the performance and statistical data accompanying the annual financial statements of the School for the fiscal year ended June 30, 2022; and to determine whether the specified schedules are free of obvious errors and omissions as provided by the Board of Elementary and Secondary Education (BESE) Bulletin 126, in compliance with Louisiana Revised Statute 24:514 I. Management of the School is responsible for its performance and statistical data. The sufficiency of these procedures is solely the responsibility of the specified parties. Consequently, we make no representation regarding the sufficiency of the procedures enumerated below either for the purpose for which this report has been requested or for any other purpose.

Our procedures and findings relate to the accompanying schedules of supplemental information and are as follows:

### General Fund Instructional and Support Expenditures and Certain Local Revenue Sources (Schedule 1)

1. We selected a random sample of 25 transactions and reviewed supporting documentation to determine if the sampled expenditures/revenues are classified correctly, based on description and nature of the revenue/expense, and are reported in the proper amounts for each of the following amounts reported on the schedule:
  - Total General Fund Instructional Expenditures,
  - Total General Fund Equipment Expenditures,
  - Total Local Taxation Revenue,
  - Total Local Earnings on Investment in Real Property,
  - Total State Revenue in Lieu of Taxes,
  - Nonpublic Textbook Revenue, and
  - Nonpublic Transportation Revenue.

Findings:  
None.

Class Size Characteristics (Schedule 2)

2. We obtained a list of classes by school, school type, and class size as reported on the schedule. We then traced all classes to the October 1st roll books for those classes and determined if the class was accurately classified on the schedule.

Findings:

None.

Education Levels of Public School Staff (NO SCHEDULE)

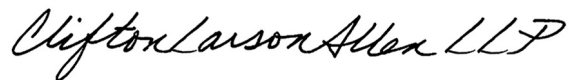
3. We obtained October 1st PEP data submitted to the Department of Education (or equivalent listing prepared by management), including full-time teachers, principals, and assistant principals by classification, as well as their level of education and experience, and obtained management's representation that the data/listing was complete. We then selected a sample of 25 individuals, traced to each individual's personnel file, and observed that each individual's education level and experience was properly classified on the PEP data or equivalent listing prepared by management.

Findings:

None.

This agreed-upon procedures engagement was performed in accordance with attestation standards established by the American Institute of Certified Public Accountants, and the standards applicable to attestation engagements contained in *Government Auditing Standards*, issued by the United States Comptroller General. We were not engaged to and did not conduct an examination or review, the objective of which would be the expression of an opinion or conclusion, respectively, on the performance and statistical data. Accordingly, we do not express such an opinion or conclusion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

The purpose of this report is solely to describe the scope of testing performed on the performance and statistical data accompanying the annual financial statements of the (City or Parish School Board or Charter School), as required by Louisiana Revised Statute 24:514.1, and the result of that testing, and not to provide an opinion on control or compliance. Accordingly, this report is not suitable for any other purpose. Under Louisiana Revised Statute 24:513, this report is distributed by the Louisiana Legislative Auditor as a public document.



**CliftonLarsonAllen LLP**

Glendora, California  
December 9, 2022

**PATHWAYS IN EDUCATION - LOUISIANA, INC.**  
**GENERAL FUND INSTRUCTIONAL AND SUPPORT EXPENDITURES**  
**AND CERTAIN LOCAL REVENUE SOURCES**  
**SCHEDULE 1**  
**YEAR ENDED JUNE 30, 2022**  
**(SEE INDEPENDENT ACCOUNTANTS' REPORT ON AGREED-UPON PROCEDURES)**

<b>General Fund Instructional and Equipment Expenditures</b>	<b>Column A</b>	<b>Column B</b>
General Fund Instructional Expenditures:		
Teacher and Student Interaction Activities:		
Classroom Teacher Salaries	\$ 520,187	
Other Instructional Staff Activities	346,791	
Instructional Staff Employee Benefits	240,590	
Purchased Professional and Technical Services	62,181	
Other Purchased Services	-	
Instructional Materials and Supplies	44,304	
Instructional Equipment	9,628	
Total Teacher and Student Interaction Activities		\$ 1,223,681
Other Instructional Activities	251,006	
Pupil Support Services	478,884	
Net Pupil Support Services		478,884
Instructional Staff Services		
Less: Equipment for Instructional Staff Services	109,048	
Net Instructional Staff Services		109,048
School Administration	449,878	
Net School Administration		449,878
Total General Fund Instructional Expenditures (Total of Column B)		\$ 2,512,497
Total General Fund Equipment Expenditures (Object 730; Functional Series 1000-4000)		\$ 118,676
<b>Local Revenue Sources</b>		
Other Revenue from Local Sources:		
State and Federal Funding		\$ 3,114,785
Miscellaneous Revenues:		
Other Miscellaneous Revenues		22,025
Total Revenues from Local Sources		\$ 3,136,810

**PATHWAYS IN EDUCATION - LOUISIANA, INC.**  
**CLASS-SIZE CHARACTERISTICS**  
**SCHEDULE 2**  
**YEAR ENDED JUNE 30, 2022**  
(SEE INDEPENDENT ACCOUNTANTS' REPORT ON AGREED-UPON PROCEDURES)

Class Size Characteristics  
As of October 1, 2021

School Type	Class Size Range							
	1-20		21-26		27-33		34+	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Elementary								
Elementary Activity Class								
Middle High								
Middle High Activity Class								
High	24	100%						
High Activity Class								
Combination								
Combination Activity Class								



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**PATHWAYS IN EDUCATION - ILLINOIS, INC.**

**FINANCIAL STATEMENTS  
AND SUPPLEMENTARY INFORMATION**

**YEAR ENDED JUNE 30, 2022**



CPAs | CONSULTANTS | WEALTH ADVISORS

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**PATHWAYS IN EDUCATION - ILLINOIS, INC.  
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## INDEPENDENT AUDITORS' REPORT

Board of Directors  
Pathways in Education - Illinois, Inc.  
Pasadena, California

### Report on the Financial Statements

#### **Opinion**

We have audited the accompanying financial statements of Pathways in Education - Illinois, Inc. (the School), a Illinois nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2022, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2022, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

#### **Basis for Opinion**

We conducted our audits in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the *Auditors' Responsibilities for the Audit of the Financial Statements* section of our report. We are required to be independent of Pathways in Education - Illinois, Inc. and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

#### **Responsibilities of Management for the Financial Statements**

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for one year after the date the financial statements are available to be issued.

***Auditors' Responsibility for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore, is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

***Transactions with Related Parties***

As discussed in Note 8 to the financial statements, Pathways in Education - Illinois, Inc. is engaged in transactions with various related parties for management services and other educational services for Pathways in Education - Illinois, Inc.'s charter school operations. Our opinion is not modified with respect to this matter.

**Concentration**

As discussed in Note 2 to the financial statements, transactions with Chicago Public School amounts to 100% of revenues reported for the year ended June 30, 2022. The loss of charter authorization could have a material adverse effect on Pathways in Education - Illinois, Inc.. Our opinion is not modified with respect to this matter.

**Supplementary Information**

Our audit was conducted for the purpose of forming an opinion on the School's financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

**Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued a report dated October 28, 2022 on our consideration of Pathways in Education - Illinois, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Pathways in Education - Illinois, Inc.'s internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Pathways in Education - Illinois, Inc.'s internal control over financial reporting and compliance.



**CliftonLarsonAllen LLP**

Glendora, California  
October 28, 2022

**PATHWAYS IN EDUCATION - ILLINOIS, INC.**  
**STATEMENT OF FINANCIAL POSITION**  
**JUNE 30, 2022**

**ASSETS**

**CURRENT ASSETS**

Cash and Cash Equivalents	\$ 9,810,296
Accounts Receivable - Federal and State	2,590,922
Accounts Receivable - Related Parties	15,772
Prepaid Expenses and Other Assets	<u>172,503</u>
Total Current Assets	12,589,493

**OTHER ASSETS**

Security Deposits	50,113
Fixed Assets, Net	<u>2,586,323</u>
Total Other Assets	<u>2,636,436</u>

Total Assets	<u><u>\$ 15,225,929</u></u>
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**LIABILITIES AND NET ASSETS**

**CURRENT LIABILITIES**

Accounts Payable and Accrued Expenses	\$ 709,727
Amounts Due to Affiliates	1,044,419
Promises to Give	3,000,000
Deferred Revenue	<u>9,614</u>
Total Current Liabilities	4,763,760

Total Liabilities	4,763,760
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**NET ASSETS**

Without Donor Restrictions	10,451,121
With Donor Restrictions	<u>11,048</u>
Total Net Assets	<u>10,462,169</u>

Total Liabilities and Net Assets	<u><u>\$ 15,225,929</u></u>
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*See accompanying Notes to Financial Statements.*

**PATHWAYS IN EDUCATION - ILLINOIS, INC.**  
**STATEMENT OF ACTIVITIES**  
**YEAR ENDED JUNE 30, 2022**

	Without Donor Restriction	With Donor Restriction	Total
<b>REVENUES</b>			
Program Service Revenue			
State Aid Revenue	\$ 10,130,445	\$ -	10,130,445
Other State Revenue	735,894	-	735,894
Federal Revenue	2,308,838	-	2,308,838
Other Revenue	490	-	490
Releases From Restrictions	5,074	(5,074)	-
Total Revenues	13,180,741	(5,074)	13,175,667
<b>EXPENSES</b>			
Program Services:	13,445,948	-	13,445,948
Management and General	1,082,023	-	1,082,023
Total Expenses	14,527,971	-	14,527,971
<b>CHANGE IN NET ASSETS</b>	(1,347,230)	(5,074)	(1,352,304)
Net Assets - Beginning of Year	11,798,351	16,122	11,814,473
<b>NET ASSETS - END OF YEAR</b>	\$ 10,451,121	\$ 11,048	\$ 10,462,169

See accompanying Notes to Financial Statements.

