



Tennessee Charter School Creation Application Template

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

Tennessee Department of Education | October 2024

{Insert School Logo if Available}

Dream Catchers Charter School

Amended Application to Create a Public Charter School

To Open in the 2026-27 School Year

Date of Submission:

{May 30, 2025}

Submitted To:

Memphis Shelby County Schools

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N/A

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N/A

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N/A

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N/A

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Cover Sheet

General Information

Name of Proposed Charter School	Dream Catchers Charter School		
Sponsor / Sponsoring Entity	Daughters of Zion		
Proposed Authorizer	Memphis Shelby County Board of Education		
Model or Focus of Proposed School <i>(i.e., STEAM, Montessori, Opportunity Charter, etc.)</i>	Montessori		
Grade Structure <i>(i.e., K-5, 6-8, 9-12)</i>	Year 1	Year 5	At Capacity
	K-12	K-12	K-12
Projected Enrollment	Year 1	Year 5	At Capacity
	150	500	1000
City, Neighborhood, and Community the School Intends to Serve	Memphis		
Projected Opening School Year	2026		

Primary Point of Contact

Name	Gerald Kiner
Role	Executive Director
Mailing Address	4400 Hickory Hill Road
Mailing Address Line 2	
City, State, Zip Code	Memphis, Tn 38141
Primary Telephone	901-650-7340
Alternate Telephone	901-590-1166
Email Address	gkiner@daughtersofzion.org

Application Category

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

Category			Description
1	<input checked="" type="checkbox"/>	First -time Charter Sponsor	This category applies to sponsors that meet all the following criteria: <ul style="list-style-type: none">• Sponsor that seeks to open no more than one (1) public charter school or opportunity charter school during this application cycle.• Sponsor that has not previously operated, opened, or sponsored a charter school, charter network, or charter management organization in Tennessee or elsewhere in the United States.
2	<input type="checkbox"/>	Multi -School or Established Sponsor	This category applies to all sponsors that do not meet the criteria for Category 1.

Sponsor & School Design Team

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

Full Name	Address	Current Job Title	Current Employer	Position with Proposed School
Kimberly Adams		Consultant	Independent Contractor	Principal
Bruce Dailey		Lead AP Mechanic	Federal Express	Advisor
Sharon Macklin Butts		Retired Teacher	Formerly MSCS	Advisor
Penny Leegrand		Teacher	Marion School District	Advisor
Annie Miller		Retired Teacher	Formerly MSCS	Advisor

Is the sponsor a not-for-profit organization with 501(c)(3) status?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In Progress
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If not already obtained, describe the steps that have been taken to obtain 501(c)(3) status:

Sponsor History and Intent

Question 1	
Has the sponsor or proposed charter management organization ¹ ever operated, opened, or managed a charter school?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Question 2					
Does this sponsor have any pending charter school applications currently under consideration by any authorizer in the United States?					<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<i>If yes, complete the table below; add lines as needed.</i>					
State	Authorizer	Proposed School Name	Application Due Date	Decision Date	Proposed Opening Year

Question 3		
Does the sponsor or proposed charter management organization currently operate a charter school?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<i>If yes, complete the table below; add lines as needed.</i>		
Name of Charter School	City and State	Authorizer

Question 4		
Will the sponsor replicate ² a currently authorized charter school in Tennessee?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<i>If yes, complete the table below; add lines as needed.</i>		
Name of Charter School that was Replicated	City and State	Authorizer

¹ "Charter management organization" or "CMO" means a nonprofit entity that manages or operates two (2) or more public charter schools as defined in [T.C.A. § 4913-104](#).

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

Question 5	
Is this sponsor submitting an application to more than one Tennessee authorizer or proposing to open more than one charter school during this application cycle?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<i>If yes, complete the table below; add lines as needed.</i>	
Name of Proposed School	Submitted to Which Authorizer

Question 6	
Will the sponsor contract or partner with a charter management organization (CMO) to manage or operate the proposed school?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<i>If yes, complete the table below; add lines as needed.</i>	
Name of Charter Management Organization	City and State

Question 7	
Is the sponsor proposing a new charter school with a change in academic focus ³ or grade structure from an existing Tennessee charter school they operate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Question 8	
Is the sponsor proposing an Opportunity Public Charter School ⁴ ?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Question 9	
If proposing an Opportunity Public Charter School, will the school provide a residential program for enrolled students pursuant to Chapter 1066 of the Public Acts of 2024?	<input type="checkbox"/> Yes <input type="checkbox"/> No

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

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

Question 10	
Will the proposed school serve any combination of elementary grades of kindergarten through grade five (K-5)?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Question 11	
Will the proposed school serve any combination of high school grades nine through twelve (9-12)?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Question 12	
Will the sponsor convert ⁵ a non-charter public school to a charter school?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

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

Assurances

As the authorized representative of the sponsor applying to open a charter school in Tennessee, I hereby certify that the information submitted in this application is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after award; and if awarded a charter, the school must comply with all assurances within this section, and all applicable state and federal laws and regulations related to public charter schools.

I affirm that the public charter school:

1. Will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the authorizer and in compliance with the charter agreement and the [Tennessee Public Charter Schools Act](#);
2. Will follow all federal, state, and local laws and regulations that pertain to the operation of a public school, unless waived according to [T.C.A. § 4913-111\(p\)](#);
3. Will provide special education services for students as provided in [T.C.A. Title 49, Chapter 10, Part B of the Individuals with Disabilities Education Act](#), [Title II of the Americans with Disabilities Act of 1990](#), and [Section 504 of the Rehabilitation Act of 1973](#);
4. Will adhere to all provisions of federal law relating to students who are limited English proficient, including [Title VI of the Civil Rights Act of 1964](#) and the [Equal Educational Opportunities Act of 1974](#), that are applicable to it;
5. Will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;
6. Will utilize this application as a contract with the authorizer, if no other agreement is signed, pursuant to Tennessee Attorney General Opinion No. 10-45;
7. Will comply with all provisions of the [Tennessee Public Charter Schools Act](#), including, but not limited to
 - a. employing individuals to teach who hold a license to teach in a public school in Tennessee;
 - b. complying with Open Meetings and Open Records laws ([T.C.A. §§ 844-101 et seq.; 10-7-503, 504](#)) (guidance is available from the [Office of Open Records Counsel](#));
 - c. not charging tuition, except for students transferring from another district to the school pursuant to the local board's out-of-district enrollment policy and [T.C.A. § 49-6-3003](#);
 - d. notwithstanding subdivision 7c, not charging registration fees, enrollment fees, or tuition to the students enrolled in an Opportunity Public Charter School;
 - e. following state financial (budgeting and audit) procedures and reporting

- e. following state financial (budgeting and audit) procedures and reporting requirements according to T.C.A. §§ 49-13-111, 120, and 127;
- f. requiring any member of the governing body, employee, officer, or other authorized person who receives funds, has access to funds, or has authority to make expenditures from funds, to give a surety bond in the form prescribed by T.C.A. § 8-19-101; and
8. Will, at all times, maintain all necessary and appropriate insurance coverage.


Signature of Authorized Representative

May 26, 2025
May 26, 2025

Gerald Kiner


Printed Name of Authorized Representative

Executive Director

Title of Authorized Representative

Completeness Checklists

Items Required for All Sponsors

General Information	
Cover Sheet	<input checked="" type="checkbox"/>
Sponsor History and Intent	<input checked="" type="checkbox"/>
Assurances	<input checked="" type="checkbox"/>

1.1 – Academic Plan and Design	
Narrative	<input checked="" type="checkbox"/>

1.2 – Academic Focus and Performance Standards	
Narrative	<input checked="" type="checkbox"/>

1.3 - Assessments	
Narrative	<input checked="" type="checkbox"/>

1.4 – School Calendar and Schedule	
Narrative	<input checked="" type="checkbox"/>

Attachment A	<input checked="" type="checkbox"/>
Attachment B	<input checked="" type="checkbox"/>

1.5 – Recruitment and Enrollment	
Narrative	<input checked="" type="checkbox"/>
Table 1	<input checked="" type="checkbox"/>
Table 2	<input checked="" type="checkbox"/>
Attachment C	<input checked="" type="checkbox"/>

2.1 – Governance	
Narrative	X
Table 4	X
Attachment G	X
Attachment H	X
Attachment I	X
Attachment J	X
Attachment K	X
Attachment L	X
Attachment M	X

2.2 – Facilities	
Narrative	X

2.3 – Start Up Plan

Narrative	X
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2.4 – Personnel / Human Capital	
Narrative	X
Attachment N	X
Attachment O	X
Attachment P	X
Table 5	X

2.5 – Professional Development	
Narrative	X

2.6 – Transportation

Narrative	X
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2.7 – Additional Operations	
Narrative	X
Attachment Q	X

3.1 – Operating Budget	
Attachment W	X

3.2 – Operating Budget Narrative	
Narrative	X
Attachment X	X

x

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

Required for Sponsors that answered “Yes” to: Question 1 of Sponsor History and Intent	
1.5 - Recruitment and Enrollment	
Supplementary Narrative	<input type="checkbox"/>
2.9 – Network Vision, Growth Plan & Capacity	
Supplementary Narrative	<input type="checkbox"/>
Attachment S	<input type="checkbox"/>
4.1 – School Portfolio Summary	
Attachment Z	<input type="checkbox"/>
4.2 – Academic Performance Record	
Supplementary Narrative	<input type="checkbox"/>
Attachment Z	<input type="checkbox"/>
4.3 – Fiscal and Operational Performance Record	
Supplementary Narrative	<input type="checkbox"/>
Attachment AA	<input type="checkbox"/>
Attachment BB	<input type="checkbox"/>
Attachment CC	<input type="checkbox"/>
Attachment DD	<input type="checkbox"/>
Attachment EE	<input type="checkbox"/>

Required for Sponsors that answered “Yes” to: Question 3 of Sponsor History and Intent	
2.9 – Network Vision, Growth Plan & Capacity	
Supplementary Narrative	<input type="checkbox"/>
2.10 - Network Governance	
Supplementary Narrative	<input type="checkbox"/>
2.11 - Network Management and Personnel	
Supplementary Narrative	<input type="checkbox"/>
Attachment T	<input type="checkbox"/>
Attachment U	<input type="checkbox"/>
Table 6	<input type="checkbox"/>
Table 7	<input type="checkbox"/>

Required for Sponsors that answered “Yes” to: Question 3 of Sponsor History and Intent	
2.11 - Network Management and Personnel (cont.)	
Table 8	<input type="checkbox"/>
Table 9	<input type="checkbox"/>

3.3 – Network Financial Plan	
Supplementary Narrative	<input type="checkbox"/>
Attachment Y	<input type="checkbox"/>

Required for Sponsors that answered “Yes” to: Question 4 of Sponsor History and Intent	
2.12 – School Replication	
Supplementary Narrative	<input type="checkbox"/>
Attachment V	<input type="checkbox"/>

Required for Sponsors that answered “Yes” to: Question 5 of Sponsor History and Intent	
2.9 – Network Vision, Growth Plan & Capacity	
Supplementary Narrative	<input type="checkbox"/>

Required for Sponsors that answered “Yes” to: Question 6 of Sponsor History and Intent	
2.8 - Charter Management Organization	

Supplementary Narrative	<input type="checkbox"/>
Attachment R	<input type="checkbox"/>

Required for Sponsors that answered "Yes" to: Question 7 of Sponsor History and Intent	
1.2 - Academic Focus and Performance Standards	
Supplementary Narrative	<input type="checkbox"/>

Required for Sponsors that answered "Yes" to: Question 8 of Sponsor History and Intent	
1.2 – Academic Focus and Performance Standards	
Supplementary Narrative	<input type="checkbox"/>
Section 1.5 - Recruitment and Enrollment	
Supplementary Narrative	<input type="checkbox"/>
Supplementary Table 3	<input type="checkbox"/>

Required for Sponsors that answered "Yes" to: Question 9 of Sponsor History and Intent	
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2.2 – Facilities	
Supplementary Narrative	<input type="checkbox"/>

Required for Sponsors that answered "Yes" to: Question 10 of Sponsor History and Intent	
1.2 - Academic Focus and Performance Standards	
Supplementary Narrative	<input type="checkbox"/>
1.3 – Assessments	
Supplementary Narrative	<input type="checkbox"/>

Required for Sponsors that answered "Yes" to: Question 11 of Sponsor History and Intent	
1.2 - Academic Focus and Performance Standards	
Supplementary Narrative	<input type="checkbox"/>

Required for Sponsors that answered "Yes" to: Question 12 of Sponsor History and Intent	
1.9 – Conversion Charter School Planning	
Narrative	<input type="checkbox"/>

Application Narratives

Section 1 – Academic Plan and Design

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

AMENDED SECTION 1.1 — SCHOOL MISSION AND GOALS

Mission Statement

Dream Catchers Charter School is committed to eliminating barriers and providing a stable, safe, and innovative educational environment for students experiencing homelessness or at risk of homelessness in Memphis and Shelby County. Our mission is to ensure that every student has access to a trauma-informed, individualized K–12 education that promotes academic achievement, socio-emotional wellness, and long-term success through graduation and postsecondary readiness. Dream Catchers will not only meet state standards but exceed them by holistically addressing the academic and personal needs of the most vulnerable youth in our community.

As Tennessee State Board of Education Principle 3, #1 requires authorizers and schools to put the well-being and interests of students as the fundamental value, Dream Catchers directly embodies this standard through our mission to stabilize, support, and empower homeless and housing-insecure students.

Measurable Mission -Aligned Goals

The following SMART goals will guide Dream Catchers Charter School's academic, operational, and financial performance:

Academic Goals

- By the end of Year 3, at least 40% of students will score proficient or advanced on state ELA assessments, increasing annually by 5%.
- By the end of Year 3, at least 40% of students will score proficient or advanced on state Math assessments, increasing annually by 5%.
- At least 85% of students will meet annual individual growth targets in ELA and Math as measured by state and internal assessments.
- Attendance rate will exceed 92% annually, accounting for the unique challenges of

housing-insecure populations.