**PATHWAYS IN EDUCATION - ILLINOIS, INC.**  
**STATEMENT OF FUNCTIONAL EXPENSES**  
**YEAR ENDED JUNE 30, 2022**

	Program Services	Management and General	Total Expenses
Salaries and Wages	\$ 4,605,690	\$ -	\$ 4,605,690
Pension Expense	90,823	-	90,823
Other Employee Benefits	564,999	-	564,999
Payroll Taxes	353,810	-	353,810
Management Fees	2,360,384	590,096	2,950,480
Legal Expenses	-	50,000	50,000
Instructional Materials	805,241	-	805,241
Other Fees for Services	277,961	30,882	308,843
Advertising and Promotion Expenses	-	115,702	115,702
Office Expenses	-	200,689	200,689
Information Technology Expenses	44,901	-	44,901
Occupancy Expenses	989,981	-	989,981
Travel Expenses	17,054	47,400	64,454
Depreciation Expense	85,668	21,417	107,085
Insurance Expense	234,460	-	234,460
Contribution Expense	3,005,324	-	3,005,324
Other Expenses	9,652	25,837	35,489
	<u>\$ 13,445,948</u>	<u>\$ 1,082,023</u>	<u>\$ 14,527,971</u>
Total Functional Expenses			

See accompanying Notes to Financial Statements.

**PATHWAYS IN EDUCATION - ILLINOIS, INC.**  
**STATEMENT OF CASH FLOWS**  
**YEAR ENDED JUNE 30, 2022**

<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>	
Change in Net Assets	\$ (1,352,304)
Adjustments to Reconcile Change in Net Assets to Net Cash Used by Operating Activities:	
Depreciation Expense	107,085
Change in Operating Assets:	
Accounts Receivable - Federal and State	(2,029,326)
Accounts Receivable - Related Party	(15,767)
Prepaid Expenses and Other Assets	(99,119)
Change in Operating Liabilities:	
Accounts Payable and Accrued Liabilities	106,004
Promises to Give	3,000,000
Deferred Revenue	(49,960)
Net Cash Used by Operating Activities	<u>(333,387)</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>	
Capital Expenditures	<u>(1,022,292)</u>
Net Cash Used by Investing Activities	<u>(1,022,292)</u>
<b>NET CHANGE IN CASH AND CASH EQUIVALENTS</b>	<b>(1,355,679)</b>
Cash and Cash Equivalents - Beginning of Year	<u>11,165,975</u>
<b>CASH AND CASH EQUIVALENTS - END OF YEAR</b>	<b><u><u>\$ 9,810,296</u></u></b>

*See accompanying Notes to Financial Statements.*



**PATHWAYS IN EDUCATION - ILLINOIS, INC.**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2022**

**NOTE 1 ORGANIZATION AND MISSION**

Pathways in Education - Illinois, Inc. (the School) is a private, nonprofit organization incorporated in the state of Illinois. Partnering with public schools, School provides at-risk youth a year-round educational alternative, with an accredited charter school and guided, self-paced independent study/distance learning. The School also has an experiential learning program that provides students with hands-on activities to improve communication and leadership skills, build self-esteem and resiliency, and learn interviewing and problem solving techniques.

**NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

**Basis of Accounting**

The financial statements of the School have been prepared on the accrual basis. The significant accounting policies followed are described below to enhance the usefulness of the financial statements to the reader.

**Basis of Preparation**

The financial statements are presented in accordance with generally accepted accounting principles for nonprofit organizations. The School is required to report information regarding its financial position and activities according to two classifications of net assets; net assets without donor restrictions and net assets with donor restrictions.

**Estimates**

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities at the reporting date and revenues and expenses during the reporting period. Actual results could differ from those estimates.

**Cash and Cash Equivalents**

For purposes of the statement of cash flows, the School considers all highly liquid investments with an initial maturity of three months or less to be cash equivalents.

**Accounts Receivable**

Accounts receivable are carried at their estimated collectible amounts.

**Security Deposits**

Security deposits are paid in advance for various lease agreements for the School's sites.

**PATHWAYS IN EDUCATION - ILLINOIS, INC.**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2022**

**NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Net Asset Classes**

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

*Net Assets Without Donor Restrictions* – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

*Net Assets With Donor Restrictions* – Net assets subject to donor- (or certain grantor-) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

**Fixed Assets**

It is the School's policy to capitalize individual property and equipment purchases over \$10,000. Lesser amounts are expensed. Purchased property and equipment is capitalized at cost. Donations of property and equipment are recorded as contributions at their estimated fair value. Such donations are reported as unrestricted contributions unless the donor has restricted the donated asset to a specific purpose. Property and equipment are depreciated using the straight-line method, over 3 to 5 years.

**Income Taxes**

The School is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation. It is also exempt from state franchise and income taxes under similar provisions of the Illinois Income Tax Act. The School is subject to income tax on net income that is derived from business activities that are unrelated to the exempt purposes. The School files an exempt school return and applicable unrelated business income tax return in the U.S. federal jurisdiction.

**Concentration**

The School provides services to students under the charter with the Chicago Public School, which amounted to 100% of total revenue for the year ended June 30, 2022.

**Revenue Recognition**

Amounts received from the state of Illinois are conditional and recognized as revenue by the School based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in net assets without donor restriction, if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in net assets with donor restriction.

**PATHWAYS IN EDUCATION - ILLINOIS, INC.**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2022**

**NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Contributions**

All contributions are considered to be available for use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as contributions with donor restrictions. Restricted contributions that are received and released in the same period are reported as promises to give without donor restrictions. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair value at the date of the promise. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

**Conditional Grants**

Grants and contracts that are conditioned upon the performance of certain requirements or the incurrence of allowable qualifying expenses are recognized as revenues in the period in which the conditions are met. Amounts received are recognized as revenue when the School has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as deferred revenues in the statement of financial position. As of June 30, 2022, the School has no conditional grants that have not been recognized as revenue in the statement of activities due to unmet conditions.

**Subsequent Events**

The School has evaluated subsequent events through October 28, 2022, the date these financial statements were available to be issued.

**NOTE 3 LIQUIDITY AND AVAILABILITY**

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date. Financial assets available for general expenditures comprise cash and cash equivalents and grants receivable are as follows:

Cash and Cash Equivalents	\$ 9,810,296
Accounts Receivable	2,606,694
Less: Donor Restricted Net Assets	<u>(11,048)</u>
Total	<u>\$ 12,405,942</u>

As part of its liquidity management plan, the School monitors liquidity required and cash flows to meet operating needs on a monthly basis. The School structures its financial assets to be available as general expenditures, liabilities and other obligations come due.

**PATHWAYS IN EDUCATION - ILLINOIS, INC.**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2022**

**NOTE 4 CASH AND CASH EQUIVALENTS**

Cash balances held in banks and in revolving funds are insured up to \$250,000 by the Federal Depository Insurance Corporation. The School maintains its cash in bank deposit accounts that occasionally exceed federally insured limits. The School has not experienced any losses in such accounts. Management believes the School is not exposed to any significant risk related to cash.

**NOTE 5 FIXED ASSETS**

Fixed assets June 30, 2022 consist of the following:

Computer Equipment	\$ 693,107
Office Equipment	12,963
Furniture	329,814
Leasehold Improvements	5,410,520
Construction in Progress	<u>2,072,166</u>
Total	8,518,570
Less: Accumulated Depreciation and Amortization	<u>(5,932,247)</u>
Total Property and Equipment	<u><u>\$ 2,586,323</u></u>

During the year ended June 30, 2022, \$107,085 was charged to depreciation expense.

**NOTE 6 COMMITMENTS**

The School pays rent for properties leased through Pathway Management Group, Inc. (PMG), an affiliated nonprofit management company. The lease agreements expire at various times through July 2026. The minimum annual rental payments under these leases are as follows:

<u>Year Ending June 30,</u>	<u>Amount</u>
2023	\$ 539,186
2024	499,797
2025	221,703
2026	115,628
2027	<u>9,667</u>
Total	<u><u>\$ 1,385,981</u></u>

During the year ended June 30, 2022, \$629,203 was charged to rent expense.

**NOTE 7 EMPLOYEE BENEFIT PLAN**

The School offers a 403(b) matching fund retirement account to all eligible employees. The School contributes the lesser of 50% of an eligible employee's deferral or 2.5% of salary. Employer contribution expense for the year ended June 30, 2022 was \$90,823.

**PATHWAYS IN EDUCATION - ILLINOIS, INC.**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2022**

**NOTE 8 TRANSACTIONS WITH RELATED PARTIES AND MAJOR CONTRACTS**

The School receives management and administrative services from Pathways Management Group, Inc. (PMG), an affiliated nonprofit entity, for the purpose of streamlining services required by multiple entities. These services include assistance with School administration, facilities, accounting services, human resources, recruiting, training, and curriculum acquisition and development. During the year ended June 30, 2022, management fee expense totaled \$2,710,751, of which \$215,798 was owed at year-end. PMG is a major contract for the School, constituting 18.7% of total expenses.

The School also reimburses PMG for certain costs. During the year ended June 30, 2022, reimbursements to PMG totaled \$44,650, of which \$44,650 was owed at year-end.

The School uses certain purchasing, computer consulting, and software development services from AllTech Enterprises, LLC, an entity owned by some of the School's officers. During the year ended June 30, 2022, these expenses totaled \$488,359, of which \$343,243 was owed at year-end.

The School receives educational services from Skyrocket, Inc., an affiliated nonprofit entity. These services include strategic instructional planning, compliance, student recruitment, and district relations services. During the year ended June 30, 2022, these fees totaled \$483,085, of which \$102,491 was owed at year-end.

PIE, Inc., BlackBird Farm, LLC, and Rocky Mountain Pathways Ranch, LLC, affiliated nonprofit entities, provide after school programs, other instructional programs, and outdoor educational camp programs to the School's students. During the year ended June 30, 2022, fees and purchases from PIE, Inc., totaled \$488,308, and \$312,861 was owed at year-end.

**NOTE 9 FUNCTIONALIZED EXPENSES**

The financial statements report certain categories of expenses that are attributed to more than one program or supporting function. Therefore, expenses require allocation on a reasonable basis that is consistently applied. The expenses that are allocated include salaries and wages, pension expense, other employee benefits, payroll taxes, other fees for services, office expenses, printing and postage, information technology, and other expenses, which are allocated on the basis of estimates of time and effort.

**NOTE 10 COMMITMENTS AND CONTINGENCIES**

The extent of the impact of COVID-19 on the operational and financial performance of the School will depend on certain developments, including the duration and spread of the outbreak, impact on state and federal funding, donors, employees and vendors; all of which are uncertain and cannot be predicted. At this point, the extent to which COVID-19 may impact the financial condition or results of operations of the School is uncertain.

**PATHWAYS IN EDUCATION - ILLINOIS, INC.  
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
YEAR ENDED JUNE 30, 2022**

Federal Grantor/Pass-Through Grantor/ Program or Cluster Title	Assistance Listing Number	Pass-Through Entity Identifying Number	Federal Expenditures Total
<b>U.S. Department of Education</b>			
Pass-Through Programs From Illinois State Board of Education :			
Every Child Succeeds Act:			
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	21-4300	\$ 486,501
Title II, Part A, Improving Teacher Quality	84.367A	21-4932	29,850
Title III, Part A, English Learner Students	84.365A	21-4909	9,686
Title IV, Part A, Student Support & Academic Enrichment	84.424	21-4400	8,131
Coronavirus Aid, Relief, and Economic Security Act (CARES Act):			
Elementary and Secondary School Emergency			
Relief III (ESSER III) Fund	84.425D	21-4998	<u>1,774,670</u>
Subtotal: Pass-Through Programs			<u>2,308,838</u>
Total U.S. Department of Education			<u>2,308,838</u>
Total Expenditures of Federal Awards			<u>\$ 2,308,838</u>

N/A - Not Applicable and/or Not Available.

**PATHWAYS IN EDUCATION - ILLINOIS, INC.**  
**NOTES TO SUPPLEMENTARY INFORMATION**  
**JUNE 30, 2022**

**NOTE 1 SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of the School under programs of the federal governmental for the year ended June 30 2022. The information in this Schedule is presented in accordance with the requirements of the Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of operations of the School, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the School.

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance for all awards with the exception of Assistance Listing 21.019, which follows criteria determined by the Department of Treasury for allowability of costs. Under these principles, certain types of expenditures are not allowable or are limited as to reimbursement. Negative amounts shown on the Schedule represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years.

**NOTE 2 INDIRECT COST RATE**

The School has elected to use a rate other than the 10% de minimus indirect cost rate allowed under Uniform Guidance.



**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER  
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS  
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED  
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Directors  
Pathways in Education - Illinois, Inc.  
Pasadena, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States of America, the financial statements of Pathways in Education - Illinois, Inc. (the School), a nonprofit Illinois public benefit corporation, which comprise the statement of financial position as of June 30, 2022, and the related statements of activities, functional expenses, and cash flows for the year then ended, the related notes to the financial statements, and have issued our report thereon dated October 28, 2022.

**Report on Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency or a combination of deficiencies in internal control such that there is a reasonable possibility that a material misstatement of the financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.



**Report on Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of non-compliance or other matters that are required to be reported under *Government Auditing Standards*.

**Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



**CliftonLarsonAllen LLP**

Glendora, California  
October 28, 2022



**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR  
FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE  
REQUIRED BY THE UNIFORM GUIDANCE**

Board of Directors  
Pathways in Education - Illinois, Inc.  
Pasadena, California

**Report on Compliance for Each Major Federal Program**

***Opinion on Each Major Federal Program***

We have audited Pathways in Education - Illinois, Inc.'s compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of Pathways in Education - Illinois, Inc.'s major federal programs for the year ended June 30, 2022. Pathways in Education - Illinois, Inc.'s major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, Pathways in Education - Illinois, Inc. complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

***Basis for Opinion on Each Major Federal Program***

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditors' Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Pathways in Education - Illinois, Inc. and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of Pathways in Education - Illinois, Inc.'s compliance with the compliance requirements referred to above.

***Responsibilities of Management for Compliance***

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to Pathways in Education - Illinois, Inc.'s federal programs.

### ***Auditors' Responsibilities for the Audit of Compliance***

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Pathways in Education - Illinois, Inc.'s compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore, is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Pathways in Education - Illinois, Inc.'s compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- exercise professional judgment and maintain professional skepticism throughout the audit.
- identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Pathways in Education - Illinois, Inc.'s compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- obtain an understanding of Pathways in Education - Illinois, Inc.'s internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Pathways in Education - Illinois, Inc.'s internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

### **Report on Internal Control Over Compliance**

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditors' Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



**CliftonLarsonAllen LLP**

Glendora, California  
October 28, 2022



## INDEPENDENT AUDITORS' REPORT ON COMPLIANCE WITH REQUIREMENTS OF APPLICABLE LAWS AND REGULATIONS PRESCRIBED BY ADMINISTERING AGENCY

Board of Directors  
Pathways in Education – Illinois, Inc.  
Pasadena, California

### Opinion on State Compliance

We have audited the compliance of Pathways in Education - Illinois, Inc. with the types of compliance requirements provided by its administering agency, the Chicago Public Schools (CPS), that are applicable to Pathways in Education - Illinois, Inc. for the year ended June 30, 2022. CPS provided the compliance requirements subject to audit to Pathways in Education - Illinois, Inc. in an audit program dated May 16, 2022.

In our opinion, Pathways in Education - Illinois, Inc. complied with the laws and regulations of the CPS compliance requirements, referred to above in all material respects for the year ended June 30, 2022.

### Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and CPS compliance requirements subject to audit. Our responsibilities under those standards and CPS compliance requirements are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Pathways in Education - Illinois, Inc. and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of Pathways in Education - Illinois, Inc.'s compliance with the compliance requirements referred to above.

### Responsibilities of Management for Compliance

Management is responsible for the compliance with the state laws and regulations as identified below.

### Auditors' Responsibility for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to below occurred, whether due to fraud or error, and express an opinion on Pathways in Education - Illinois, Inc.'s compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and CPS compliance requirements will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the

judgment made by a reasonable user of the report on compliance about the Pathways in Education - Illinois, Inc.'s compliance with the requirements of the government program as a whole. In performing an audit in accordance with GAAS, *Government Auditing Standards*, and CPS compliance requirements, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Pathways in Education - Illinois, Inc.'s compliance with the compliance requirements referred to below and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Pathways in Education - Illinois, Inc.'s internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with CPS compliance requirements, but not for the purpose of expressing an opinion on the effectiveness of Pathways in Education - Illinois, Inc.'s internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

#### **Compliance Requirements Tested**

In connection with the audit referred to above, we selected and tested transactions and records to determine Pathways in Education - Illinois, Inc.'s compliance with the laws and regulations applicable to the following items:

- Fingerprint-based Criminal Background Investigations and Checks of the Statewide Sex Offender Database and Statewide Murderer and Violent Offender Against Youth Database (105 ILCS 5/10-21.9 and 105 ILCS 5/34-18.5).
- Illinois School Student Records Act (105 ILCS 10/1 *et seq.*).
- Administering Medication (105 ILCS 5/10-22.21 b).
- Hazardous Materials Training (105 ILCS 5/10-20.17a).
- School Safety Drill Act (105 ILCS 128/1 *et seq.*).
- Abused and Neglected Child Reporting Act (325 ILCS 5/1 *et seq.*).
- Eye Protection in School Act (105 ILCS 115/0.01 *et seq.*).
- Toxic Art Supplies in Schools Act (105 ILCS 135/1 *et seq.*).
- Infectious Disease Policies and Rules (105 ILCS 5/10-21.11).
- Physical Fitness Facility Medical Emergency Preparedness Act (210 ILCS 74/1 *et seq.*).

Conformance with the following sections of the charter school agreement:

- Attendance.
- Single Audit Act Amendments of 1996 (31 U.S.C. 7501-07) – Not applicable
- Governance and Operation.
- Maintenance of Corporate Status and Good Standing.
- Facility.
- Pension Payments.
- Management and Financial Controls.
- Insurance.

**Purpose of this Report**

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of CPS. Accordingly, this report is not suitable for any other purpose.



**CliftonLarsonAllen LLP**

Glendora, California  
October 28, 2022

**PATHWAYS IN EDUCATION - ILLINOIS, INC.  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
YEAR ENDED JUNE 30, 2022**

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**Section I – Summary of Auditors’ Results**

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**Financial Statements**

1. Type of auditors’ report issued: Unmodified
2. Internal control over financial reporting:
- Material weakness(es) identified? \_\_\_\_\_ yes        x   no
  - Significant deficiency(ies) identified? \_\_\_\_\_ yes        x   none reported
3. Noncompliance material to financial statements noted? \_\_\_\_\_ yes        x   no

**Federal Awards**

1. Internal control over major federal programs:
- Material weakness(es) identified? \_\_\_\_\_ yes        x   no
  - Significant deficiency(ies) identified? \_\_\_\_\_ yes        x   none reported
2. Type of auditors’ report issued on compliance for major federal programs: Unmodified
3. Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? \_\_\_\_\_ yes        x   no

**Identification of Major Federal Programs**

<b>Assistance Listing Number(s)</b>	<b>Name of Federal Program or Cluster</b>
84.425D	Elementary and Secondary School Emergency Relief III (ESSER III) Fund
Dollar threshold used to distinguish between Type A and Type B programs:	\$ <u>750,000</u>
Auditee qualified as low-risk auditee?	_____ yes <u>  x  </u> no



**PATHWAYS IN EDUCATION - ILLINOIS, INC.  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)  
YEAR ENDED JUNE 30, 2022**

Our audit did not disclose any matters to be reported in accordance with *Government Auditing Standards* or state or federal awards for the year ended June 30, 2022.