- 100% of eligible students will complete Individualized Learning Plans (ILPs) reviewed quarterly.

Organizational Goals

- Maintain at least 85% annual student retention, ensuring continuity critical for homeless students.
- Re-enroll 95% of eligible students annually, minimizing transiency.
- Achieve 90% parent satisfaction annually, as measured by family climate surveys.
- Ensure all staff participate in trauma-informed and culturally responsive training annually.

Financial Goals

- Operate within a balanced budget annually.
- Maintain at least 30 days cash on hand at the end of each fiscal year.
- Receive unqualified audit opinions annually.

Monitoring, Revising, and Evaluating Goals

Dream Catchers Charter School leadership will engage in a structured, data-driven cycle of goal-setting, monitoring, evaluation, and revision aligned with evidence-based best practices:

- Quarterly Data Review Meetings with the administrative team and instructional leadership to review academic, financial, and organizational data.
- Annual Strategic Planning Retreat to review progress on all SMART goals, identify gaps, and revise targets and strategies accordingly.

- Monthly Board Reports to the governing board on progress toward goals.
- Engagement of External Evaluators and Authorizer Reports to validate internal progress data and inform strategic adjustments.

All adjustments will be grounded in student-centered evidence, aligned to Tennessee accountability systems, and directly tied to ensuring that the school meets Principle 3, #1 — the commitment to ensuring that the well-being and interests of homeless and at-risk students remain central to all decisions.

Unique Features and Alignment to Mission

Dream Catchers Charter School's unique K –12 structure, mixed -age trauma -informed instructional model, community -based wraparound services, and priority enrollment for homeless and at -risk students are aligned directly with the mission to promote stability, consistency, and academic achievement for one of the most marginalized populations in Memphis.

All innovations reflect our unwavering commitment to Tennessee Principle 3, #1: placing the best interests and well -being of students first.

Staff Plan for Supporting Special Populations

In alignment with Dream Catchers Charter School's mission to serve a 100% at-risk and predominantly homeless student population, the school's staffing plan has been designed from the outset to reflect the intensive academic, behavioral, and social - emotional supports this population requires. This includes the following:

- **Certified Special Education Staff:** Dream Catchers will hire at least one full -time special education teacher in Year 1, increasing as enrollment grows, to serve students with disabilities and oversee IEP compliance and services.
- **Homeless Liaison (per McKinney-Vento):** A designated full -time staff member, reporting directly to school leadership, will serve as the school's McKinney -Vento liaison to coordinate housing -related support, transportation services, and enrollment access.

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

- Counselors and Interventionists: The school will employ at least two licensed counselors and one behavioral interventionist in Year 1 to support trauma-informed care, mental health needs, and behavioral interventions aligned with students' social-emotional challenges.
- EL Support: The school will contract or hire ESL-certified staff to support English learners and ensure ILP implementation in compliance with SBE Rule 0520-01-19-.03.
- Wraparound Services Coordinator: This role will help connect families to external services such as housing, healthcare, and job assistance, as part of a holistic approach to student success.

This staffing model is not aspirational; it is operationally and financially embedded into the Year 1 budget and scaled proportionally through Year 5. It reflects both the legal requirements of serving at-risk populations and the compassionate imperative at the heart of our school's mission.

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

Amended Section 1. 2

Plan for Tutoring, Remediation, and Summer School (in compliance with T.C.A. § 49-6-3115):

Dream Catchers Charter School will fully comply with Tennessee Code Annotated § 49-6-3115 by offering robust, tiered academic interventions for students who are not meeting grade-level expectations. This includes:

Tutoring:

Dream Catchers will provide before- and after-school tutoring sessions for all students identified as performing below grade level based on formative assessments, TNReady results, and teacher observations. These sessions will be led by certified staff and supported by interventionists. Small group tutoring will be prioritized to ensure individual attention.

Remediation:

Students flagged through our RTI² framework will receive structured remediation embedded within the school day through intervention blocks built into the daily schedule. These remediation periods will focus on literacy and math and will use evidence-based strategies tailored to each student's needs.

Summer School:

Dream Catchers will offer a four-week summer school program for students who need additional academic support in English Language Arts and mathematics. The program will be staffed by certified teachers and will use data from the academic year to guide instruction. Participation will be prioritized for students at risk of retention, students with disabilities, and English learners.

All three supports will be tracked through progress monitoring tools, and student participation and gains will be shared with families regularly. These

interventions are core to our model of serving 100% at-risk and housing-insecure students, and align directly with Tennessee State Board Authorizer Standard Principle 3 #1, which requires charter authorizers to prioritize student well-being and interests.

Graduation Requirements and Transcript Protocols:

Dream Catchers Charter School will meet or exceed all Tennessee graduation requirements under T.C.A. § 49-6-6001 et seq. Students will be required to earn 22 credits to graduate with a regular high school diploma, including core coursework in English, math, science, social studies, wellness, and personal finance, along with electives aligned to postsecondary and career interests.

1. Credit Earning:

Credits will be awarded based on successful completion of state-approved coursework with a final grade of 70% or above. Courses will follow Tennessee Department of Education curriculum standards and may include project-based or interdisciplinary components.

2. GPA Calculation:

Grade Point Averages (GPAs) will be calculated on a 4.0 unweighted scale. Each letter grade will correspond to a numerical value (A = 4.0, B = 3.0, etc.). Honors and advanced coursework may be weighted in accordance with Tennessee Uniform Grading Policy for state-reported GPA and scholarship eligibility.

3. Transcript Information:

Dream Catchers will maintain official transcripts using a state-aligned student information system (SIS). Transcripts will include all high school coursework, credits earned, GPA, class rank, ACT/SAT scores (if applicable), and diploma type awarded.

4. Elective Offerings:

Elective courses will include fine arts, computer applications, health sciences, business entrepreneurship, physical education, and community service internships. As enrollment increases, EPSO and dual credit options will be added to support workforce readiness and college preparation.

5. Types of Diplomas Offered:

Dream Catchers Charter School will offer the following diploma pathways:

- Regular Diploma (meeting all TN graduation requirements)
- Occupational Diploma (for students with disabilities per IEP)
- Alternate Academic Diploma (aligned with state policy for students with significant disabilities)
- Special Education Certificates (if appropriate, per IEP)

These structures are designed to ensure every student — especially those at-risk of homelessness or educational instability — has a clear, supported pathway to high school completion and post secondary success.

Academic Interventions, Curriculum, RTI², and Foundational Literacy Compliance

Dream Catchers Charter School will implement a curriculum fully aligned with the Tennessee Academic Standards, including the use of state-adopted instructional materials in English Language Arts, Mathematics, Science, and Social Studies. The school will also embed culturally responsive Montessori practices to support whole-child learning, self-directed progress, and individualized instruction.

Curriculum Details:

- ELA and Foundational Literacy: Dream Catchers will utilize Wit & Wisdom and Foundations as core curricula for ELA and foundational literacy, both approved by the Tennessee
- Math: The school will adopt Eureka Math or a comparable TDOE-approved curriculum, ensuring mastery of core concepts through guided inquiry and application.
- Science & Social Studies: The school will follow the Tennessee Academic Standards and use high-quality, state-approved content providers.
- Special Populations Curriculum Access: All students, including those with IEPs or ILPs, will access grade-level curriculum with embedded supports and accommodations.

RTI² Framework for Academic Underperformance

In accordance with Tennessee's RTI² model, Dream Catchers will implement a three-tiered system of academic intervention:

- Tier I: High-quality, standards-aligned core instruction for all students.
- Tier II: Small group interventions for students identified via universal screeners (administered three times yearly).
- Tier III: Intensive, individualized support based on diagnostic assessments.

Progress monitoring will be conducted every 2–4 weeks, and intervention decisions will be made using data teams composed of general educators, interventionists, and the school psychologist or RTI² coordinator.

Foundational Literacy Law Compliance (T.C.A. § 49-1-905):

Dream Catchers will comply with all requirements of Tennessee's Foundational Literacy Skills Plan, including:

- Use of an approved universal reading screener (e.g., Aimsweb Plus or iReady)
- Evidence-based instruction for foundational
- Parent communication on reading proficiency status
- Early literacy interventions
- Progress monitoring through a tiered intervention model

By integrating strong curricular choices with robust academic support systems, Dream Catchers will close learning gaps, accelerate progress, and ensure equity for all learners, including those most at risk of academic failure.

Early Postsecondary Opportunities (EPSO), Work-Based Learning (WBL), and Dropout Prevention Structures

Dream Catchers Academy will actively pursue partnerships with local postsecondary institutions and industry partners to offer a robust portfolio of Early Postsecondary Opportunities (EPSO), including Dual Enrollment, Advanced Placement (AP), and College - Level Examination Program (CLEP) courses. Students will also have access to Work -Based Learning (WBL) pathways in collaboration with local employers and career programs aligned with their interests. These initiatives will be developed in accordance with Tennessee Department of Education EPSO and WBL guidelines and will be integrated into students' four -year graduation plans starting in ninth grade.

For students at risk of dropping out or failing to meet graduation requirements, Dream Catchers Academy will implement a multi -tiered support system (MTSS). This will include:

- Graduation Tracking Teams, consisting of counselors, social workers, and academic advisors who will monitor attendance, grades, discipline data, and engagement.

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

- Individualized Graduation Plans (IGPs) for all students beginning in Grade 9, reviewed biannually.

Credit Recovery Options using online and hybrid learning platforms.

Early Warning Intervention Systems (EWIS) to flag students with risk factors such as absenteeism, low course completion rates, or homelessness.

Targeted Mentoring and Counseling services in collaboration with our family engagement and social services team.

Flexible Scheduling and Saturday Credit Boot Camps for students in danger of falling behind.

These combined EPSO, WBL, and intervention strategies ensure that all students — especially those from high -risk or homeless backgrounds — are supported in achieving long -term academic success and career readiness.

Section 1.3 – Assessments
(Required for All Sponsors)

Amended Section 1.3 – Assessments

Overview of Assessment System Aligned to Academic Plan and State Standards

Dream Catchers Charter School's assessment system is designed to provide a comprehensive, multi-tiered approach to monitoring student learning and progress across all grade levels and subgroups. This robust plan will ensure early identification of gaps, support differentiated instruction, and drive continuous improvement aligned with Tennessee Academic Standards.

In alignment with Tennessee Board of Education Authorizer Standard Principle 3 #1, Dream Catchers prioritizes the well-being and interests of its students by using assessments not simply to rank or sort students, but as powerful tools to identify needs, personalize learning, and provide targeted interventions to vulnerable populations, especially homeless and housing-insecure students.

Assessment Types, Subgroups, and Cadence

Universal Screener (AimsWeb Plus or iReady)

Subgroups: All students, including students with disabilities and English Learners

Cadence: Three times per year (beginning, middle, end of year)

TNReady (State Summative Assessment)

Cadence: Annually (spring)

Benchmark Assessments (Interim)

- Subgroups: All students
- Cadence: Three times per year

Unit Assessments (Formative)

- Subgroups: All students, including subgroups
- Cadence: At the end of each instructional unit (approximately monthly or bi-monthly)

RTI2 Progress Monitoring

- Subgroups: Students in Tier II and Tier III interventions
- Cadence: Weekly or bi-weekly, depending on student need

English Language Proficiency Assessment (WIDA ACCESS)

- Subgroups: English Learners
- Cadence: Annually (winter/spring)

Diagnostic Assessments (Math/Reading as needed)

- Subgroups: Struggling students, including students with disabilities and English Learners
- Cadence: As needed, determined by teacher or intervention team

Portfolio and Performance-Based Assessments

- Subgroups: Students in select courses or grade bands (project-based learning and arts integration courses)

- Cadence: 2 to 3 times per semester, per project timeline

Teacher-Created Formative Assessments

- Subgroups: All students
- Cadence: Weekly or bi-weekly, during ongoing instruction

Data Management and Analysis Systems

Dream Catchers will utilize the following data management platforms:

- Illuminate Data & Assessment System: To track, analyze, and report academic data across all student populations . Illuminate provides robust subgroup analysis (homeless, EL, SPED) and dashboards to monitor standards mastery, RTI² interventions, and trends.
- PowerSchool SIS: To manage student enrollment, attendance, grades, and parent communications.
- iReady (K-8) and MSCS Curriculum Assessment Tools: Direct alignment to instruction and real -time teacher dashboards.

This integrated system will ensure teachers, interventionists, administrators, and special population coordinators have real -time access to actionable data to inform instruction and interventions.

Data Use, Monitoring, and Professional Development

Dream Catchers will embed a culture of data -driven instruction:

- Weekly Data Team Meetings: Teachers, RTI² coordinators, and school leaders will analyze formative and interim data to adjust instructional plans and interventions.
- Quarterly Data Retreats: School -wide leadership will review benchmark data, analyze subgroup performance, and adjust school -wide instructional strategies

and professional development plans.

- Annual Performance Reviews: School leadership and governing board will review academic performance and goal attainment to revise school improvement plans.

Professional Development Plan:

- Pre-Service Training (Summer): Data-driven instruction, RTI² processes, using Illuminate and MSCS curriculum assessments.
- Monthly In-Service PD: Focused on data analysis, subgroup performance, and instructional adjustments.
- Embedded Coaching: Instructional coaches and RTI² coordinator will provide weekly feedback to teachers on use of assessment data to drive classroom practice.

This ongoing support ensures teachers and leaders are well-equipped to use assessment data to close achievement gaps and raise proficiency levels.

Meeting Tennessee Board of Education Authorizer Standard Principle 3 #1

Dream Catchers Charter School's assessment system is purpose -built to reflect Tennessee Board of Education Authorizer Standard Principle 3 #1: ensuring that the well-being and interests of students drive every action. By using assessment data to target interventions, support foundational literacy, and meet the unique needs of homeless and highly mobile students, Dream Catchers will ensure that all students receive equitable opportunities to succeed academically.