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# Pathways in Education – Nampa, Inc.

Year Ended June 30, 2022

## Audited Financial Statements



**PATHWAYS IN EDUCATION – NAMPA, INC.**  
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## Independent Auditor's Report

Board of Directors  
Pathways in Education - Nampa, Inc.

### Report on the Audit of the Financial Statements

#### *Qualified and Unmodified Opinions*

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Pathways in Education - Nampa, Inc. (the School) as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

#### *Qualified Opinion on the Governmental Activities*

In our opinion, except for the effects of the matter described in the Matter Giving Rise to the Qualified Opinion on the Governmental Activities section of our report, the financial statements referred to above present fairly, in all material respects, the financial position of the governmental activities of the School, as of June 30, 2022, and the changes in financial position thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

#### *Unmodified Opinions on All Other Opinion Units Described Below*

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of each major fund and the aggregate remaining fund information of the School as of June 30, 2022, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

#### *Basis for Qualified and Unmodified Opinions*

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

### ***Matter Giving Rise to the Qualified Opinion on the Governmental Activities***

Management has elected not to adopt the provisions of GASB 75 *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*. Accounting principles generally accepted in the United States of America require recognition and measurement of an asset or liability, deferred outflows of resources, deferred inflows of resources, and expenses related to the other postemployment benefits as well as note disclosures and required supplementary information. The amount by which the departure would affect net position, assets, liabilities, deferred outflows of resources, deferred inflows of resources, expenses, note disclosures, and required supplementary information has not been determined.

### ***Responsibilities of Management for the Financial Statements***

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

### ***Auditor's Responsibility for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

### ***Required Supplementary Information***

Accounting principles generally accepted in the United States of America require that the budgetary comparison schedules and schedule of employer's share of net pension asset and liability and schedule of employer contributions listed in the table of contents be presented to supplement the basic financial statements. Such information, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, and historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Management has not included the management's discussion and analysis information that accounting principles generally accepted in the United States of America require to be presented to supplement the basic financial statements. Such information, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, and historical context. Our opinion on the basic financial statements is not affected by not including this information.

### ***Supplementary Information***

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School's basic financial statements. The accompanying combining and individual nonmajor fund financial statements are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining and individual nonmajor fund financial statements are fairly stated in all material respects in relation to the basic financial statements as a whole.

**Other Reporting Required by *Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated October 18, 2022, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

***Quest CPAs PLLC***

Payette, Idaho  
October 18, 2022



**PATHWAYS IN EDUCATION – NAMPA, INC.**

Statement of Net Position

June 30, 2022

	<u><b>Governmental Activities</b></u>
<b>Assets</b>	
Current Assets	
Cash	\$957,453
Receivables:	
Local Sources	120,553
State Sources	108,785
Federal Sources	1,252
Security Deposits	4,266
Prepaid Expenses	10,660
Total Current Assets	<u>1,202,969</u>
Noncurrent Assets	
Depreciable/Amortizable Net Capital Assets	279,810
Net Pension Asset	14,858
Total Noncurrent Assets	<u>294,668</u>
<b>Total Assets</b>	<u><u>1,497,637</u></u>
 <b>Deferred Outflows of Resources</b>	
Pension Items	281,398
<b>Total Deferred Outflows of Resources</b>	<u>281,398</u>
<b>Total Assets and Deferred Outflows of Resources</b>	<u><u>\$1,779,035</u></u>
 <b>Liabilities</b>	
Current Liabilities	
Accounts Payable	\$184,963
Salaries & Benefits Payable	80,196
Long-Term Liabilities, Current	51,631
Total Current Liabilities	<u>316,790</u>
Noncurrent Liabilities	
Long-Term Liabilities, Noncurrent	166,347
<b>Total Liabilities</b>	<u>483,137</u>
 <b>Deferred Inflows of Resources</b>	
Pension Items	475,320
<b>Total Deferred Inflows of Resources</b>	<u>475,320</u>
<b>Total Liabilities and Deferred Inflows of Resources</b>	<u>958,457</u>
 <b>Net Position</b>	
Net Investment in Capital Assets	77,345
Restricted:	
Special Programs	29,155
Unrestricted	714,078
<b>Total Net Position</b>	<u>820,578</u>
<b>Total Liabilities and Deferred Inflows of Resources and Net Position</b>	<u><u>\$1,779,035</u></u>

See Accompanying Notes

**PATHWAYS IN EDUCATION – NAMPA, INC.**

Statement of Activities  
Year Ended June 30, 2022

<u>Functions/Programs</u>	<u>Expenses</u>	<u>Program Revenues</u>		<u>Capital Grants And Contributions</u>	<u>Net (Expense) Revenue And Changes in Net Position</u>
		<u>Charges For Services</u>	<u>Operating Grants And Contributions</u>		<u>Governmental Activities</u>
<b>Governmental Activities</b>					
Instructional Programs					
Secondary School	\$1,790,768		\$329,895		(\$1,460,873)
Special Education	88,135		61,203		(26,932)
Support Service Programs					
Attendance - Guidance - Health	0				0
Maintenance - Student Occupied	9,780				(9,780)
Security	9,198		9,198		0
Non-Instructional Programs					
Capital Assets - Student Occupied	184,848				(184,848)
<b>Total</b>	<u>\$2,082,729</u>	<u>\$0</u>	<u>\$400,296</u>	<u>\$0</u>	<u>(1,682,433)</u>
<b>General Revenues</b>					
Local Revenue					0
State Revenue					1,919,957
Federal Revenue					0
Pension Revenue (Expense)					54,533
<b>Total</b>					<u>1,974,490</u>
<b>Change in Net Position</b>					292,057
<b>Net Position - Beginning - As Previously Stated</b>					550,856
<b>Restatement - See Note H</b>					<u>(22,335)</u>
<b>Net Position - Beginning - As Restated</b>					528,521
<b>Net Position - Ending</b>					<u>\$820,578</u>

See Accompanying Notes

**PATHWAYS IN EDUCATION – NAMPA, INC.**  
 Balance Sheet - Governmental Funds  
 June 30, 2022

	<b>General Fund</b>	<b>Nonmajor Governmental Funds</b>	<b>Total Governmental Funds</b>
<b>Assets</b>			
Cash	\$928,298	\$29,155	\$957,453
Receivables:			
Local Sources	120,553	0	120,553
State Sources	108,785	0	108,785
Federal Sources		1,252	1,252
Due From Other Funds	1,252	0	1,252
Security Deposits	4,266	0	4,266
Prepaid Expenditures	10,660	0	10,660
<b>Total Assets</b>	<b>\$1,173,814</b>	<b>\$30,407</b>	<b>\$1,204,221</b>
<b>Liabilities</b>			
Accounts Payable	\$184,963	\$0	\$184,963
Due To Other Funds		1,252	1,252
Salaries & Benefits Payable	80,196	0	80,196
<b>Total Liabilities</b>	<b>265,159</b>	<b>1,252</b>	<b>266,411</b>
<b>Fund Balances</b>			
Nonspendable	10,660	0	10,660
Restricted:			
Special Programs		29,155	29,155
Unassigned	897,995	0	897,995
<b>Total Fund Balances</b>	<b>908,655</b>	<b>29,155</b>	<b>937,810</b>
<b>Total Liabilities and Fund Balances</b>	<b>\$1,173,814</b>	<b>\$30,407</b>	<b>\$1,204,221</b>

See Accompanying Notes

**PATHWAYS IN EDUCATION – NAMPA, INC.**  
Balance Sheet - Governmental Funds  
June 30, 2022

Page 2 of 2

**Reconciliation of Total Governmental Fund Balances to Net Position  
of Governmental Activities**

**Total Governmental Fund Balances** \$937,810

Amounts reported for governmental activities in the statement of net position are different because:

Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds. 279,810

Long-term liabilities are not due and payable in the current period and therefore are not reported in the funds. (217,978)

Net pension asset/liability and related pension deferred outflows and deferred inflows are not due and payable in the current period and therefore are not reported in the funds. (179,064)

**Net Position of Governmental Activities** \$820,578

See Accompanying Notes

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**PATHWAYS IN EDUCATION – NAMPA, INC.**  
Statement of Revenues, Expenditures, and Changes in  
Fund Balances - Governmental Funds  
Year Ended June 30, 2022

	<b>General Fund</b>	<b>Nonmajor Governmental Funds</b>	<b>Total Governmental Funds</b>
<b>Revenues</b>			
Local Revenue	\$118,413	\$0	\$118,413
State Revenue	1,919,957	52,535	1,972,492
Federal Revenue		229,348	229,348
<b>Total Revenues</b>	<u>2,038,370</u>	<u>281,883</u>	<u>2,320,253</u>
<b>Expenditures</b>			
Instructional Programs			
Secondary School	1,723,795	205,094	1,928,889
Special Education	26,932	61,203	88,135
Support Service Programs			
Attendance - Guidance - Health		0	0
Maintenance - Student Occupied	9,780	0	9,780
Security		9,198	9,198
Non-Instructional Programs			
Capital Assets - Student Occupied		0	0
<b>Total Expenditures</b>	<u>1,760,507</u>	<u>275,495</u>	<u>2,036,002</u>
<b>Excess (Deficiency) of Revenues Over Expenditures</b>	277,863	6,388	284,251
<b>Other Financing Sources (Uses)</b>			
Transfers In		0	0
Transfers Out		0	0
<b>Total Other Financing Sources (Uses)</b>	<u>0</u>	<u>0</u>	<u>0</u>
<b>Net Change in Fund Balances</b>	277,863	6,388	284,251
<b>Fund Balances - Beginning</b>	630,792	22,767	653,559
<b>Fund Balances - Ending</b>	<u>\$908,655</u>	<u>\$29,155</u>	<u>\$937,810</u>

**PATHWAYS IN EDUCATION – NAMPA, INC.**  
Statement of Revenues, Expenditures, and Changes in  
Fund Balances - Governmental Funds  
Year Ended June 30, 2022

Page 2 of 2

**Reconciliation of the Statement of Revenues, Expenditures, and  
Changes in Fund Balances - Governmental Funds to the Statement of  
Activities**

**Net Change in Fund Balances - Total Governmental Funds** \$284,251

Amounts reported for governmental activities in the statement of activities are different because:

Government funds report capital outlays as expenditures. However, in the statement of activities the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the excess of capital outlays over (under) depreciation expense in the current period. (172,398)

In the statement of activities, compensated absences are accrued when earned, but the expenditure is reported when due in the governmental funds. 6,769

Repayment of lease principal is an expenditure in the governmental funds, but the repayment reduces long-term liabilities in the statement of net position. 29,947

Changes in net pension asset/liability and related pension deferred outflows and deferred inflows do not provide or require current financial resources and therefore are not reflected in the funds. 143,488

**Change in Net Position of Governmental Activities** \$292,057

See Accompanying Notes

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**A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

**Reporting Entity** – Pathways in Education - Nampa, Inc. (the School) is organized as a nonprofit corporation providing public charter school educational services as authorized by Section 33 of Idaho Code.

Idaho Code Section 33-5210(3) requires charter schools to comply with the same financial reporting requirements imposed on school districts, i.e. – on a governmental, rather than nonprofit, basis of accounting. Additionally, enabling legislation creates charter schools as public entities, i.e. – as public schools, subject to provisions common with other governmental entities as set forth in Idaho Code Section 33-5204. Accordingly, the School’s basis of presentation follows the governmental, rather than nonprofit, reporting model.

These financial statements are prepared in accordance with generally accepted accounting principles (GAAP) as applied to charter schools. The governmental accounting standards board (GASB) is responsible for establishing GAAP for state and local governments through its pronouncements (statements and interpretations). The more significant accounting policies established in GAAP and used by the School are discussed below.

**Basic Financial Statements - Government-Wide Statements** – The School’s basic financial statements include both government-wide (reporting the School as a whole) and fund financial statements (reporting the School’s major funds). Both government-wide and fund financial statements categorize primary activities as either governmental or business type. Currently, all the School’s activities are categorized as governmental activities.

In the government-wide statement of net position, the activities columns (a) are presented on a consolidated basis by column, (b) and are reported on a full accrual, economic resource basis, which recognizes all long-term assets and receivables as well as long-term debt and obligations.

The government-wide statement of activities reports both the gross and net cost of each of the School’s functions. The functions are also supported by general government revenues as reported in the statement of activities. The statement of activities reduces gross expenses (including depreciation when recorded) by related program revenues and operating and capital grants. Program revenues must be directly associated with the function. Internal activity between funds (when two or more funds are involved) is eliminated in the government-wide statement of activities. Operating grants include operating-specific and discretionary (either operating or capital) grants while the capital grants column reports capital-specific grants.

The net costs (by function) are normally covered by general revenues.

The School reports expenditures in accordance with the State Department of Education’s "Idaho Financial Accounting Reporting Management System" (IFARMS). IFARMS categorizes all expenditures by function, program and object. Accordingly, there is no allocation of indirect costs.

The government-wide focus is more on the sustainability of the School as an entity and the change in the School’s net position resulting from the current year’s activities. Fiduciary funds, when present, are not included in the government-wide statements.

**Basic Financial Statements - Fund Financial Statements** – The financial transactions of the School are reported in individual funds in the fund financial statements. Each fund is accounted for by providing a

**PATHWAYS IN EDUCATION – NAMPA, INC.**  
Notes to Financial Statements

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separate set of self-balancing accounts that comprises its assets, deferred outflows of resources, liabilities, deferred inflows of resources, fund equity, revenues and expenditures/expenses.

The emphasis in fund financial statements is on the major funds. Nonmajor funds by category are summarized into a single column. Generally accepted accounting principles set forth minimum criteria (percentage of assets and deferred outflows of resources, liabilities and deferred inflows of resources, revenues or expenditures/expenses of the funds) for the determination of major funds.

The focus of the governmental funds' measurement (in the fund statements) is upon determination of financial position and changes in financial position (sources, uses, and balances of financial resources) rather than upon net income. Major governmental funds of the School include:

*General Fund* – The general fund is the School's primary operating fund. It is used to account for all financial resources except those required to be accounted for in another fund.

**Basis of Accounting** – Basis of accounting refers to the point at which revenues or expenditures/expenses are recognized in the accounts and reported in the financial statements. It relates to the timing of the measurements made regardless of the measurement focus applied.

Activities in the government-wide and fiduciary fund financial statements are presented on the full accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when incurred.

The governmental funds financial statements are presented on the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recorded when susceptible to accrual (when they become both measurable and available). "Measurable" means the amount of the transaction can be determined and "available" means collectible within the current period or within thirty days after year end. Expenditures are recorded when the related fund liability is incurred. Exceptions to this general rule include principal and interest on long-term debt which, if any, are recognized when due and payable.

**Cash** – Nearly all the cash balances of the School's funds are pooled for investment purposes. The individual funds' portions of the pooled cash are reported in each fund as cash. Any interest earned on pooled cash and investments is paid to the general fund unless Idaho Code specifies otherwise.

**Receivables** – Receivables are reported net of any estimated uncollectible amounts.

**Inventories** – Material supplies on hand at year end are stated at the lower of cost or net realizable value using the first-in, first-out method.

**Capital Assets and Depreciation** – Capital assets purchased or acquired with an original cost of \$5,000 or more are reported at historical cost or estimated historical cost. Contributed assets are reported at acquisition value as of the date received. Additions, improvements and other capital outlays that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expensed as incurred. Depreciation/amortization over the estimated useful lives of depreciable/amortizable assets is recorded using the straight line method.

**Compensated Absences** – The School provides certain compensated absences to its employees. The estimated amount of compensation for future amounts is deemed to be immaterial and, accordingly, no liability is recorded. Compensated absences will be paid by the fund in which the employee works.



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**Other Post-Employment Benefits** – The School does not provide benefits to retired employees other than retirement benefits funded through the Public Employees Retirement System of Idaho. However, certain retired employees can remain on the School insurance policy after retirement if the retired employee pays the average monthly cost. The difference between the age-adjusted monthly cost and the average monthly cost is referred to as an “implicit subsidy” since the medical insurance rate of a retired employee is generally higher than the medical insurance rate of a younger employee. GASB 75 requires that employers have actuarial calculations performed for these other post-employment benefits so that an asset or liability, deferred outflows of resources, deferred inflows of resources, and expenses can be recorded in the government-wide financial statements and related notes and required supplementary information can be prepared. Management believes the costs of implementing GASB 75 cannot be justified at this time. Accordingly, the School accounts for the other-post employment benefits for retirees on the pay-as-you-go basis. Other post-employment benefits will be paid by the fund in which the employee works.

**Pensions** – For purposes of measuring the net pension asset/liability and pension revenue/expense, information about the fiduciary net position of the Public Employee Retirement System of Idaho Base Plan (the Base Plan) and additions to/deductions from the Base Plan’s fiduciary net position have been determined on the same basis as they are reported by the Base Plan. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value. Pension obligations will be paid by the fund in which the employee works.

**Net Position** – Net position is assets plus deferred outflows of resources less liabilities less deferred inflows of resources. The net investment in capital assets component of net position consists of the historical cost of capital assets less accumulated depreciation less any outstanding debt that was used to finance those assets plus deferred outflows of resources less deferred inflows of resources related to those assets. Restricted net position consists of assets that are restricted by creditors, grantors, contributors, legislation, and other parties. All other net position not reported as restricted or net investment in capital assets is reported as unrestricted.

**Fund Balance Classifications** – Restrictions of the fund balance indicate portions that are legally or contractually segregated for a specific future use. Nonspendable portions of the fund balance are those amounts that cannot be spent because they are in a nonspendable form or because they are legally or contractually required to be maintained intact. Committed portions represent amounts that can only be used for specific purposes pursuant to formal action (i.e. board approval) of the reporting entity’s governing body. Assigned portions represent amounts that are constrained by the government’s intent to be used for a specific purpose. Remaining fund balances are reported as unassigned. When expenditures are incurred that qualify for either restricted or unrestricted resources, the School first utilizes restricted resources. When expenditures are incurred that qualify for either committed or assigned or unassigned resources, the School first utilizes committed resources then assigned resources before using unassigned resources.

**Income Taxes** – The School is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code except for income, if any, derived from unrelated business activities. The School’s tax returns for the current year and prior two years are subject to examination by the IRS and state tax authorities, generally for three years after they are filed.

**Contingent Liabilities** – Amounts received or receivable from grantor agencies are subject to audit and adjustment by grantor agencies. Any disallowed claims, including amounts already collected, may constitute a liability of the applicable funds. The amount, if any, of expenditures which may be disallowed

**PATHWAYS IN EDUCATION – NAMPA, INC.**  
Notes to Financial Statements

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by the grantor cannot be determined at this time although the School expects such amounts, if any, to be immaterial.

**Interfund Activity** – Interfund activity is reported either as loans, services provided, reimbursements, or transfers. Loans are reported as interfund receivables and payables as appropriate and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures/expenses. Reimbursements are when one fund incurs a cost, charges the appropriate benefiting fund, and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers.

**Use of Estimates** – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

**Custodial Credit Risk** – The School maintains its cash at insured financial institutions. Periodically, balances may exceed federally insured limits. The School does not have a formal policy concerning custodial credit risk.

**Risk Management** – The School is exposed to various risks related to its operations. Insurance is utilized to the extent practical to minimize these risks.

**Subsequent Events** – Subsequent events were evaluated through the date of the auditor’s report, which is the date the financial statements were available to be issued.