Assessment Strategy by Grade Band and Subgroup Alignment

Dream Catchers Academy will implement a comprehensive assessment framework aligned with Tennessee Academic Standards and our academic plan's emphasis on trauma -informed, mastery -based, and Montessori -informed learning. Assessments will be tailored by grade band and student subgroup to ensure meaningful progress

monitoring and instructional alignment.

Grade Band Cadence & Tools:

- Grades K–2: Benchmark assessments (e.g., i-Ready, aimswebPlus) administered three times annually; frequent formative checks every 2–3 weeks using teacher-created rubrics.
- Grades 3–5: Formative assessments in core subjects every 2 weeks, plus quarterly benchmarks using standards-aligned tools such as CASE Assessments and Edulastic.
- Grades 6–8: Monthly progress monitoring via computer-based diagnostics (e.g., i-Ready, MAP), coupled with unit-level formative quizzes and practice tests.
- Grades 9–12: Standards-aligned unit assessments, quarterly benchmarks, and ACT/SAT practice diagnostics in preparation for post-secondary success.

Subgroup Monitoring:

- English Learners (ELs): WIDA ACCESS screeners and formative English language proficiency assessments every 4–6 weeks aligned with ILPs.
- Students with Disabilities (SWD): Assessments aligned with IEP goals and accommodations using modified versions of general education tools and alternate academic achievement standards, when required.
- Economically Disadvantaged Students: Disaggregated performance data reviewed bi-monthly by the MTSS team to ensure equity in access and outcomes.
- Gifted Students: Performance data used to differentiate curriculum pace and depth; student portfolios and project-based assessments reviewed quarterly.

This assessment cadence directly supports the academic plan by ensuring that data-informed instruction is consistently delivered and intervention decisions are evidence-based. The structure is built to drive individualized learning and close achievement gaps across all subgroups.

Universal Reading Screener– Compliance with T.C.A. § 49-1-905

In alignment with T.C.A. § 49-1-905, Dream Catchers Academy will adopt the aimswebPlus universal reading screener, one of the Tennessee Department of Education's approved nationally normed screeners for K–3 literacy assessment. aimswebPlus will be administered to all K–3 students three times per year (fall, winter, and spring) to assess reading fluency, comprehension, and foundational literacy skills.

This screener is aligned to the Foundational Literacy Skills Plan requirements and will be used to:

- Identify students in need of Tier II or Tier III interventions through RTI²,
- Develop Individualized Learning Plans (ILPs) for English Learners,
- Inform instructional groupings and lesson design for targeted support.

School leadership will ensure aimswebPlus results are integrated into student data dashboards and reviewed regularly by the literacy team, MTSS interventionists, and classroom teachers to track progress and adjust instruction accordingly.

Expanded Student Performance Data Management Systems

To ensure comprehensive, real-time tracking of academic progress across all student subgroups and grade bands, Dream Catchers Academy will implement a multi-platform data system that integrates both classroom-level and schoolwide academic performance data.

In addition to previously mentioned systems, the school will contract with Illuminate Education, a robust data and assessment platform that allows for:

- Custom benchmark assessments aligned to state standards,
- Integration of third-party screeners (e.g., aimswebPlus, i-Ready, ACT, TNReady),
- Year-long progress monitoring for all students and subgroups,

Section 1.3 – Assessments (Required for All Sponsors)

- Real-time dashboards for MTSS teams, school leaders, and instructional staff,
- Integration of RTI² tiered intervention tracking, IEP progress, and parent access.

This system ensures that all students—including those with disabilities, English learners, and high-performing students—are monitored with precision throughout the academic year. The platform also supports collaborative planning, data-driven instruction, and real-time intervention planning through automated reports and trend analyses.

Teachers and leaders will receive professional development in how to use Illuminate to inform instruction, differentiate support, and monitor cohort-level trends in accordance with Tennessee's accountability framework.

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

AMENDED SECTION 1.4 — SCHOOL CALENDAR AND SCHEDULE

Overview and Alignment with Tennessee Requirements

Dream Catchers Charter School is firmly committed to exceeding Tennessee's minimum statutory requirements to maximize learning and meet the needs of our targeted student population, particularly homeless and highly mobile students.

Tennessee law mandates 6.5 hours of instructional time per day. Dream Catchers Charter School will exceed this requirement by offering 7 hours of daily instruction. This additional instructional time provides greater opportunities for tiered interventions, enrichment, and closing learning gaps for our vulnerable students.

The school calendar will include:

- 200 total days, including:
 - 180 days of classroom instruction
 - 10 professional development days for teachers
 - 5 administrative/teacher in-service days
 - 5 inclement weather or emergency closure days (banked days)

This design ensures compliance with T.C.A. § 49-6-3004 and SBE Rule 0520-01-02-.31 while creating additional instructional time to support students with the greatest academic and social-emotional needs.

Daily Schedule and Differentiated Grade Band Model

The daily instructional schedule has been developed with consideration of the full K–12 model and includes differentiated blocks to meet grade-specific needs. Instruction for all

students will run from 9:15 a.m. to 4:15 p.m., providing:

- 7 hours daily instructional time (420 minutes)
- 30 minutes for breakfast/morning meeting
- 45 minutes for lunch and recess
- 20 minutes for transitions
- Total instructional time: 325 minutes per day

SAMPLE GRADE BAND INSTRUCTIONAL MINUTES

Kindergarten – 5th Grade Daily Instructional Schedule

- English Language Arts (Reading/Writing): 90 minutes
- Math: 75 minutes
- Science: 45 minutes
- Social Studies: 30 minutes
- Tiered Interventions (RTI2): 30 minutes
- Enrichment/Electives: 55 minutes
- Total Instructional Time: 325 minutes

6th – 8th Grade Daily Instructional Schedule

- English Language Arts (Reading/Writing): 80 minutes
- Math: 75 minutes
- Science: 45 minutes

- Social Studies: 45 minutes
- Tiered Interventions (RTI2): 30 minutes
- Enrichment/Electives: 50 minutes
- Total Instructional Time: 325 minutes

9th – 12th Grade Daily Instructional Schedule

- English Language Arts (Reading/Writing): 75 minutes
- Math: 75 minutes
- Science: 50 minutes
- Social Studies: 50 minutes
- Tiered Interventions (RTI2): 30 minutes
- Enrichment/Electives: 45 minutes
- Total Instructional Time: 325 minutes

Tiered Interventions, Tutoring, and Academic Activities

Dream Catchers will implement a robust RTI2 framework:

- Tier I: Core instruction for all students.
- Tier II: Small-group interventions provided daily for students who need additional support.
- Tier III: Intensive individual interventions for students significantly behind peers.

In addition, Dream Catchers will offer:

- Before/After-school Tutoring (3x per week), targeting students identified through assessment data as at-risk.
- Saturday School (bi-weekly), for students needing extra support based on formative assessments.
- Summer Learning Program (4 weeks), focusing on literacy, math, and social-emotional support.

Students experiencing homelessness will receive priority access to all extended academic activities, including transportation and meals. These supports will be coordinated through our school social worker and McKinney-Vento liaison.

Extracurricular and Co-Curricular Activities

Dream Catchers will offer a wide range of activities to support social-emotional and leadership development:

- Clubs: STEM Club, Art Club, Music Club, and Student Leadership (beginning Year 1, meeting weekly).
- Athletics: Intramural programs (beginning Year 2).
- Enrichment: Monthly guest speakers and mentorship events aligned to career and college readiness.

All extracurricular activities are designed to be no-cost to students, and transportation for homeless students will be provided to remove participation barriers.

Addressing Needs of Homeless Students

In alignment with Tennessee Board of Education Authorizer Standard Principle 3 #1,

Dream Catchers Charter School centers the well-being of students experiencing homelessness in every decision:

- All after-school, Saturday, and summer programs will offer transportation and meals.
- Scheduling of tutoring and interventions will be done in collaboration with families to accommodate housing instability and maximize attendance.
- Homeless students will be provided wraparound support via the school's dedicated McKinney-Vento Liaison, ensuring seamless access to programs.

Extracurricular and Co-Curricular Activities

Dream Catchers Charter School will offer a range of extracurricular and co-curricular activities specifically designed to enhance student engagement, support social-emotional learning, and extend the mission of stability and opportunity for homeless and housing - insecure students.

Proposed Activities and Frequency:

- STEAM Club (Grades 3-12): Weekly after -school sessions focused on robotics, engineering, and creative design.
- Performing Arts (Grades K –12): Choir, drama, and dance opportunities offered during enrichment periods and in weekly clubs.
- Student Leadership Council (Grades 5 –12): Bi-weekly meetings t o foster student voice and civic engagement.
- Outdoor Wellness (Grades K –8): Monthly weekend hikes and outdoor education, in partnership with local environmental groups.
- Mentorship Circles (Grades 6 –12): Weekly small group mentoring, facilitated by traine d community volunteers.

Funding Sources:

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

These activities will be funded through a combination of general operating budget allocations, in-kind partnerships, and dedicated grants (such as 21st Century Community Learning Centers and potential philanthropic support from community organizations like the Grizzlies Foundation and AutoZone).

Alignment with School Model:

All extracurricular offerings are trauma-informed, culturally responsive, and designed to reduce barriers for participation. Transportation home after activities will be provided for students experiencing homelessness. These programs reinforce the school's whole-child Montessori approach and support key goals in the school's academic and social-emotional framework, including identity development, leadership, and postsecondary readiness.

Summary

By exceeding daily instructional requirements, implementing a tiered support structure, offering meaningful extracurricular activities, and ensuring equitable access for homeless students, Dream Catchers Charter School will optimize learning and provide a safe, supportive environment for students most at risk of falling through the cracks.

This comprehensive, data-driven and equity-centered approach directly reflects our commitment to Tennessee Board of Education Authorizer Standard Principle 3 #1, ensuring that the well-being and interests of homeless and at-risk students are the foundation of our academic calendar and schedule.

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

Amended Section 1.5 — Recruitment and Enrollment

The Compelling, Documented Need for Dream Catchers Charter School

The reviewers' primary concern in Section 1.5 appears to focus on whether there is sufficient demand for Dream Catchers Charter School, specifically noting the absence of larger quantities of parent letters or traditional outreach documentation. However, it is important to clarify that when public, objective data and urgent testimony from government officials and MSCS itself already establish beyond doubt the depth of need for this school — requiring hundreds of individual letters may be both not the best use of limited time to best the 30 day amended application deadline and contrary to good public policy.

There is an indisputable homeless crisis in Memphis and Shelby County. Indeed, requiring hundreds of letters to demonstrate the urgent need for a public school designed to serve homeless students would be akin to asking Memphis citizens to send in letters before deciding if we need to hire more police officers, while ignoring the current public safety crisis. Some needs, particularly those impacting highly vulnerable populations, are self-evident, widely acknowledged, and well-documented by credible public agencies.

When reviewers consider “Parent and Community Engagement,” the true question should not be reduced to how many parents wrote letters saying “we support this school.” Instead, the more fundamental inquiry aligned with Tennessee’s state Board of Education charter school approval standards should be:

“Is there overwhelming and verifiable evidence that the need for this school exists, that it has been publicly acknowledged by credible sources, and that the applicant has demonstrated meaningful engagement with stakeholders to shape the proposal?”

In the case of Dream Catchers Charter School, the answer to this question is emphatically yes, for the following reasons:

- Memphis -Shelby County Schools (MSCS) officials, through sworn public testimony to the Shelby County Commission, revealed in 2023 that nearly 3,000 students in the district are homeless — a crisis that has more than doubled in a single school year and

represents the highest recorded total in MSCS history.

- Independent media sources and government officials have publicly acknowledged the urgent educational and support needs of homeless and housing-insecure youth in Memphis and Shelby County.
- MSCS itself has demonstrated, through the renewal of City University School of Independence — which enrolled only 14 students at the end of its initial 10 year charter term — that mission-driven charter schools serving high-needs populations are valued regardless of enrollment size.
- Dream Catchers Charter School will be the only proposed charter school in Tennessee specifically dedicated to serving homeless and housing-insecure students, offering a trauma-informed, Montessori-inspired model aligned to meet the social, emotional, and academic needs of this uniquely at-risk group.

In legal and educational policy terms, this amounts to meeting a demonstrated, unmet public need — which is exactly what Tennessee’s charter school statutes and the Tennessee State Board of Education Authorizer Standards require authorizers to prioritize. In fact, under Tennessee State Board of Education Authorizer Standard Principle 3 # 1, authorizers are expressly instructed to:

“Make the well-being and interests of students the fundamental value informing all the authorizer’s actions and decisions.”

Dream Catchers Charter School will directly advance this mandate for homeless students. Its approval is not only justified, but essential — a matter of public duty and educational justice to meet the needs of homeless students that no other public charter school in Shelby County is positioned or willing to serve.

Overview and Community Need

Independent Evidence and Public Documentation of Enrollment Need and Demand

In addition to Dream Catchers Charter School’s robust efforts to engage stakeholders through community meetings, surveys, and outreach events, we respectfully emphasize that the need for this charter school is not merely based on local opinion — it is firmly

established in independent, public records and third-party news reporting, reflecting the severity of homelessness among Memphis and Shelby County students.

In July 2023, Memphis-Shelby County Schools (MSCS) officials testified before the Shelby County Commission that 2,986 homeless students were enrolled in the district — more than doubling from the previous year's 1,264.

This data was widely reported in Action News 5 and presented by MSCS Executive Director of Equity, Enrollment and Discipline, Dr. Angela Hargrave, as the highest homeless student count in MSCS history.

Commissioner Erika Sugarmon responded publicly with the obvious and urgent concern:

“How in the world can you do well in school when you’re worried about going hungry or going to sleep?”

These alarming statistics were further supported by News 3 WREG’s independent investigation highlighting the daily realities of homeless students surviving in “cars, hotels, and tents” throughout Memphis.

Further still, MSCS renewed City University School of Independence’s charter for an additional 10 years, despite having only 14 enrolled students at the end of its first decade — clearly showing MSCS supports mission-driven charter schools serving unique and high-need populations, even if enrollment numbers are low.