**B. CASH**

Cash consists of the following at year end:

Cash - Deposits	\$957,453
<b>Total</b>	<b><u><u>\$957,453</u></u></b>

**Deposits** – At year end, the carrying amounts of the School's deposits were \$957,453 and the bank balances were \$1,019,294. Of the bank balances, \$250,000 was insured and the remainder was uninsured and uncollateralized.

**Investments** – State statutes authorize government entities to invest in certain bonds, notes, accounts, investment pools, and other obligations of the state, U.S. Government, and U.S. corporations pursuant to Idaho Code 67-1210 and 67-1210A. These statutes are designed to help minimize the custodial risk that deposits may not be returned in the event of the failure of the issuer or other counterparty, interest rate risk resulting from fair value losses arising from rising interest rates, or credit risks that an issuer or other counterparty will not fulfill its obligations. The School's investment policy complies with state statutes.

**PATHWAYS IN EDUCATION – NAMPA, INC.**  
Notes to Financial Statements

**C. RECEIVABLES**

Receivables consist of the following at year end:

	<b>General Fund</b>	<b>Special Revenue Funds</b>	<b>Total</b>
Local Sources			
Miscellaneous	\$120,553		\$120,553
<b>Total</b>	\$120,553		\$120,553
State Sources			
Foundation Program	\$108,785		\$108,785
<b>Total</b>	\$108,785		\$108,785
Federal Sources			
Special Programs		\$1,252	\$1,252
<b>Total</b>		\$1,252	\$1,252

**D. CAPITAL ASSETS**

A summary of capital assets for the year is as follows:

	<b>Beginning Balance*</b>	<b>Increases</b>	<b>Decreases</b>	<b>Ending Balance</b>
Depreciable/Amortizable Capital Assets				
Buildings	\$543,758			\$543,758
Equipment	208,042	\$12,450		220,492
Leased Buildings	340,666			340,666
Subtotal	1,092,466	12,450	\$0	1,104,916
Accumulated Depreciation				
Buildings	425,078	109,173		534,251
Equipment	84,591	41,608		126,199
Subtotal	509,669	150,781	0	660,450
Accumulated Amortization				
Leased Buildings	130,589	34,067		164,656
Subtotal	130,589	34,067	0	164,656
<b>Total</b>	452,208	(172,398)	0	279,810
<b>Net Capital Assets</b>	<b>\$452,208</b>	<b>(\$172,398)</b>	<b>\$0</b>	<b>\$279,810</b>

Depreciation expense of \$150,781 and amortization expense of \$34,067 were charged to the capital assets – student occupied program. \*Due to the implementation of GASB No. 87 *Leases*, beginning balances on this schedule were restated – see Note H.

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**E. LONG-TERM LIABILITIES**

At year end, the School had a lease as follows:

Lease for facilities for 10 years starting 2017, due in monthly base payments of approximately \$3,525 with interest at 2.75% (incremental borrowing rate), paid through the general fund	<u>\$202,465</u>
<b>Total</b>	<u><u>\$202,465</u></u>

Future lease payments are estimated as follows:

<b>Year Ended</b>	<b>Principal</b>	<b>Interest</b>	<b>Total</b>
6/30/23	\$36,118	\$5,126	\$41,244
6/30/24	38,205	4,095	42,300
6/30/25	39,270	3,030	42,300
6/30/26	40,362	1,938	42,300
6/30/27	41,486	814	42,300
6/30/28	7,024	22	7,046
<b>Total</b>	<u>\$202,465</u>	<u>\$15,025</u>	<u>\$217,490</u>

Changes in long-term liabilities are as follows:

<b>Description</b>	<b>Beginning Balance*</b>	<b>Increases</b>	<b>Decreases</b>	<b>Ending Balance</b>	<b>Due Within One Year</b>
Facility Lease	\$232,412		\$29,947	\$202,465	\$36,118
Compensated Absences	22,282		6,769	15,513	15,513
<b>Total</b>	<u>\$254,694</u>	<u>\$0</u>	<u>\$36,716</u>	<u>\$217,978</u>	<u>\$51,631</u>

Compensated absences are normally paid through the general fund. Interest and related costs during the year amounted to \$5,012 and were charged to the secondary school program. \*Due to the implementation of GASB No. 87 *Leases*, beginning balances on this schedule were restated – see Note H.

**F. PENSION PLAN**

*Plan Description*

The School contributes to the Base Plan which is a cost-sharing multiple-employer defined benefit pension plan administered by Public Employee Retirement System of Idaho (PERSI or System) that covers substantially all employees of the State of Idaho, its agencies and various participating political subdivisions. The cost to administer the plan is financed through the contributions and investment earnings of the plan. PERSI issues a publicly available financial report that includes financial statements and the required supplementary information for PERSI. That report may be obtained on the PERSI website at [www.persi.idaho.gov](http://www.persi.idaho.gov).

Responsibility for administration of the Base Plan is assigned to the Board comprised of five members appointed by the Governor and confirmed by the Idaho Senate. State law requires that two members of the

**PATHWAYS IN EDUCATION – NAMPA, INC.**  
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Board be active Base Plan members with at least ten years of service and three members who are Idaho citizens not members of the Base Plan except by reason of having served on the Board.

*Pension Benefits*

The Base Plan provides retirement, disability, death and survivor benefits of eligible members or beneficiaries. Benefits are based on members' years of service, age, and highest average salary. Members become fully vested in their retirement benefits with five years of credited service (5 months for elected or appointed officials). Members are eligible for retirement benefits upon attainment of the ages specified for their employment classification. The annual service retirement allowance for each month of credited service is 2.0% (2.3% for police/firefighters) of the average monthly salary for the highest consecutive 42 months.

The benefit payments for the Base Plan are calculated using a benefit formula adopted by the Idaho Legislature. The Base Plan is required to provide a 1% minimum cost of living increase per year provided the Consumer Price Index increases 1% or more. The PERSI Board has the authority to provide higher cost of living increases to a maximum of the Consumer Price Index movement or 6%, whichever is less; however, any amount above the 1% minimum is subject to review by the Idaho Legislature.

*Member and Employer Contributions*

Member and employer contributions paid to the Base Plan are set by statute and are established as a percent of covered compensation. Contribution rates are determined by the PERSI Board within limitations, as defined by state law. The Board may make periodic changes to employer and employee contribution rates (expressed as percentages of annual covered payroll) that are adequate to accumulate sufficient assets to pay benefits when due.

The contribution rates for employees are set by statute at 60% of the employer rate for general employees and 74% for police and firefighters. As of June 30, 2021 it was 7.16% for general employees and 9.13% for police and firefighters. The employer contribution rate as a percent of covered payroll is set by the Retirement Board and was 11.94% for general employees and 12.28% for police and firefighters. The School's contributions were \$88,955 for the year ended June 30, 2022.

*Pension Asset/Liabilities, Pension Revenue (Expense), and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions*

At June 30, 2022, the School reported an asset for its proportionate share of the net pension asset. The net pension asset was measured as of June 30, 2021, and the total pension asset used to calculate the net pension asset was determined by an actuarial valuation as of that date. The School's proportion of the net pension asset was based on the School's share of contributions in the Base Plan pension plan relative to the total contributions of all participating PERSI Base Plan employers. At June 30, 2021, the School's proportion was 0.01881304 percent.

**PATHWAYS IN EDUCATION – NAMPA, INC.**  
Notes to Financial Statements

For the year ended June 30, 2022, the School recognized pension revenue (expense) of \$54,533. At June 30, 2022, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<b>Deferred Outflows of Resources</b>	<b>Deferred Inflows of Resources</b>
Differences between expected and actual experience	\$21,891	\$8,637
Changes in assumptions or other inputs	170,552	
Net difference between projected and actual earnings on pension plan investments		466,683
Employer contributions subsequent to the measurement date	88,955	
<b>Total</b>	<b>\$281,398</b>	<b>\$475,320</b>

\$88,955 reported as deferred outflows of resources related to pensions resulting from School contributions made subsequent to the measurement date will be recognized as an adjustment to the pension expense in the year ending June 30, 2022.

The average of the expected remaining service lives of all employees that are provided with pensions through the System (active and inactive employees) determined at July 1, 2021 the beginning of the measurement period ended June 30, 2020 is 4.7 and 4.6 for the measurement period June 30, 2021.

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension revenue (expense) as follows:

<b>Year Ended</b>			
6/30/23			(\$66,542)
6/30/24			(59,968)
6/30/25			(52,405)
6/30/26			(103,961)
<b>Total</b>			<b>(\$282,876)</b>

*Actuarial Assumptions*

Valuations are based on actuarial assumptions, the benefit formulas, and employee groups. Level percentages of payroll normal costs are determined using the Entry Age Normal Cost Method. Under the Entry Age Normal Cost Method, the actuarial present value of the projected benefits of each individual included in the actuarial valuation is allocated as a level percentage of each year's earnings of the individual between entry age and assumed exit age. The Base Plan amortizes any unfunded actuarial accrued liability based on a level percentage of payroll. The maximum amortization period for the Base Plan permitted under Section 59-1322, Idaho Code, is 25 years.

**PATHWAYS IN EDUCATION – NAMPA, INC.**  
Notes to Financial Statements

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The total pension asset in the June 30, 2021 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.30%
Salary increases	3.05%
Salary inflation	3.05%
Investment rate of return	6.35%, net of investment expenses
Cost-of-living adjustments	1%
<i>Contributing Members, Service Retirement Members, and Beneficiaries</i>	
General Employees and All Beneficiaries - Males	Pub-2010 General Tables, increased 11%
General Employees and All Beneficiaries - Females	Pub-2010 General Tables, increased 21%
Teachers - Males	Pub-2010 Teacher Tables, increased 12%
Teachers - Females	Pub-2010 Teacher Tables, increased 21%
Fire & Police - Males	Pub-2010 Safety Tables, increased 21%
Fire & Police - Females	Pub-2010 Safety Tables, increased 26%
Disabled Members - Males	Pub-2010 Disabled Tables, increased 38%
Disabled Members - Females	Pub-2010 Disabled Tables, increased 36%

An experience study was performed for the period July 1, 2015 through June 30, 2020 which reviewed all economic and demographic assumptions other than mortality. The total pension asset as of June 30, 2021 is based on the results of an actuarial valuation date of July 1, 2021.

The long-term expected rate of return on pension plan investments was determined using the building block approach and a forward-looking model in which best estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighing the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

Even though history provides a valuable perspective for setting the investment return assumption, the System relies primarily on an approach which builds upon the latest capital market assumptions. Specifically, the System uses consultants, investment managers and trustees to develop capital market assumptions in analyzing the System's asset allocation. The assumptions and the System's formal policy for asset allocation are shown below. The formal asset allocation policy is somewhat more conservative than the current allocation of System's assets.

The best-estimate range for the long-term expected rate of return is determined by adding expected inflation to expected long-term real returns and reflecting expected volatility and correlation. The capital market assumptions are as of 2021.

**PATHWAYS IN EDUCATION – NAMPA, INC.**  
Notes to Financial Statements

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**Capital Market Assumptions from Callan 2021**

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<b>Asset Class</b>	<b>Target Allocation</b>	<b>Long-Term Expected Nominal Rate of Return (Arithmetic)</b>	<b>Long-Term Expected Real Rate of Return (Arithmetic)</b>
Core Fixed Income	30.00%	1.80%	-0.20%
Broad US Equities	55.00%	8.00%	6.00%
Developed Foreign Equities	15.00%	8.25%	6.25%
Assumed Inflation - Mean		2.00%	2.00%
Assumed Inflation - Standard Deviation		1.50%	1.50%
Portfolio Arithmetic Mean Return		6.18%	4.18%
Portfolio Standard Deviation		12.29%	12.29%
Portfolio Long-Term (Geometric) Expected Rate of Return		5.55%	3.46%
Assumed Investment Expenses		0.40%	0.40%
Portfolio Long-Term (Geometric) Expected Rate of Return*		5.15%	3.06%

**Investment Policy Assumptions from PERSI November 2019**

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Portfolio Long-Term Expected Real Rate of Return*	4.14%
Portfolio Standard Deviation	14.16%

**Economic/Demographic Assumptions from Milliman 2021**

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**Valuation Assumptions Chosen by PERSI Board**

Long-Term Expected Real Rate of Return*	4.05%
Assumed Inflation	2.30%
<b>Long-Term Expected Geometric Rate of Return*</b>	<b>6.35%</b>

\*Net of Investment Expenses

*Discount Rate*

The discount rate used to measure the total pension asset was 6.35%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate. Based on these assumptions, the pension plans' net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension asset. The long-term expected rate of return was determined net of pension plan investment expense but without reduction for pension plan administrative expense.



**PATHWAYS IN EDUCATION – NAMPA, INC.**  
Notes to Financial Statements

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*Sensitivity of the School's proportionate share of the net pension asset to changes in the discount rate.*

The following presents the School's proportionate share of the net pension asset calculated using the discount rate of 6.35 percent, as well as what the School's proportionate share of the net pension asset would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current rate:

	<b>1% Decrease (5.35%)</b>	<b>Current Discount Rate (6.35%)</b>	<b>1% Increase (7.35%)</b>
School's proportionate share of the net pension liability (asset)	\$516,501	(\$14,858)	(\$450,424)

*Pension plan fiduciary net position*

Detailed information about the pension plan's fiduciary net position is available in the separately issued PERSI financial report.

PERSI issues a publicly available financial report that includes financial statements and the required supplementary information for PERSI. That report may be obtained on the PERSI website at [www.persi.idaho.gov](http://www.persi.idaho.gov).

*Impacts on the School's net position*

Depending on the annual performance of the Base Plan and the various non-financial factors that affect the collective Base Plan net pension asset or liability (as described above), the School may periodically experience a deficit in its net position. This can occur as a result of recording the School's allocable portion of the net pension asset or liability which is an estimated asset or liability that changes substantially from year to year depending on the factors described above but does not currently require cash outflows. As the net pension asset or liability of the Base Plan is closely monitored by PERSI's board (who makes changes to the contribution rates and other terms of the Base Plan when deemed necessary), such deficits are not deemed to be of substantial concern.

**G. RELATED PARTY TRANSACTIONS**

The School has a management agreement with Pathways Management Group (PMG) for back office support including school management, facilities management, accounting, payroll, and human resources.

**H. PRIOR PERIOD ADJUSTMENT**

During the year, the School implemented GASB No. 87 *Leases*. As required by GASB 87, the School's net position was restated by (\$22,335) to reflect the implementation of this new standard which now requires reporting lease assets and liabilities on the government wide financial statements for long-term leases.

**PATHWAYS IN EDUCATION – NAMPA, INC.**  
Notes to Financial Statements

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**I. INTERFUND BALANCES**

Interfund balances at year end consist of the following:

	<u>Due From Fund</u>	
	<u>Nonmajor Governmental</u>	<u>Total</u>
<u>Due To Fund</u>		
General	\$1,252	\$1,252
<b>Total</b>	<u>\$1,252</u>	<u>\$1,252</u>

These interfund balances resulted from the time lag between when expenditures are incurred in a fund and when the fund is reimbursed for such expenditures.

**PATHWAYS IN EDUCATION – NAMPA, INC.**

Budgetary Comparison Schedule -

General Fund

Year Ended June 30, 2022

<b>General Fund</b>	<b>Budgeted Amounts (GAAP Basis)</b>		<b>Actual Amounts</b>	<b>Final Budget Variance Positive (Negative)</b>
	<b>Original</b>	<b>Final</b>		
<b>Revenues</b>				
Local Revenue	\$118,948	\$118,948	\$118,413	(\$535)
State Revenue	2,054,762	2,054,762	1,919,957	(134,805)
Federal Revenue	0	0	0	0
<b>Total Revenues</b>	<u>2,173,710</u>	<u>2,173,710</u>	<u>2,038,370</u>	<u>(135,340)</u>
<b>Expenditures</b>				
Instructional Programs				
Secondary School	2,076,864	2,076,864	1,723,795	353,069
Special Education	57,156	57,156	26,932	30,224
Support Service Programs				
Attendance - Guidance - Health	18,000	18,000	0	18,000
Maintenance - Student Occupied	19,000	19,000	9,780	9,220
Security	0	0	0	0
Non-Instructional Programs				
Capital Assets - Student Occupied	0	0	0	0
<b>Total Expenditures</b>	<u>2,171,020</u>	<u>2,171,020</u>	<u>1,760,507</u>	<u>410,513</u> *
<b>Excess (Deficiency) of Revenues Over Expenditures</b>	2,690	2,690	277,863	275,173
<b>Other Financing Sources (Uses)</b>				
Transfers In	0	0	0	0
Transfers Out	0	0	0	0
<b>Total Other Financing Sources (Uses)</b>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<b>Net Change in Fund Balances</b>	2,690	2,690	277,863	275,173
<b>Fund Balances - Beginning</b>	0	0	630,792	630,792
<b>Fund Balances - Ending</b>	<u>\$2,690</u>	<u>\$2,690</u>	<u>\$908,655</u>	<u>\$905,965</u>

\*Total expenditures (over) under appropriations are: \$410,513

**PATHWAYS IN EDUCATION – NAMPA, INC.**  
Schedule of Employer's Share of Net Pension Asset and Liability  
and Schedule of Employer Contributions  
PERSI - Base Plan

**Schedule of Employer's Share of Net Pension Asset and Liability\***

<b>Fiscal Year Ended June 30</b>	<b>Employer's Portion of the Net Pension (Asset) Liability</b>	<b>Employer's Proportionate Share of the Net Pension (Asset) Liability</b>	<b>Covered Payroll</b>	<b>Employer's Proportional Share of the Net Pension (Asset) Liability as a Percentage of Covered Payroll</b>	<b>Plan Fiduciary Net Position as a Percentage of the Total Pension (Asset) Liability</b>
2019	0.0141642%	\$208,924	\$423,004	49.39%	91.69%
2020	0.0195750%	\$223,443	\$639,611	34.93%	93.79%
2021	0.0212475%	\$493,395	\$757,755	65.11%	88.22%
2022	0.0188130%	(\$14,858)	\$699,389	-2.12%	100.36%

\*As of the measurement date of the net pension (asset) liability.

**Schedule of Employer Contributions**

<b>Fiscal Year Ended June 30</b>	<b>Actuarially Determined Contribution</b>	<b>Contributions in Relation to Actuarially Determined Contribution</b>	<b>Contribution Deficiency (Excess)</b>	<b>Covered Payroll</b>	<b>Contributions as a Percentage of Covered Payroll</b>
2019	\$72,404	\$72,404	\$0	\$639,611	11.32%
2020	\$90,476	\$90,476	\$0	\$757,755	11.94%
2021	\$83,507	\$83,507	\$0	\$699,389	11.94%
2022	\$88,955	\$88,955	\$0	\$745,017	11.94%

Schedules above intended to show information for 10 years. Information for additional years will be presented as it becomes available.