In contrast, Dream Catchers Charter School proposes to serve a homeless and housing-insecure population that exceeds 2,000 to 3,000 students annually, according to MSCS’s own published data. The likelihood of enrollment success for Dream Catchers is, therefore, not speculative — it is proven by crisis-level demand and systemic gaps in current educational services for this vulnerable population.

Thus, the approval of Dream Catchers Charter School is not only aligned with the Tennessee State Board of Education Authorizer Standard Principle 3 #1 — which mandates that authorizers “make the well-being and interests of students the fundamental value informing all actions and decisions” — but it is also an educational necessity and moral imperative to support a population that cannot succeed without specialized, trauma-informed, and stable school environments.

To ignore this urgent and publicly validated need, while renewing other small-scale specialized charters, would reflect inconsistency with Tennessee’s charter approval

standards and, more importantly, a failure to prioritize the students most in need.

Dream Catchers Charter School will be the first charter school in Memphis, Shelby County, and the State of Tennessee intentionally designed to meet the needs of homeless and highly mobile students. This mission aligns directly with Tennessee State Board of Education Authorizer Standard Principle 3 #1, as Dream Catchers Charter School seeks to center the most vulnerable students—those without stable housing—in all aspects of its program, ensuring that their right to a quality education is protected and fulfilled.

The need and demand for Dream Catchers Charter School is significant and urgent. According to Commissioner Brittany Thornton in a 2024 Shelby County Commission meeting, more than 2,000 homeless students are currently identified within Shelby County. Furthermore, Sherrell Tarver, a former Memphis-Shelby County Schools (MSCS) Homeless and Displaced Department staff member, has confirmed that the true number likely exceeds 2,400–2,800, and could rise by another 500–800 students when including students from charter and alternative schools. This places the realistic estimate closer to 3,000–3,600 students without stable educational pathways.

Currently, no school in Shelby County exclusively or intentionally focuses on removing barriers for homeless and displaced youth. Dream Catchers Charter School will fill this critical gap in educational services by providing a trauma-informed, supportive, and stable learning environment that offers wrap-around services and academic continuity. This mission directly differs from existing educational options which, while serving homeless students, do not explicitly center their unique academic and social-emotional needs in every facet of their design.

Projected Enrollment and Methodology

Dream Catchers Charter School has strategically projected an initial Year 1 enrollment of 150 students, with a steady annual increase to reach a maximum capacity of 1,000 students by Year 5. This projection was calculated using the following rationale:

- Based on the documented number of homeless students (approximately 3,000+), Dream Catchers seeks to serve only 5–7% of this total in Year 1. This is a conservative yet realistic estimate reflecting the need, balanced with the initial operational capacity and staffing.

- Community demand has been validated through surveys, organizational support letters, and consistent feedback from public forums.
- Dream Catchers anticipates strong word-of-mouth recruitment and referrals from MSCS, shelters, transitional housing providers, faith-based organizations, and youth-serving nonprofits.

Recruitment Plan and Community Partnerships

Our recruitment approach will be community-centered, multi-faceted, and specifically designed to reach vulnerable families who may face barriers to enrollment. The Recruitment and Outreach Coordinator, who will be funded through the general operational budget (under Other Salaries & Wages) will lead this plan. We have added this position to our Year 1 staffing plan to ensure clarity and alignment with the budget.

Our targeted recruitment will include partnerships with the following community organizations:

- Memphis-Shelby County Schools (McKinney-Vento Liaison Office)
- Metropolitan Inter-Faith Association (MIFA)
- Memphis Union Mission
- Homeless Food Truck Outreach
- Shelby County Health Department

Recruitment activities will include:

- Hosting enrollment fairs on weekends and evenings at local shelters, churches, and community centers.
- Providing bilingual materials and interpreters for English learners.
- Using online and social media platforms to ensure digital accessibility.
- Distributing print materials at public libraries, clinics, and DHS offices.

- Leveraging partner agencies to help identify and refer eligible families.

Enrollment Policy, Lottery, and Non-Discrimination

Dream Catchers Charter School will follow all requirements of T.C.A. § 49-13-113 and applicable federal regulations. The Enrollment Policy (Attachment C) has been updated to ensure clarity on the following:

- Open enrollment and lottery procedures will be conducted transparently and equitably. The lottery will be held annually if applicants exceed capacity.
- Montessori classrooms will be structured using multi-age groupings (K-2, 3-5, 6-8, 9-12), and applicants will be entered into the lottery based on the appropriate grade level band.
- Priority will be given to homeless and displaced students, consistent with McKinney-Vento eligibility, in accordance with federal law.
- Students will not be discriminated against on the basis of race, gender, disability, language status, economic status, or housing status.

Retention Strategies and Supporting At-Risk Populations

Dream Catchers Charter School will ensure that at-risk and homeless students remain engaged and supported. Our retention plan includes:

- Hiring a School Social Worker and Homeless Liaison to provide direct family support.
- Flexible scheduling and credit recovery options for high school students.
- Comprehensive wrap-around services including food, clothing, hygiene support, and mental health counseling.
- Trauma-informed and culturally responsive practices embedded in the academic and behavioral support frameworks.

Post-Opening and Ongoing Recruitment

After opening, Dream Catchers will continue to recruit through annual enrollment campaigns targeted at our priority populations. This will include:

- Annual re-enrollment drives through partner organizations.
- Summer bridge programs that offer academic and enrichment opportunities to recruit new families.
- Partnerships with other charter and traditional schools to welcome transfer students.
- Strategic storytelling and testimonials from families to increase trust and awareness.
- **Clarifying Geographic Area of Recruitment and Demand**
- Dream Catchers Charter School is intentionally designed to serve students from across the entire geographic area of Shelby County, not a single neighborhood or zip code. This design choice is not only consistent with the nature of the charter enrollment system but also necessary due to the widespread and growing homelessness crisis affecting students countywide.
- Regardless of our final school facility location—which will be centrally selected for accessibility—Dream Catchers will actively recruit students experiencing homelessness or housing insecurity from every corner of the county, including urban, suburban, and transitional neighborhoods. According to Memphis–Shelby County Schools’ own testimony to the Shelby County Commission, as well as extensive local media reporting, more than 2,900 students were identified as homeless in the 2023 school year alone—a number expected to rise.
- In that context, it would be logically and ethically inconsistent to restrict our school’s mission or recruitment efforts to a single “geographic region” when the crisis we aim to solve is countywide in scope. Our approach aligns directly with Tennessee State Board of Education Authorizer Standard Principle 3 #1, which emphasizes that the well-being and interests of students must guide all authorizer decisions. Homeless students exist throughout Shelby County, and Dream Catchers will meet them where they are.

Clarification of Enrollment Summary Alignment

To address the reviewer's concern, Dream Catchers Charter School has updated all references to enrollment projections across the application to ensure alignment. The school is projected to reach 1,000 students at full capacity by Year 10, as noted in the General Information section. The Enrollment Summary (Table 1) and Operating Budget (Section 3) have been revised accordingly to reflect a scaled enrollment model:

- Year 1: 150 students
- Year 2: 250 students
- Year 3: 315 students
- Year 4: 390 students
- Year 5: 500 students

This gradual increase reflects the school's intentional and sustainable growth plan to serve homeless and housing -insecure students across Shelby County, with budgetary and staffing projections matched to each year's enrollment.

Community -Based Recruitment Strategy: Leveraging Trusted Partners

To strengthen recruitment efforts and directly address reviewer concerns, Dream Catchers Charter School will leverage the robust community -based infrastructure and outreach tools of its founding organization, Daughters of Zion, and its auxiliaries:

- The Homeless Food Truck, Tennessee's only mobile food service program exclusively serving homeless individuals, has already built a direct contact database of over 500 homeless individuals and families across Shelby County. Many of these individuals reside in shelters, live unsheltered, or are transient, and are precisely the students Dream Catchers aims to serve. The Homeless Food

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

Truck team will play a pivotal role in recruitment through direct outreach, intake coordination, and resource sharing with existing partner organizations and shelters.

- No Mistakes Allowed LLC, a community -focused media and mentoring firm, will amplify recruitment through targeted media campaigns, word -of-mouth efforts, and digital outreach to parents and youth experiencing housing instability.
- In addition, Dream Catchers Charter School will actively engage long -standing partners o f Daughters of Zion across the county — including churches, shelters, food pantries, and workforce development centers — to distribute multilingual materials and host info sessions at community -accessible sites.

Importantly, MSCS recently renewed the charter of City University School of Independence despite that school having fewer than 20 students, recognizing that schools targeting vulnerable populations must be evaluated by mission impact rather than mass scale. Dream Catchers serves a unique and deeply underserved population. Our recruitment goals are both realistic and attainable due to the existing trust and visibility that Daughters of Zion has cultivated countywide.

In closing, Dream Catchers Charter School's recruitment, enrollment, and retention processes reflect the Tennessee Board of Education Authorizer Standard Principle 3 #1, ensuring that the interests and well-being of vulnerable homeless and at-risk students are prioritized and protected in all aspects of our program and operations.

Table 1: Enrollment Summary
(Required for All Sponsors)

Student Enrollment Growth Over Years of Operation

Year of Operation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Full Capacity
<i>Pre-K</i>											
<i>K</i>	10	20	25	30	40	45	50	55	60	60	60
<i>1</i>	10	20	25	30	40	50	60	65	70	80	80
<i>2</i>	10	20	25	30	40	50	60	65	70	80	80
<i>3</i>	10	20	25	30	40	50	60	65	70	80	80
<i>4</i>	10	20	25	30	40	50	60	65	70	80	80
<i>5</i>	20	25	30	40	50	60	70	80	90	100	100
<i>6</i>	20	25	30	40	50	60	70	80	90	100	100
<i>7</i>	10	20	25	30	40	50	60	70	80	90	90
<i>8</i>	10	20	25	30	40	50	60	70	80	90	90
<i>9</i>	10	15	20	25	30	40	45	50	55	60	60
<i>10</i>	10	15	20	25	30	40	45	50	55	60	60
<i>11</i>	10	15	20	25	30	40	45	50	55	60	60
<i>12</i>	10	15	20	25	30	40	45	50	55	60	60

Table 2: Anticipated Demographics
(Required for All Sponsors)

Note: These data are available from the TN State Report Card	Estimated % within Proposed School	Current % within Nearest Public School Serving the Same Grade Band (Applicable only If sponsor has identified a location for the proposed school)
	% of Economically Disadvantaged Students	100
	% of Students with Disabilities	10
	% of English Learners	10
		Estimated % within Proposed School
% of At-Risk students ¹¹		100

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

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

Community Feedback and Parental Interest

Dream Catchers Charter School has garnered strong community and parental support, driven by an acute awareness of the over 3,000 homeless students in Shelby County and the need for a school specifically designed to address their unique challenges. Feedback was collected through town halls, community meetings, and surveys targeting parents, local organizations, and community leaders. This input has directly shaped the school's academic plan, enrollment policies, and wraparound services.

Statements of Support

- Melissa Thompson, Parent: "As a mother of three children who have experienced housing instability, I believe Dream Catchers will be a lifeline for families like mine. The idea of a school providing both academic and emotional stability is exactly what we need."
- Alysse Adams, Parent: "The personalized approach Dream Catchers offers will give my children the chance to thrive. Knowing this school will cater to at-risk students gives me hope for a better future for our community."
- Amber Crawford, Parent: "Having a stable school environment could have changed my life as a child, and I'm thrilled my kids will have the opportunity to benefit from Dream Catchers. I'm ready to enroll them today."
- No Mistakes Allowed LLC: "Our organization is proud to support Dream Catchers Charter School. We recognize its potential to transform the lives of homeless and at-risk youth by offering the stability and resources these children desperately need."
- Yes My Child Can Tutors: "Having worked closely with vulnerable youth, we fully endorse Dream Catchers' focus on personalized education. Our tutoring program is excited to partner with the school to enhance academic outcomes."
- From The Streets to Wall Street: "We see Dream Catchers as a pivotal opportunity to bridge the gap for homeless students in Shelby County. Our organization looks forward to collaborating on career readiness and financial literacy programs."

Parent and Community Engagement Plan

Prior to Opening:

Dream Catchers will conduct:

- Parent and Community Meetings: Regular meetings to share updates, gather feedback, and address concerns.
- Volunteer Recruitment: Engage parents and community members to participate in pre-opening initiatives, such as fundraising and school setup.
- Awareness Campaigns: Outreach through local events, shelters, and churches to ensure widespread knowledge of the school's mission and enrollment process.

Post-Opening Engagement:

Once operational, the school will maintain strong community connections through:

- Parent-Teacher Advisory Board: A board comprising parents, teachers, and community members to ensure continuous input and collaboration.
- Monthly Workshops: Topics will include parenting strategies, financial literacy, and navigating school policies.
- Parent Volunteer Opportunities: Parents will be encouraged to assist with events, mentor students, or participate in classroom activities.

Community Partnerships

Dream Catchers will establish partnerships to enrich student experiences and provide additional resources:

- No Mistakes Allowed LLC: Partnering to offer life skills training and leadership development workshops.
-
- Yes My Child Can Tutors: Delivering supplemental academic support tailored to each student's needs.
- From The Streets to Wall Street: Collaborating on financial literacy and career readiness programs to prepare students for long-term success.

Informing and Educating Parents

Dream Catchers Charter School will provide parents with comprehensive resources to understand school policies and expectations, including:

- **Parent Orientation:** Held annually before the school year begins, covering school policies, academic expectations, and ways parents can support their child's education.
- **Communication Channels:** Weekly newsletters, a parent portal, and a dedicated helpline for inquiries and support.
- **Parent Commitments:** Opportunities to volunteer in the classroom, assist with extracurricular activities, or join the advisory board.

By integrating the voices of parents and community leaders, Dream Catchers Charter School ensures a collaborative approach to addressing the needs of homeless and at-risk youth. This collective effort will build a foundation of trust, support, and shared responsibility for the success of every student.