**PATHWAYS IN EDUCATION – NAMPA, INC.**  
 Combining Balance Sheet - Nonmajor Governmental Funds  
 June 30, 2022

	<b>Special Revenue Funds</b>			
	<b>Technology</b>	<b>Substance Abuse</b>	<b>ESSER III</b>	<b>Title I-A ESSA IBP</b>
<b>Assets</b>				
Cash	\$29,155			
Receivables:				
Local Sources				
State Sources				
Federal Sources				
Due From Other Funds				
Security Deposits				
Prepaid Expenditures				
<b>Total Assets</b>	<b>\$29,155</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Liabilities</b>				
Accounts Payable				
Due To Other Funds				
Salaries & Benefits Payable				
<b>Total Liabilities</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Fund Balances</b>				
Nonspendable				
Restricted:				
Special Programs	29,155			
Unassigned				
<b>Total Fund Balances</b>	<b>29,155</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total Liabilities and Fund Balances</b>	<b>\$29,155</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

**PATHWAYS IN EDUCATION – NAMPA, INC.**  
 Combining Balance Sheet - Nonmajor Governmental Funds  
 June 30, 2022

	<b>Special Revenue Funds</b>			
	<b>ESSER I</b>	<b>ESSER II</b>	<b>IDEA Part B 611 School Age 3-21</b>	<b>IDEA Part B ARPA</b>
<b>Assets</b>				
Cash				
Receivables:				
Local Sources				
State Sources				
Federal Sources		\$1,252		
Due From Other Funds				
Security Deposits				
Prepaid Expenditures				
<b>Total Assets</b>	<b>\$0</b>	<b>\$1,252</b>	<b>\$0</b>	<b>\$0</b>
<b>Liabilities</b>				
Accounts Payable				
Due To Other Funds		\$1,252		
Salaries & Benefits Payable				
<b>Total Liabilities</b>	<b>\$0</b>	<b>1,252</b>	<b>\$0</b>	<b>\$0</b>
<b>Fund Balances</b>				
Nonspendable				
Restricted:				
Special Programs				
Unassigned				
<b>Total Fund Balances</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total Liabilities and Fund Balances</b>	<b>\$0</b>	<b>\$1,252</b>	<b>\$0</b>	<b>\$0</b>

**PATHWAYS IN EDUCATION – NAMPA, INC.**  
 Combining Balance Sheet - Nonmajor Governmental Funds  
 June 30, 2022

	<b>Special Revenue Funds</b>			
	<b>Title IV-A</b>	<b>Title II-A</b>	<b>SLFRF</b>	<b>CRF K-12 Learning Loss</b>
	<b>ESSA SS &amp; AE</b>	<b>ESSA SEI</b>		
<b>Assets</b>				
Cash				
Receivables:				
Local Sources				
State Sources				
Federal Sources				
Due From Other Funds				
Security Deposits				
Prepaid Expenditures				
<b>Total Assets</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<b>Liabilities</b>				
Accounts Payable				
Due To Other Funds				
Salaries & Benefits Payable				
<b>Total Liabilities</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<b>Fund Balances</b>				
Nonspendable				
Restricted:				
Special Programs				
Unassigned				
<b>Total Fund Balances</b>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<b>Total Liabilities and Fund Balances</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

**PATHWAYS IN EDUCATION – NAMPA, INC.**  
Combining Balance Sheet - Nonmajor Governmental Funds  
June 30, 2022

	<b>Total</b>
<b>Assets</b>	
Cash	\$29,155
Receivables:	
Local Sources	0
State Sources	0
Federal Sources	1,252
Due From Other Funds	0
Security Deposits	0
Prepaid Expenditures	0
<b>Total Assets</b>	<b>\$30,407</b>
 <b>Liabilities</b>	
Accounts Payable	\$0
Due To Other Funds	1,252
Salaries & Benefits Payable	0
<b>Total Liabilities</b>	<b>1,252</b>
 <b>Fund Balances</b>	
Nonspendable	0
Restricted:	
Special Programs	29,155
Unassigned	0
<b>Total Fund Balances</b>	<b>29,155</b>
<b>Total Liabilities and Fund Balances</b>	<b>\$30,407</b>



**PATHWAYS IN EDUCATION – NAMPA, INC.**  
 Combining Statement of Revenues, Expenditures, and Changes in  
 Fund Balances - Nonmajor Governmental Funds  
 Year Ended June 30, 2022

	<b>Special Revenue Funds</b>			
	<b>Technology</b>	<b>Substance Abuse</b>	<b>ESSER III</b>	<b>Title I-A ESSA IBP</b>
<b>Revenues</b>				
Local Revenue				
State Revenue	\$47,662	\$4,873		
Federal Revenue			\$51,356	\$37,739
<b>Total Revenues</b>	<u>47,662</u>	<u>4,873</u>	<u>51,356</u>	<u>37,739</u>
<b>Expenditures</b>				
Instructional Programs				
Secondary School	36,949		51,356	37,739
Special Education				
Support Service Programs				
Attendance - Guidance - Health				
Maintenance - Student Occupied				
Security		9,198		
Non-Instructional Programs				
Capital Assets - Student Occupied				
<b>Total Expenditures</b>	<u>36,949</u>	<u>9,198</u>	<u>51,356</u>	<u>37,739</u>
<b>Excess (Deficiency) of Revenues Over Expenditures</b>	10,713	(4,325)	0	0
<b>Other Financing Sources (Uses)</b>				
Transfers In				
Transfers Out				
<b>Total Other Financing Sources (Uses)</b>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<b>Net Change in Fund Balances</b>	10,713	(4,325)	0	0
<b>Fund Balances - Beginning</b>	18,442	4,325	0	0
<b>Fund Balances - Ending</b>	<u>\$29,155</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

**PATHWAYS IN EDUCATION – NAMPA, INC.**  
 Combining Statement of Revenues, Expenditures, and Changes in  
 Fund Balances - Nonmajor Governmental Funds  
 Year Ended June 30, 2022

	<b>Special Revenue Funds</b>			
	<b>ESSER I</b>	<b>ESSER II</b>	<b>IDEA Part B 611 School Age 3-21</b>	<b>IDEA Part B ARPA</b>
<b>Revenues</b>				
Local Revenue				
State Revenue				
Federal Revenue	\$4,101	\$27,926	\$47,831	\$13,372
<b>Total Revenues</b>	<u>4,101</u>	<u>27,926</u>	<u>47,831</u>	<u>13,372</u>
<b>Expenditures</b>				
Instructional Programs				
Secondary School	4,101	27,926		
Special Education			47,831	13,372
Support Service Programs				
Attendance - Guidance - Health				
Maintenance - Student Occupied				
Security				
Non-Instructional Programs				
Capital Assets - Student Occupied				
<b>Total Expenditures</b>	<u>4,101</u>	<u>27,926</u>	<u>47,831</u>	<u>13,372</u>
<b>Excess (Deficiency) of Revenues Over Expenditures</b>	0	0	0	0
<b>Other Financing Sources (Uses)</b>				
Transfers In				
Transfers Out				
<b>Total Other Financing Sources (Uses)</b>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<b>Net Change in Fund Balances</b>	0	0	0	0
<b>Fund Balances - Beginning</b>	0	0	0	0
<b>Fund Balances - Ending</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

**PATHWAYS IN EDUCATION – NAMPA, INC.**  
 Combining Statement of Revenues, Expenditures, and Changes in  
 Fund Balances - Nonmajor Governmental Funds  
 Year Ended June 30, 2022

	<b>Special Revenue Funds</b>			
	<b>Title IV-A ESSA SS &amp; AE</b>	<b>Title II-A ESSA SEI</b>	<b>SLFRF</b>	<b>CRF K-12 Learning Loss</b>
<b>Revenues</b>				
Local Revenue				
State Revenue				
Federal Revenue	\$10,000	\$5,694	\$13,155	\$18,174
<b>Total Revenues</b>	<u>10,000</u>	<u>5,694</u>	<u>13,155</u>	<u>18,174</u>
<b>Expenditures</b>				
Instructional Programs				
Secondary School	10,000	5,694	13,155	18,174
Special Education				
Support Service Programs				
Attendance - Guidance - Health				
Maintenance - Student Occupied				
Security				
Non-Instructional Programs				
Capital Assets - Student Occupied				
<b>Total Expenditures</b>	<u>10,000</u>	<u>5,694</u>	<u>13,155</u>	<u>18,174</u>
<b>Excess (Deficiency) of Revenues Over Expenditures</b>	0	0	0	0
<b>Other Financing Sources (Uses)</b>				
Transfers In				
Transfers Out				
<b>Total Other Financing Sources (Uses)</b>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<b>Net Change in Fund Balances</b>	0	0	0	0
<b>Fund Balances - Beginning</b>	0	0	0	0
<b>Fund Balances - Ending</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

**PATHWAYS IN EDUCATION – NAMPA, INC.**  
Combining Statement of Revenues, Expenditures, and Changes in  
Fund Balances - Nonmajor Governmental Funds  
Year Ended June 30, 2022

	<b>Total</b>
<b>Revenues</b>	
Local Revenue	\$0
State Revenue	52,535
Federal Revenue	229,348
<b>Total Revenues</b>	<b>281,883</b>
<b>Expenditures</b>	
Instructional Programs	
Secondary School	205,094
Special Education	61,203
Support Service Programs	
Attendance - Guidance - Health	0
Maintenance - Student Occupied	0
Security	9,198
Non-Instructional Programs	
Capital Assets - Student Occupied	0
<b>Total Expenditures</b>	<b>275,495</b>
<b>Excess (Deficiency) of Revenues</b>	
<b>Over Expenditures</b>	6,388
<b>Other Financing Sources (Uses)</b>	
Transfers In	0
Transfers Out	0
<b>Total Other Financing Sources (Uses)</b>	<b>0</b>
<b>Net Change in Fund Balances</b>	6,388
<b>Fund Balances - Beginning</b>	22,767
<b>Fund Balances - Ending</b>	<b>\$29,155</b>



**Independent Auditor's Report on Internal Control Over Financial Reporting  
and on Compliance and Other Matters Based on an Audit of Financial Statements  
Performed in Accordance With *Government Auditing Standards***

Board of Directors  
Pathways in Education - Nampa, Inc.

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Pathways in Education - Nampa, Inc. (the School), as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated October 18, 2022.

**Report on Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

*A deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

**Report on Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The

results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

### **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance. Accordingly, this communication is not suitable for any other purpose.

### ***Quest CPAs PLLC***

Payette, Idaho  
October 18, 2022