Amended Section — Parent and Community Engagement Plan

Independent Evidence and Public Documentation of Community Need

In addition to Dream Catchers' extensive stakeholder conversations, town halls, surveys, and direct outreach to parents and advocates of homeless students, we also rely on overwhelming and independent public data and media verification of the scope of need in Shelby County for a dedicated public charter school serving homeless students.

In July 2023, Memphis -Shelby County Schools officials, through testimony to the Shelby County Commission, publicly revealed that 2,986 homeless students were enrolled in the district — more than doubling the number from the previous school year's 1,264 students. This data was reported widely,

including in a major local media story:

- “Homelessness in MSCS students more than doubled in single school year” (Action News 5, July 26, 2023)

<https://www.actionnews5.com/2023/07/27/homelessness-mscs-students-more-than-doubled-single-school-year/>

According to Dr. Angela Hargrave, MSCS Executive Director of Equity, Enrollment and Discipline, this was the highest number of homeless students ever recorded by MSCS. Commissioner Erika Sugarmon directly asked the critical question: “How in the world can you do well in school when you’re worried about going hungry or going to sleep?”

Additionally, another local investigative report documented the crisis facing homeless students:

- “Cars, Hotels, Tents: What Homelessness Looks Like in Memphis” (News 3 WREG)

<https://wreg.com/news/investigations/cars-hotels-tents-what-homelessness-looks-like-in-memphis-and-whats-being-done-to-help/>

These public accounts make clear that the educational landscape in Memphis is suffering from an unmet need for a charter school that is not merely willing, but mission-designed, to serve homeless and housing-insecure students.

Further demonstrating this, Memphis-Shelby County Schools itself renewed City University School of Independence for an additional 10-year term, despite only enrolling 14 students after its first decade of operation, illustrating that mission-driven charter schools serving specialized populations are supported by MSCS regardless of scale — when justified by need.

Given that Dream Catchers Charter School proposes to target a population of more than 2,000 to 3,000 vulnerable students, and stands as the only charter school proposal focused specifically on the homeless population, it is both rational and supported by common sense that demand will meet or exceed projections. To argue otherwise would require ignoring the objective public record and current district realities.

Accordingly, Dream Catchers Charter School's creation not only aligns with Tennessee State Board of Education Authorizer Standard Principle 3 #1 ("Makes the well-being and interests of students the fundamental value informing all the authorizer's actions and decisions") — it makes the school's approval necessary as a matter of public duty and educational justice.

Overview

Dream Catchers Charter School ("Dream Catchers") recognizes that deep, meaningful parent and community engagement is not an option, but an essential element of ensuring our students — especially our priority homeless and housing-insecure populations — succeed. As the first proposed charter school in Memphis and Shelby County specifically targeting homeless and displaced students, our plan reflects not only our mission but is also fully aligned with the Tennessee Board of Education Authorizer Standard Principle 3 #1, which prioritizes the well-being and interests of students in all authorizer decisions.

Our strategies for parent and community engagement have been shaped directly by extensive community feedback and reflect a multi-tiered plan that will build buy-in and create sustainable community partnerships before the school opens and throughout its operation.

Community and Parent Feedback (Evidence and Process)

Dream Catchers collected feedback from the local community through a variety of intentional strategies:

- Town Hall Meetings: From February 2024 to May 2024, town hall meetings were

held online. Attendees were surveyed / interviewed regarding their interest in a homeless-focused charter school.

- Surveys/ Interviews: Surveys and interviews were conducted throughout our existing partnership with local churches, nonprofits, and or business owners. Over 150 families completed the survey/ interviews , with over 90% indicating they would consider enrolling their children in a homeless-focused, K-12 charter school if available.
- Homeless Food Truck Partner Data: Through partnership with the Homeless Food Truck, which serves hundreds of homeless families monthly, interest forms were collected from over 50 families who expressed need for educational stability and expressed interest in Dream Catchers.
- Direct Testimonials: Letters of support were received from more than individuals including parents, faith leaders, and nonprofit / for profit business representatives , many of which are included in Attachment D.

Community Partnerships (Expanded Details)

In addition to testimonials and community meetings, Dream Catchers has begun forging formal relationships with the following partners (letters or MOUs will be included as updated Attachment D at the time of amendment filing):

- The Homeless Food Truck (MOU pending): To provide outreach, meal services, and assist with parent engagement events.
- Shalom House of Memphis (MOU pending): To support wraparound family services and referrals for homeless families.
- All About You Home Healthcare (Letter of Support included): To help with health and wellness programming for homeless families and community outreach.
- Local Churches and Shelters (MOUs pending): Churches including Jesus People Church which also has served as a Red Cross emergency shelter for over 10 years, has committed to providing meeting spaces, outreach for enrollment, and

support for students.

Each partnership is designed to enrich student learning and stability through wraparound services and community connection.

Pre- and Post -Opening Parent and Community Engagement Plan

Pre-Opening (Year 0)

- Dedicated Recruitment and Outreach Coordinator (included in the revised budget) will coordinate all efforts.
- Monthly community information sessions at accessible locations.
- Enrollment fairs and school introduction events at shelters, libraries, and churches.
- Distribution of multilingual recruitment materials in partnership with community - based organizations.
- Weekly targeted outreach through Homeless Food Truck stops.

Post-Opening (Year 1 and beyond)

- Formation of the Dream Catchers Parent Advisory Council (PAC), ensuring parents — especially those from underrepresented and at-risk groups — help shape school policies and programs.
- Monthly parent forums and training (virtual and in -person) on topics like special education, literacy, and student supports.
- Quarterly “State of the School” community meetings.
- Year-round volunteer and mentorship opportunities for families and community members.

Parent Communications and Education

- Parents will be provided with clear, easy -to-read documents about all school policies, including translated versions and formats for visually impaired families.
 - School staff will include dedicated Family and Community Liaisons responsible for daily family engagement.
 - All parents will receive onboarding through Parent University prior to the start of each year, including training on how to access school systems, monitor progress, and get involved.
 - Parents will be regularly surveyed (twice annually) to ensure they feel engaged and informed, with results reviewed by school leadership to improve practices.
- cc

Clarification of Community Partner Terms, Fees, and In -Kind Contributions

To directly address reviewer concerns regarding the terms, financial arrangements, and nature of Dream Catchers Charter School's community partnerships, we affirm the following: All community partner participation will be provided as in-kind contributions during both the planning and operational phases of the school. No fees will be paid to community partners. Instead, these collaborations are rooted in shared mission alignment and community service.

Demonstrating Community Feedback Collection

In response to reviewer concerns regarding the need for clearer evidence of how community feedback was gathered, Dream Catchers Charter School conducted a structured three -question survey in May 13, 2025 targeting a verified database of over 1,030 community partners affiliated with Daughters of Zion. This network includes nonprofit leaders, faith-based partners, educators, small business owners, neighborhood associations, and health advocates across Shelby County.

The survey was distributed via SMS text message to ensure accessibility and timely

delivery to a wide range of partners, especially those serving underserved and mobile populations. Each respondent received a mobile-optimized link to the brief 3-question survey, which gauged community perception of need, willingness to collaborate, and belief in the school's mission.

Survey Questions and Results:

1. As a local community partner of Daughters of Zion, would you support or collaborate with a school specifically focused on serving homeless and housing-insecure students if it were approved?

- Yes: 92.3%

- No / Possibly: 3.8%

2. Do you believe there is a need for a public charter school in Shelby County specifically focused on serving homeless and housing-insecure students?

- Yes: 88.9%

- Not Sure: 7.4%

- No: 3.7%

3. As a local community partner, would you support or collaborate with such a school if it were approved?

- Yes: 92.6%

- Not Sure: 7.4%

See Figure 1 for confirmation of survey distribution.

These results demonstrate strong community awareness of, and support for, the Dream Catchers model. They also offer quantitative evidence that goes beyond anecdotal testimonials, confirming that a broad cross-section of the Shelby County community recognizes the urgency of the rapidly growing homeless student crisis and believes that

a public charter school designed to serve this population is warranted.

In alignment with Tennessee State Board of Education Authorizer Standard Principle 3 # 1, this survey effort reflects Dream Catchers' commitment to putting the well-being and interests of students first and engaging the community with transparency and accountability.

Evidence of Distribution

To support this claim, a screenshot of the outgoing text message containing the survey is link can be included -see Figure 1: Screenshot of Community Survey Text Message Sent to Daughters of Zion's Partner Network (May 13, 2025)



Success

Your broadcast was scheduled successfully.

Broadcast Name Homeless Youth Education Survey

When to Send Immediately

Contacts Selected All

 Qualified for Text Service 1,030

Share Your Message Online

Enter your name or organization below and click the button to create a link that you can share on Facebook, Twitter, or anywhere else online. We will create a link to where your recording can be heard by anyone you send it to.

Name Or Organization

Enter Name Or Organization

Figure 1: Screenshot of Community Survey Text Message Sent to Daughters of Zion's Partner Network (May 13, 2025)

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

Conclusion

Dream Catchers Charter School's parent and community engagement strategy has evolved directly from community feedback and is rooted in addressing the critical needs of homeless and displaced students in Memphis and Shelby County. By implementing intentional, accessible, and transparent strategies, supported by strong partnerships, we will ensure families are empowered stakeholders in every step of our journey.

In full alignment with Tennessee Board of Education Authorizer Standard Principle 3 #1, our approach places student and family well-being at the forefront of our design and operation — and denial of our application would work counter to this principle, particularly for homeless students in desperate need of a stable and responsive educational environment.

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

Amended Section 1.7 - School Culture and Discipline

Vision for School Culture

Dream Catchers Charter School will cultivate a school culture that promotes academic excellence, inclusivity, compassion, and belonging for all students —especially homeless and housing -insecure children who are often disconnected from positive and supportive school environments. As Tennessee’s first charter school explicitly designed to meet the needs of homeless students, our school culture will be driven by the belief that “Every Child is Worth Catching,” regardless of their background or current circumstances.

Aligned with the Tennessee Board of Education Authorizer Standard Principle 3 #1, we believe that the well -being and interests of students — especially those most vulnerable — must inform every action and decision. Our culture plan reflects this deeply.

At Dream Catchers:

- Students will be supported and challenged to meet rigorous academic standards in a nurturing environment that respects the pace and needs of each child through the Montessori mixed -age classroom structure.
- Respect, responsibility, empathy, and resilience will be our core values taught explicitly and modeled by staff.
- Every member of the school community — students, staff, families, and community partners — will be valued contributors to the school’s mission.

Creating, Implementing, and Sustaining School Culture

Students

- Each year will begin with a “Catch the Dream Week” where teachers will lead culture -building activities to instill school values and behavioral expectations.

- Montessori Peace Circles will be used weekly to foster conflict resolution, peer bonding, and community responsibility.
- Mid-year enrollees will complete a two-week orientation upon enrollment which will include culture sessions to ensure they are integrated into the expectations and supportive environment of Dream Catchers.

Staff

- Prior to school opening, staff will participate in a 2-week “Dream Catchers Staff Institute” focused on trauma-informed care, cultural competency, Montessori practices, and building positive classroom cultures.
- Monthly professional development will include sessions on positive behavior supports, restorative practices, and ensuring high expectations for all students.
- Staff will collaborate through Professional Learning Communities (PLCs) to share best practices related to culture and behavior support.

Parents and Guardians

- Parent orientations, “Parent University” workshops, and quarterly Dream Catchers Parent Circles will be held to help parents understand and support the school culture.
- Clear, multilingual communications and handbooks will ensure parents are informed and engaged.

Special Populations and Equity in Discipline

Dream Catchers is committed to ensuring students with disabilities, English Learners, and those at -risk of academic failure are fully embraced in our school culture:

- Positive Behavior Interventions and Supports (PBIS) will be tailored to meet the

individual needs of students, with Behavior Intervention Plans (BIPs) for those who need additional support.

- All disciplinary procedures will comply fully with IDEA and Section 504, including manifestation determination reviews before imposing disciplinary removals on students with disabilities.
- School staff will receive mandatory annual training on special education law, disability rights, and discipline protections.
- English Learners will have access to cultural liaisons and interpreters to ensure that communication about behavioral expectations and incidents are clear and respectful.

Discipline Policy and Philosophy

Dream Catchers will employ a progressive discipline policy aligned to state law and Montessori philosophy (Attachment F). The policy will:

- Clearly define offenses and corresponding consequences (ranging from restorative conversations and family conferences to suspensions and expulsions for severe incidents).
- Provide definitions of offenses specific to Montessori environments, such as disruption of learning communities or misuse of materials.
- Include due process protections, including parental notifications, hearings, and appeal rights.
- Outline protections for students with disabilities, including requirement of manifestation determination reviews.
- Assign the Dean of Students as the responsible party for consistent policy enforcement.

Attendance and Chronic Absenteeism Plan

Dream Catchers has established a 95% attendance goal and understands that combating chronic absenteeism among homeless students requires special supports:

- Daily attendance monitoring will trigger intervention once a student reaches 3 unexcused absences.
- Family Support Liaisons will conduct home visits or meet with families experiencing attendance issues to identify barriers.
- Partnerships with shelters and housing agencies will provide transportation supports and address systemic barriers to attendance.
- Incentive programs (“Perfect Attendance Breakfasts,” “Dream Achiever Awards”) will encourage consistent attendance.

Comprehensive Stakeholder School Culture Plan

To ensure a fully aligned and inclusive school culture, Dream Catchers Charter School will implement a multi-tiered, stakeholder-specific culture framework that fosters buy-in and consistency across students, teachers, administrators, and parents from the first day of operation:

Teachers and Staff:

- All instructional staff will participate in an intensive two-week pre-service onboarding focused on trauma-informed instruction, restorative justice principles, the Montessori framework, and cultural competency aligned with Dream Catchers’ mission to serve homeless and housing-insecure students.
- Bi-weekly staff meetings will include culture-building workshops and time for reflective dialogue to adjust practices and reinforce norms.

- Professional development will emphasize not only academic practices but shared ownership of school climate and restorative discipline models.

Administrators:

- The school principal and leadership team will receive specialized training in school-wide culture leadership, managing trauma-sensitive environments, and community-centered leadership.
- Leadership walkthroughs and pulse surveys will be used to assess alignment between administrative decision-making and culture goals.

Parents and Guardians:

- Dream Catchers will host quarterly Family Culture Roundtables where parents are invited to shape school climate goals, share concerns, and celebrate progress.
- A Parent Engagement Coordinator (housed within our support staff structure) will oversee ongoing parent communication, coordinate workshops (e.g., conflict resolution, understanding restorative justice), and serve as a liaison between home and school to ensure shared values are understood and upheld.
- A Parent Compact outlining shared expectations for school culture will be developed collaboratively and reviewed annually.

This expanded framework ensures Dream Catchers' culture is not just aspirational, but actively sustained by all members of the school community. It also aligns with Tennessee State Board of Education Authorizer Standard Principle 3 #1, which emphasizes decisions that prioritize the well-being of all students and stakeholders.

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

Conclusion

Dream Catchers Charter School will offer a safe, inclusive, and equitable learning environment where all students — especially homeless and housing insecure — can thrive. Our culture and discipline plan goes beyond compliance to reflect Tennessee Board of Education Authorizer Standard Principle 3 #1 by placing the best interests of our students at the center of every decision. Through trauma-informed approaches, restorative practices, and high expectations, we will ensure every Dream Catchers student experiences belonging, consistency, and opportunity.

Section 1.8 - Special Populations
(Required for All Sponsors)

Amended Section 1.8 – Special Populations

Overview and Philosophy

Dream Catchers Charter School (DCCS) is deeply committed to ensuring that every student, including those from special populations, receives a high -quality, equitable education that meets their individual needs. In alignment with the Tennessee State Board of Education Authorizer Standard Principle 3 #1, our model prioritizes the well -being and interests of students above all else — especially those facing homelessness, poverty, learning differences, and language barriers.

As Tennessee’s first charter school focused on serving homeless and at -risk populations, our philosophy reflects the understanding that vulnerable students require robust and individualized supports embedded seamlessly into our instructional program.

Leadership and Staffing for Special Populations

To ensure expert oversight and daily support of all special populations, DCCS will establish a Special Populations Support Team led by a Special Populations Coordinator, who will be a licensed Special Education Director with a demonstrated track record supporting SWD, EL, at-risk, and gifted students. This position will be responsible for overseeing compliance with IDEA, EL requirements, Gifted Services, and At -Risk interventions.

Additionally:

- DCCS will employ licensed Special Education Teachers with experience in inclusive education models.
- DCCS will retain an ESL-licensed teacher to ensure compliance with SBE Rule 0520 - 01-19-.03.
- Paraprofessionals will provide push -in and pull -out services
- Gifted instructional support will be led by a certified gifted education specialist (to be hired in Year 1).

The staffing model and hiring plan will be revisited annually based on enrollment and student population needs to ensure ratios are always legally compliant and educationally appropriate.

Students with Disabilities (SWD)

Identification and Eligibility

DCCS will strictly adhere to IDEA procedures and timelines, ensuring early identification and eligibility determination through Child Find processes in collaboration with parents and prior schools.

Continuum of Services

A full continuum of services will be offered, including:

- Inclusion/push-in services
- Resource/pull-out services
- Self-contained services (if needed)
- Related services including speech, OT, PT (via contracted providers)

Integration into the Daily Schedule

Special education services will be embedded into the instructional day without removing students from core instruction unless necessary. All teachers will receive training on inclusive Montessori approaches to ensure access for SWD.

Diploma Pathways

All SWD will have access to earning a traditional diploma when appropriate. IEP Teams will consider alternate pathways (including alternate academic diplomas or occupational diplomas) as needed, in compliance with state graduation requirements.

Progress Monitoring

Progress will be monitored via:

- Quarterly IEP progress reports
 - Frequent formative assessments
 - Annual IEP reviews
-

English Learners (EL)

Identification and Eligibility

DCCS will use the state-mandated English Language Proficiency screener (WIDA Screener) for initial identification. Ongoing proficiency will be monitored via annual ACCESS assessments.

Daily Integration and ILP Supports

English learners will receive integrated ELD instruction and targeted small-group instruction during designated intervention/enrichment periods. Instructional staff will implement each student's ILP and receive annual EL strategies training.

Monitoring and Exit

ELs will be monitored for progress every nine weeks and exited per state guidelines once proficiency is attained.

At-Risk Students

Given our model, at-risk students will make up the majority of our population. They will be identified using:

- Homeless status via McKinney-Vento intake
- Academic performance (below basic on state/local assessments)
- Behavioral/social-emotional concerns

Supports will include:

- RTI² model implementation
 - Social-emotional learning programming
 - Counseling and wrap-around services
-

Gifted Students

Identification

Gifted students will be identified using district and state-approved assessments, teacher referrals, and observational data.

Programming

DCCS will provide:

- Acceleration opportunities within Montessori classrooms
- Enrichment electives
- Small group advanced project-based learning

Progress Monitoring

Gifted learners will have Gifted Individualized Education Plans (GIEPs) monitored quarterly.

Montessori Alignment for Special Populations

Montessori principles will be adapted through Universal Design for Learning (UDL) approaches to ensure all students, regardless of ability or background, can engage

meaningfully:

- Multi-sensory materials will support SWD and ELs.
- Flexible grouping will allow for acceleration or remediation as needed.
- Practical life skills embedded in the curriculum support homeless and at-risk students' independence.

Clarification on Diploma Pathways for Students with Disabilities

Dream Catchers Charter School will ensure that all students with disabilities are provided the opportunity to pursue a regular high school diploma, in accordance with the Tennessee State Board of Education Graduation Requirements Policy 3.103 and federal law. Students will not be precluded from earning a traditional diploma due to disability status.

In addition to the traditional high school diploma, Dream Catchers will also support and offer the following diploma pathways based on individual student needs and IEP team recommendations:

1. Alternate Academic Diploma (AAD): Available for students with the most significant cognitive disabilities who are assessed via the alternate assessment and who meet course and transition criteria.
2. Occupational Diploma: For students with disabilities who meet specified work-readiness and academic requirements outlined in their IEPs.
3. Special Education Certificate: For students who complete their IEP goals and are served through special education services but do not meet the criteria for a high school diploma.

Commitment to Tennessee State Board Authorizer Standard Principle 3 #1

At every level, Dream Catchers Charter School is designed to protect student and public

Section 1.8 - Special Populations
(Required for All Sponsors)

interests by placing the needs and well-being of special populations at the forefront. Through layered staffing, compliance-based processes, individualized supports, and integration of community partnerships, DCCS will ensure that every child, regardless of circumstance, will have equitable access to opportunity and achievement.

Section 1.9 - Conversion Charter School Planning
(Required if Answered "Yes" to Sponsor History and Intent Question 12)

Section 2 – Operations Plan and Capacity

Section 2.1 – Governance
(Required for All Sponsors)

Amended Section 2.1 — Governance

Overview of Governance Structure and Board Composition

Dream Catchers Charter School will be governed by a diverse, highly qualified Board of Directors committed to the success and well-being of every student, particularly those experiencing homelessness and housing insecurity in Memphis. The Board will actively oversee the school's educational, operational, and financial performance to ensure alignment with the school's mission, compliance with all applicable laws, and the prioritization of student outcomes in accordance with Tennessee Board of Education Authorizing Standards Principle 3, #1.

The current Governing Board consists of seven members with expertise in education, real estate, nonprofit management, finance, mental health, and community outreach. This composition ensures strong and effective oversight from members well-equipped to support a high-needs population. Board member biographies and resumes are provided in Attachment L.

Board Development, Recruitment, and Attrition

The Board will adopt a formal annual Board Training and Development Policy in accordance with T.C.A. § 49-13-111(o) which requires board members to complete annual training approved by the Tennessee State Board of Education. Training will include topics such as:

- Board governance best practices
- Financial oversight and public school budgeting
- Ethics and conflict of interest requirements
- Academic accountability and intervention plans
- Tennessee public charter school laws and compliance

New board members will participate in an orientation program to ensure immediate

readiness to contribute. All board members will participate in annual retreats and workshops to evaluate performance and ensure governance remains aligned to the evolving needs of students.

Recruitment and attrition will be guided by a Board Membership and Succession Plan that prioritizes diversity, skillset alignment, and community representation. The Governance Committee will lead recruitment and nomination processes to fill vacancies proactively and ensure continuity of leadership.

Board Evaluation and Oversight of School and School Leader

To ensure accountability and continuous improvement, the Board will conduct:

- Annual Self-Evaluations to assess the effectiveness of its governance, adherence to policies, and impact on student outcomes.
- Annual Performance Review of the School Leader using performance indicators aligned with the school's mission and Tennessee's accountability standards. This will include review of:
 - Academic achievement data
 - School culture and climate indicators
 - Enrollment and retention metrics
 - Financial management and compliance

The results of these evaluations will inform strategic planning and leadership support.

Board Complaint Resolution Process

Dream Catchers Charter School will maintain a transparent and accessible Complaint Resolution Policy, which will be posted on the school website and included in the Family Handbook. Parents, guardians, and community members may submit complaints in writing to the Executive Director. If unresolved at the school level, complaints will be presented to the Board at its next regularly scheduled meeting, in compliance with Tennessee Open Meetings laws. The Board will review complaints and issue written responses as part of its public records.

Clarification of Non-Religious Status of the Sponsor

Daughters of Zion, the proposed sponsor of Dream Catchers Charter School, is a non-religious, community-based nonprofit organization, recognized as a public charity by the IRS under 501(c)(3). While the organization previously operated under the name “All Women’s Bible College,” it no longer uses that name nor engages in religious activities.

To address this concern directly and ensure compliance with Tennessee law, we have submitted Attachment X — Non-Religious Status Clarification, which includes:

- State of Tennessee Articles of Amendment confirming the name change to “Daughters of Zion.”
- IRS recognition letter and determination reflecting public charity (not religious organization) status.

Daughters of Zion operates solely as a secular public charity with a mission to support community-based initiatives, and is therefore by law is fully eligible to sponsor Dream Catchers Charter School.

Compliance with Required Governance Documents

Amended governance documents are included in the following Attachments and are fully executed and compliant:

- Attachment G: Signed and Amended Articles of Incorporation
- Attachment H: IRS Determination Letter and Nonprofit Status Documentation
- Attachment I: Amended and Signed Bylaws
- Attachment J: Code of Conduct
- Attachment K: Conflict of Interest Policy
- Attachment L: Board Member Resumes and Biographies
- Attachment M: Amended Board Policy (now completed with all blanks removed)

Section 2.1 – Governance
(Required for All Sponsors)

Conclusion

Dream Catchers Charter School is governed by a highly qualified and committed board that will ensure the school is held to the highest standards of accountability, financial stewardship, and student -centered decision -making. In alignment with Tennessee State Board of Education Authorizing Standards Principle 3, #1, our governance model and improvements in this amended section ensure that the well -being and interests of students — especially those most vulnerable — are the central focus of every action the Board takes.

Table 4: Board Members
(Required for All Sponsors)

Name	Address	Current Role	Area of Focus / Expertise	Board Position	Proposed Total Term Length
		Job and Employer	Ex: Legal, Real Estate, Finance, etc.	Ex: board chair, other officer, parent representative, ex officio member	
Bruce	Dailey	Lead AP Mechanic-Federal Express	Management	Officer	10 years
Sharon	Macklin Butts	Retired - MSCS	Educator	Officer	10 Years
Natalee	Peart	Director -William & Johnson Career College	Education	Board Chair	10 Years
Kimberly	Adams	Retired Principal - MSCS	Education	Officer	10 Years
Chekesha	Jones	Director - All About You Home Healthcare	Management	Officer	10 Years
Xaiver	Wade	Z Legendary	Management	Officer	10 Years
Latonya	McGowan	Real Estate Agent	Real Estate	Parent	10 Years

<i>Section 2.2 – Facilities (Required for All Sponsors)</i>			
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Amended Section 2.2 — Facilities Plan

In preparation for Dream Catchers Charter School, which will serve up to 1,000 students at capacity and is intentionally designed to meet the urgent needs of homeless and housing -insecure students in Memphis and Shelby County, the founding team has already engaged in proactive research and outreach to secure an appropriate facility.

In February 2024, Executive Director Dr. Gerald Kiner initiated direct contact with Memphis -Shelby County Schools (MSCS), which maintains a list of surplus and closed schools available for acquisition. MSCS provided a list of properties, each of which has been evaluated for its size, location, and potential alignment with the school's academic and community -centered vision.

Property Name	Address	Square Footage	Notes
Carnes Elementary School	943 JW Williams Ave, Memphis, TN 38105	74,000 sq ft	Central location, strong potential for community access
Charjean Elementary School	2140 Charjean Ave, Memphis, TN 38114	39,352 sq ft	East Memphis corridor, walkable neighborhood
Corning Elementary School	1662 Dabbs Ave, Memphis, TN 38127	47,149 sq ft	Frayser area, high-needs zip code
Magnolia Elementary School	2061 Livewell Ave, Memphis, TN 38114	76,804 sq ft	Southeast Memphis, adjacent to several family housing developments
Shannon Elementary School	2248 Shannon Ave, Memphis, TN 38108	54,522 sq ft	North Memphis, diverse community, strong public transportation access
Hamilton Elementary School (Available for \$650,000)	1378 Ethlyn Ave, Memphis, TN 38106	81,740 sq ft	South Memphis, affordable purchase price, ample space

Each of these facilities meets the general criteria for Dream Catchers Charter School's proposed instructional program and student support model, offering ample square footage to support Montessori classrooms, specialized learning spaces, multi -purpose rooms for wraparound services, and offices for administrative and support staff.

Location Selection Considerations:

The selection process will prioritize:

- Proximity to high-concentration homeless student populations (per 2024 estimates from Commissioner Thornton and MSCS officials suggesting 2,400–3,000 homeless students in Shelby County).
- Accessibility via public transportation and walkability, particularly important for families facing housing instability.
- Adequate square footage to support school-wide Montessori implementation, as well as enrichment and intervention spaces.
- Affordability and ease of renovation, with properties such as Hamilton ES priced competitively.

Compliance and Due Diligence:

Once the final site is selected, Dream Catchers will:

- Engage licensed architects and inspectors to ensure full compliance with ADA, Tennessee building codes, and local safety ordinances.
- Develop renovation and facility readiness plans aligned with anticipated opening dates and phased enrollment growth.
- Include all capital improvement and maintenance costs into the finalized operating budget.
- Ensure the facility can meet storm shelter requirements and other specific charter school regulatory expectations.

Real Estate Oversight:

Board Member LaTonya McGowen, an experienced real estate professional, will lead facility negotiations and acquisition on behalf of the Board and Executive Team, ensuring fiduciary oversight and alignment with the school's academic and operational needs.

Other Details:

Dream Catchers Charter School recognizes that our facility is not simply a building — it is a vital part of our mission to create stability, safety, and belonging for Memphis' most vulnerable students: homeless and housing -insecure youth. In alignment with Tennessee State Board of Education Authorizer Standard Principle 3 #1, which requires authorizers and applicants to make student well -being the foremost priority, our facilities plan is designed to create a safe and enriching educational home for our students from the very first day of operation.

Facility Needs Based on Academic Focus and Enrollment

Dream Catchers projects an enrollment of 1000 students at capacity, with 150 students in Year 1, scaling up gradually over several years. To support our Montessori -inspired academic model, combined with trauma -informed practices and services tailored to the homeless and at -risk populations, the following facility specifications are required:

- 40–50 Standard Classrooms: Small mixed -aged Montessori groupings (K -12) and space for pull -out services.
- Specialized Support Spaces: Multi -purpose room, sensory/quiet rooms for trauma -sensitive care, resource room for special populations, therapy offices, and homeless/family resource center.
- Common and Recreational Areas: Cafeteria, library/media center, gymnasium, and a playground (already included in CSP budget).
- Administrative and Community Spaces: Reception area, offices, meeting rooms, family engagement center, and community room for parent and stakeholder use.

Based on industry standards of approximately 100 –125 square feet per student to ensure adequate space for Montessori classrooms, specialized learning environments, and student support areas, Dream Catchers Charter School projects facility needs of approximately:

15,000–18,750 square feet in Year 1 (serving 150 students),

50,000–62,500 square feet in Year 5 (serving 500 students),

100,000–125,000 square feet at full capacity in Year 10 (serving 1,000 students) to ensure a safe, effective, and developmentally appropriate educational environment.

Facility Acquisition, Regulatory Compliance, and Timeline

Dream Catchers plans to secure our facility via lease -to-own or long -term lease by August 2025. Renovations will be completed by April 2026, with staff onboarding and student registration by June 2026 and school opening in August 2026.

To meet all local, state, and federal regulatory requirements:

- We will engage licensed architects and contractors to ensure compliance with ADA, building codes, storm shelter, and city regulations.
- Building plans will be submitted to the Memphis -Shelby County Office of Planning and Development for approval.
- Third -party inspections will verify readiness and safety prior to occupancy.

Facilities Contingency Plan

Although Dream Catchers Charter School has not yet obtained a facility, which would be premature seeing we are not yet approved, our contingency plan reflects both market realities and precedent within Memphis -Shelby County Schools (MSCS). Notably, MSCS recently and rightfully renewed a 10 -year charter for City University School of Independence despite its enrollment of only 14 students, demonstrating that schools with smaller student populations can be accommodated successfully in appropriately sized facilities within Shelby County.

Shelby County offers a variety of available school properties for lease or purchase, including those identified in February 2024 through MSCS’s surplus properties list. Additionally, Memphis’ abundant commercial inventory offers flexibility in securing interim or permanent space that complies with health, safety, and educational adequacy requirements.

Critically, in accordance with Tennessee State Board of Education Authorizer Standard Principle 3 #1, which mandates that authorizers “make the well -being and interests of students the fundamental value informing all actions and decisions,” our approach ensures no barrier —particularly facility access —prevents our highly vulnerable homeless and housing -insecure student population from receiving an equitable education.

As mentioned earlier, the MSCS precedent further reinforces this position. MSCS has demonstrated a commitment to flexibility and student-centered decision-making by renewing the 10-year charter for City University School of Independence, which operates with 14 students. This action clearly reflects MSCS's willingness to approve and support charter schools that operate in smaller, adaptable facilities in order to meet community needs.

In summary, our contingency plan combines:

- Precedent (City University School of Independence) demonstrating MSCS' willingness to approve smaller facilities;
- Industry-standard space calculations to ensure educational adequacy;
- A pipeline of surplus and commercial real estate options already identified;
- and above all, a commitment to Tennessee State Board of Education Authorizer Standard Principle 3 # 1, ensuring that no logistical challenge or bureaucratic hurdle will obstruct the delivery of high-quality education to Shelby County's most vulnerable students.

Our contingency plan is rooted in local charter authorization precedent, industry space standards, and the availability of surplus and commercial real estate in Memphis, which collectively mitigate facility-related risks and ensure Dream Catchers will secure an appropriate site to launch and sustain operations, even under more modest enrollment scenarios.

Leadership Capacity

The Dream Catchers Board has the real estate expertise necessary for effective facility planning and execution:

- LaTonya McGowen, a licensed real estate professional with over 20 years of commercial property and educational facility leasing experience, chairs the Facilities Committee.

- Dr. Gerald Kiner, Executive Director, has successfully managed multiple nonprofit facility projects and is experienced with commercial lease negotiations and tenant improvements.

Budget Integration

Facility acquisition, lease, renovation, and operational expenses are accounted for in the startup and Year 1 budget:

- Facility lease/mortgage (20% of CSP budget allocated)
-
- ADA compliance and renovation reserves
- Maintenance, security, and custodial services

The careful integration of these costs ensures that our facility will be ready and financially sustainable — all while aligning with Tennessee State Board of Education Authorizer Standard Principle 3 #1, which mandates that our school prioritize the health, safety, and academic success of our vulnerable student population.

Contingency Plan:

continue working with MSCS and private brokers to identify alternative properties, while also preparing short -term lease options as a backup to ensure no interruption in opening.

In summary, Dream Catchers' facilities plan is rooted in detailed market research, proactive engagement with local government agencies, and a deep commitment to ensuring that its target student population — particularly homeless and high -needs youth — has access to a safe, inclusive, and educationally appropriate environment. This approach directly supports Tennessee State Board of Education Quality Authorizing Standards Principle 3 #1, which mandates that authorizers prioritize the well -being and interests of students above all else.

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

Amended Section 2.3 – Start-Up Plan

Introduction and Overview

Dream Catchers Charter School understands that timely and efficient execution of all start-up activities is critical to ensure a smooth launch that supports students, staff, and families from Day 1. Accordingly, we have developed a comprehensive start-up plan that addresses (1) key milestones, (2) individuals responsible, (3) projected costs and Year 0 expenditures, and (4) contingency and pivot strategies for all foreseeable challenges.

Our plan is aligned with Tennessee State Board of Education Authorizer Standard Principle 3 #1, which mandates that all authorizer decisions prioritize the interests and well-being of students. Because homeless students are the most vulnerable population in Shelby County, we recognize our responsibility to guarantee that every logistical and financial detail in the start-up phase ensures their access to immediate, high-quality education.

DREAM CATCHERS CHARTER SCHOOL - START-UP TIMELINE

April 2025

- Apply for Tennessee Charter School Start-Up Subgrant

Responsible: Board of Directors / Executive Director (Dr. Gerald Kiner)

May 2025

- Finalize charter approval and compliance conditions

Responsible: Board of Directors / Executive Director (Dr. Gerald Kiner)

June 2025

- Secure facility lease or purchase (targeting closed MSCS schools)

Responsible: Executive Director / Real Estate Expert (LaTonya McGowen)

July 2025

- Hire key school leadership (Principal, Operations Manager also known as Director of Operations and Safety Coordinator)

Responsible: Board of Directors / Executive Director

August 2025

- Finalize curriculum and instructional model (MSCS-aligned Montessori + interventions)

Responsible: Principal / Academic Leadership Team

September 2025

- Recruit and hire instructional staff and Recruitment and Outreach Coordinator

Responsible: Principal / Executive Director

October 2025

- Begin parent and community outreach and enrollment campaign

Responsible: Recruitment and Outreach Coordinator / Board Marketing Committee

November 2025

- Secure furniture, technology, and classroom supplies

Responsible: Operations Manager also known as Director of Operations and Safety Coordinator

December 2025

- Implement professional development for instructional and operations staff

Responsible: Principal / Board Professional Development Committee

January 2026

- Conduct student enrollment lottery (if needed)

Responsible: Operations Manager also known as Director of Operations and Safety Coordinator

February 2026

- Finalize school safety and emergency operations plans
- Secure all regulatory approvals and inspections (ADA, Fire, State, City)

Responsible: Operations Manager also known as Director of Operations and Safety Coordinator / Executive Director

March 2026

- Conduct student and family orientation sessions

Responsible: Principal /Homeless Family Liaison also known as Recruitment Outreach Coordinator

April - May 2026

- Final walkthroughs, inspections, readiness checks for opening

Responsible: Board of Directors / Executive Director

August 2026

- Official School Opening (Initial Enrollment Target: 150 students)

Responsible: Principal / Full Staff Team

Year 0 Revenues & Expenditures

While most revenues in Year 0 will be derived from the Charter Start-Up Grant, additional revenues may include in-kind donations.

Projected Expenditures in Year 0:

- Staffing (Leadership Team Hiring): \$185,000
- Outreach and Recruitment (materials, events, advertising): \$15,000
- Facility Lease/Preparation: \$150,000
- Curriculum Development and Training: \$50,000
- Furniture, Technology and Classroom Supplies: \$100,000
- Professional Services and Legal: \$20,000
- Insurance and Regulatory Compliance: \$15,000
- Total Estimated Year 0 Expenditures: \$535,000

Note: This budget fits within our total grant-funded and approved planning allocation.

Pivot Strategies and Contingency Planning

Dream Catchers anticipates several potential barriers and has crafted mitigation approaches:

- If building acquisition/lease negotiations are delayed:

MSCS precedent with City University School of Independence (renewed with only 14 students) shows small enrollment models can succeed. We are prepared to

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

lease or secure a smaller temporary space to open with our initial enrollment of 150 students while preparing for permanent growth.

- If enrollment recruitment lags:

Given the undeniable and widely documented homeless student crisis (Action News 5, MSCS data, and Shelby County Commission testimony), demand is highly likely. However, aggressive outreach through homeless shelters, community partners, MSCS homeless liaisons, and public agencies is our fail -safe strategy.

- If staffing recruitment lags:

Our board includes experienced education leaders and retired educators. In the worst -case scenario, a temporary “all hands on deck” staffing approach will be utilized to meet ratios while continuing aggressive hiring campaigns.

Conclusion

In legal and education policy terms, Dream Catchers has not only anticipated challenges but prepared an adaptable, documented, and budget -aligned plan that reflects the mission -driven urgency to open and serve Shelby County’s homeless and housing -insecure students. Consistent with Tennessee State Board of Education Authorizer Standard Principle 3 #1, our start -up plan puts student well -being first and ensures that operational hurdles will never prevent us from fulfilling our commitment to the community.

Section 2.4 - Personnel / Human Capital
(Required for All

AMENDED SECTION 2.4 — PERSONNEL / HUMAN CAPITAL

At Dream Catchers Charter School, human capital will be the cornerstone of student success and the realization of our mission. We recognize that our school will serve one of the most vulnerable populations in Tennessee — homeless and housing-insecure youth — and thus, our staffing model, recruitment strategy, retention plan, and performance evaluation systems must all be rooted in excellence, compassion, and alignment with Tennessee Board of Education Authorizer Standard Principle 3 #1, which prioritizes the well-being and best interest of students above all else.

Staffing Structure and Leadership Model

In Year 1, Dream Catchers Charter School will employ the following leadership and instructional personnel:

- Executive Director (Gerald Kiner, PhD) – Provides overall organizational leadership, fundraising, community partnerships, and oversees school culture, mission, and vision execution.
- Principal – Day-to-day instructional leader, responsible for academic achievement, teacher coaching, and student performance.

Hiring Timeline: The Principal will be hired no later than 6 months before school opening (January 2026) to allow participation in recruitment, curriculum planning, and professional development.

- Operations Manager also known as Director of Operations and Safety Coordinator – Oversees all non-instructional functions, including facilities, compliance, safety, and logistics.
- Instructional Staff – 16 teachers hired in Year 1 (growing annually to 27 by Year 5), all licensed per state regulations.
- Special Education Coordinator will be one of the Special Ed Teachers in the populations.
- English Language Learner (ELL) Instructor – Supports EL students through ILPs

and ensures compliance with SBE Rule 0520-01-19-.03.

- Recruitment and Outreach Coordinator – Hired during the pre-opening year to ensure successful enrollment and family engagement.

All staffing projections have been reconciled with the revised budget submitted in Section 3.1.

Recruitment and Hiring Process

Recruitment will begin 9 -12 months prior to school opening and will include:

- Posting positions across regional and national education job boards (e.g., SchoolSpring, TN Education Job Board)
- Partnering with Teach for America, local universities, and Montessori teacher training programs
- Targeted recruitment to ensure the staff reflects the diverse backgrounds and experiences of our student population

Selection Criteria:

All candidates must meet licensure requirements and will be screened for:

- Commitment to at -risk and homeless youth
- Experience or willingness to be trained in Montessori -based instructional methods
- Demonstrated ability to deliver trauma -informed instruction and supports

Compensation, Benefits and Incentives

Dream Catchers Charter School will offer highly competitive salaries aligned with or exceeding Memphis -Shelby County Schools' salary scale. In addition, the following benefits will be offered:

- Health insurance (medical, dental, vision)

- Tennessee retirement plan
- Paid leave and PTO
- Professional development stipends
- Performance bonuses for exemplary performance

This compensation and benefits package is reflected in our Operating Budget and designed to attract and retain exceptional educators.

Performance Evaluation and Support

All school staff will be evaluated annually using State Board -approved TEAM Evaluation Model to ensure instructional quality and leadership effectiveness.

- Student performance and growth (including subgroups)
- Instructional delivery
- Commitment to school mission and student well-being

Professional development will be guided by data from evaluations and academic performance outcomes, with mandatory sessions on:

- RTI2 and Tiered Interventions
- Trauma-informed instructional strategies
- Montessori philosophy and mixed-grade teaching
- EL and special population instructional supports

Professional Development and Leadership Support

A year-round PD model will be implemented:

- Pre-Opening: 2 weeks of intensive training for instructional staff and leaders
- Monthly: In-service training aligned with school needs and State Board requirements
- Summer (Annual): Full-staff retreat and curriculum review

All mid-year hires will undergo an accelerated onboarding process covering curriculum, trauma-informed instruction, special education laws, and school culture.

Addressing Unsatisfactory Performance

The Principal will supervise instructional staff and will implement improvement plans as needed. Staff who fail to demonstrate growth and alignment with school values will face progressive discipline, which could include termination. The Executive Director and Board of Directors will evaluate the Principal annually and take corrective action if necessary.

Diversity and Inclusion in Hiring

Dream Catchers will ensure diversity in hiring through intentional outreach and equitable hiring practices to reflect the demographic diversity of Shelby County and the student population.

Leadership Hiring Plan and Process

Dream Catchers Charter School recognizes that its success depends upon identifying, hiring, and retaining a highly qualified and mission-aligned school leader. Our leadership hiring plan reflects industry best practices, meets Tennessee State Board of Education requirements, and ensures that the leader selected will possess the instructional and organizational skills necessary to lead a complex and specialized K–12 program serving homeless and at-risk students.

Timeline:

The principal hiring process will begin 12–15 months prior to the school's opening (Target: Spring/Summer 2026). This timeline ensures that the leader will be fully engaged

in pre-opening activities, including hiring instructional staff, finalizing curriculum plans, and building a positive school culture.

Recruitment Methods:

The Executive Director, with support from the Board Governance Committee and the Human Resources designee, will implement a national and local search process utilizing:

- Major education job boards (e.g., EdJoin, SchoolSpring, LinkedIn Education)
- Montessori school leadership networks
- Tennessee-based charter and public school leader networks
- Community-based outreach in Memphis, with priority given to candidates with experience serving economically disadvantaged populations.

Candidate Qualifications and Selection Criteria:

Minimum preferred qualifications for the Dream Catchers principal will include:

- 3 years of prior principal experience or equivalent.
- 2 years of Montessori or blended learning experience equivalent experience adapting student -centered instructional models.
- Demonstrated success working with economically disadvantaged or at -risk student populations
- Tennessee administrator licensure or eligibility
- Strong skills in staff recruitment, school culture -building, and academic accountability

Interview and Selection Process:

All qualified candidates will be screened and undergo multiple stages of evaluation, including:

1. Initial paper screening against stated criteria
2. First-round interview with Executive Director and Board Governance Committee
3. Performance task simulating school leadership scenarios
4. Community and stakeholder panel interview
5. Final selection and board approval

Ongoing Development and Support:

Once hired, the principal will receive intensive onboarding support from the Executive Director and Board Chair to ensure alignment with the school's mission and model. This will include:

- Participating in state-required charter school leadership training
- Shadowing existing successful charter school leaders in Tennessee (as arranged through the school's charter management partnerships)
- Attending Montessori-focused professional development to strengthen program fidelity if needed

This structured, transparent, and mission-aligned hiring process ensures that Dream Catchers Charter School will recruit and retain a dynamic and capable instructional leader who will drive high academic achievement and equitable outcomes for all students.

Hiring Timeline, Selection Criteria, and Experience Requirements for Key Staff

Hiring Timeline:

Dream Catchers Charter School will follow this hiring sequence aligned with its Year 0 start-up calendar:

- Executive Director (if needed): By Month 2 of Year 0 (prior to opening)
- Principal: By Month 3 of Year 0

- Instructional Staff (K–12): By Month 4 of Year 0
- Support Staff and Counselors: By Month 5 of Year 0 – some will be through contracts with private services.
- Paraprofessionals and Specialized Staff: By Month 6 of Year 0 – some will be through contracts with private services.

Selection Criteria for All Staff:

All candidates will be evaluated on:

- Demonstrated cultural competency and trauma-informed practice
- Commitment to equity and service of homeless/housing-insecure students
- Willingness to collaborate in a restorative and Montessori-aligned school culture

Required Experience:

Executive Leadership (Principal):

- Minimum of 3 years of successful school leadership experience or equivalent
- Strong knowledge of trauma-informed practices and restorative justice models
- Preferred experience in Title I or high-poverty urban school environments
- Familiarity with or certification in the Montessori approach

Instructional Staff (Teachers):

- Tennessee licensure or equivalent eligibility (with support toward certification if needed)
- Minimum of 2 years of teaching experience (preferred), preferably in high-needs schools

- Familiarity with or willingness to be trained in the Montessori method
- Experience with RTI2, SPED, or ELL instructional support is preferred

Special Considerations Aligned with Mission:

- All hiring decisions will emphasize candidates who have demonstrated a passion for serving marginalized or housing-insecure youth.
- Recruitment will actively seek bilingual staff and educators with a background in trauma, homelessness, or youth intervention programs.

Staffing Model Alignment with Montessori Principles and High-Needs Students

Dream Catchers Charter School's staffing model is intentionally structured to support both the Montessori instructional framework and the unique needs of students experiencing homelessness or housing instability.

Montessori Staffing Supports:

- Multi-Age Classrooms: Teachers will be assigned based on Montessori grade-band configurations (e.g., K–2, 3–5, 6–8). Staffing projections reflect appropriate student-teacher ratios to allow individualized learning.
- Specialized Training: All lead teachers will undergo professional development in Montessori methodology. We will prioritize hiring candidates with Montessori certification or support staff in attaining certification through our PD budget.
- Hands-on, Prepared Environments: Classrooms will be supported by full-time paraprofessionals and teaching assistants who maintain the structured, learner-centered spaces integral to the Montessori model.

Supports for Homeless and High-Risk Students:

- Trauma-Informed Training: All staff will receive training in trauma-informed teaching and behavior intervention.

Section 2.4 - Personnel / Human Capital

(Required for All

- **Dedicated Support Staff:** Our staffing model includes counselors, interventionists, and liaisons specifically assigned to monitor attendance, academic progress, and social-emotional well-being of homeless and at-risk students.
- **Small Group Instruction and RTI2:** The staffing plan includes intervention teachers and support staff to facilitate small-group learning and targeted RTI2 support across academic tiers.

This model ensures Dream Catchers is equipped to implement a Montessori-aligned education with wraparound supports uniquely designed to meet the needs of high-risk youth. The structure is both pedagogically appropriate and aligned with Tennessee State Board of Education Authorizer Standard Principle 3 #1 — prioritizing the well-being of the most vulnerable students.

Conclusion

Dream Catchers Charter School's human capital plan ensures that from governance to classrooms, every individual will be carefully selected, supported, and held accountable to meet the highest standards of professional excellence — with all actions guided by Tennessee State Board of Education Authorizer Standard Principle 3 #1, ensuring the well-being and interests of our students remain paramount.

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

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

Position	Year of Operation					
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Principal(s)	1	1	1	1	1	1
Supervisor / Director	1	1	1	1	1	1
Internal Audit Personnel	0	0	1	1	1	1
Classroom Teachers (core subjects)	0	0	0	0	0	0
Classroom Teachers (electives, world languages)	0	1	1	1	2	2
Special Education Teachers	0	1	1	1	1	1
English as a Second Language (ESL) Teachers	0	1	1	1	2	2
Other Teachers	0	13	14	14	19	22
Finance Consultant/ Accountants/Bookkeepers	0	0	0	1	1	1
Computer Programmer(s)	0	0	0	0	0	0
Data Processing Personnel	0	0	0	0	0	0
Purchasing Personnel	0	0	0	0	0	0
Counseling Personnel	0	0	1	1	2	2
Psychological Personnel	0	0	0	0	0	1
Homebound Teachers	0	0	0	0	0	0
Librarian(s)	0	1	1	1	1	1
Social Workers	0	0	1	1	1	2
Medical Personnel	0	1	1	1	1	1
Material Supervisor(s)	0	0	0	0	0	0
Assessment Personnel	0	0	0	0	0	0
Audiovisual Personnel	0	0	0	0	0	0
Education Media Personnel	0	0	0	0	0	0
Instructional Computer Personnel	0	0	1	1	1	1
Assistant Principal(s)	0	0	0	0	0	0
Mechanic(s)	0	0	0	0	0	0
Bus Drivers	0	0	0	0	0	0

Guards	0	2	2	3	3	3
Secretary(s)	0	1	1	1	2	2
Clerical Personnel	0	0	0	0	0	0
Educational Assistants	0	1	2	4	5	5
Attendants	0	0	0	0	0	0
Cafeteria Personnel	0	0	0	0	0	0
Custodial Personnel	0	0	2	3	3	3
Maintenance Personnel	0	0	1	1	1	1
Part-time Personnel	0	0	0	0	0	0
School Resource Officer	0	1	1	1	1	1
Speech Pathologist	0	0	1	1	1	1
Certified Substitute Teachers	0	0	0	0	0	0
Non-certified Substitute Teachers	0	0	0	0	0	0
Recruitment and Outreach Coordinator	1	1	1	1	1	1
Operations Manager/ Director of Operations and Safety Coordinator	0	1	1	1	1	1
Total FTEs	3	27	37	42	52	57

Section 2.5 - Professional Development
(Required for All Sponsors)

Amended Section 2.5 — Professional Development Plan

Dream Catchers Charter School understands that an ambitious mission requires an equally ambitious commitment to ongoing professional development (PD). As a school intentionally serving homeless and housing-insecure students through an inclusive Montessori model aligned to Tennessee Academic Standards, our teachers and staff must possess both deep instructional knowledge and specialized expertise in trauma-informed practices, differentiated learning, and meeting the needs of diverse populations, including students with disabilities and English learners.

Accordingly, Dream Catchers has developed a comprehensive and multi-tiered professional development plan grounded in the following key commitments:

1. Dedicated Professional Development Time

Dream Catchers Charter School will provide weekly professional development time built into the calendar and schedule, in addition to annual pre-service training. This will include:

- **Pre-Service Training:**
 - 10 full days (in July and early August) prior to school opening each year.
 - Focus areas: school mission and culture, classroom management, trauma-informed care, foundational literacy, Montessori instructional practices, curriculum planning, TN State Standards alignment, IEP/ILP implementation, special education law, EL support, and tiered interventions.
- **Weekly Early Release Days:**
 - Students will dismiss 1.5 hours early every Friday (or equivalent schedule pending MSCS approval), allowing for structured staff PD and collaboration.
 - These release days comply with Tennessee instructional day minimum requirements as our core instructional day exceeds the 6.5-hour minimum (Dream Catchers' core day is 7 hours).
- **Monthly Full Professional Learning Community (PLC) Sessions:**

- One Friday per month will include a deeper dive, including school-wide data review, MTSS intervention planning, equity training, and program alignment workshops.
- Annual Professional Learning Retreat:
 - Held during the summer, focused on school improvement, assessment data analysis, and strategic planning.

2. Professional Development Content and Specialization for School Model

Professional development content will be aligned with the school's specialized population and instructional approach:

- Montessori principles adapted to at-risk learners and housing-insecure youth
- Trauma-informed classroom strategies
- Differentiated instruction and Universal Design for Learning (UDL)
- IEP development, progress monitoring, and inclusive practices for SWDs
- ILP implementation and language acquisition supports for ELs
- Foundational literacy (aligned with TDOE and T.C.A. § 49 -1-905)
- Behavior management and restorative justice aligned to mixed age classrooms
- Data-driven instruction and RTI2 implementation
- Curriculum planning and cross -grade alignment for seamless K –12 progression
- Effective communication and partnership with families experiencing homelessness

3. Determining Ongoing Professional Development Needs

Professional development priorities will be determined annually and throughout the year based on:

- Formal teacher evaluation and observation data using a State Board-approved model
- Student academic data including benchmark assessments, state test results, and MTSS data
- Needs identified through teacher surveys and self-reflections
- Strategic plan updates and Tennessee Charter School accountability requirements

The Executive Director, Principal, and Instructional Coach will meet monthly to review student data and instructional observations and update the PD calendar accordingly.

4. Mid -Year Hire Orientation and Support

All staff hired after the beginning of the year will undergo an intensive onboarding process:

- 2-day new hire boot camp focused on Dream Catchers' mission, culture, school-wide routines, and compliance requirements (e.g., FERPA, IDEA, EL support)
- Pairing with a mentor teacher for 3 months
- Access to all recorded PD sessions and resources
- Weekly check-ins with Principal or Instructional Coach

5. Leadership Professional Development

School leadership, including the Executive Director and Principal, will also engage in:

- State-mandated charter leadership training
- Annual participation in Tennessee Charter School Center trainings

***Section 2.5 - Professional Development
(Required for All Sponsors)***

- Monthly coaching by external experts in Montessori implementation and trauma-informed leadership
- Annual retreat with the Board of Directors focused on strategic planning and continuous improvement

Conclusion

Dream Catchers Charter School's professional development plan will ensure that all staff are fully prepared to meet the academic and social-emotional needs of homeless and housing-insecure students. By embedding weekly, monthly, and annual PD opportunities; ensuring alignment to the academic model; and creating systems for ongoing needs assessment and individualized support, the school will foster a culture of continuous learning and excellence.

This robust approach directly reflects Tennessee State Board of Education Authorizer Standard Principle 3 #1, which requires charter schools to prioritize the well-being of students and ensure that all decisions promote positive student outcomes.

Section 2.6 – Transportation
(Required for All Sponsors)

Amended Section 2.6 – Transportation Plan

Dream Catchers Charter School recognizes that ensuring equitable access to education for all students—especially those experiencing homelessness—is not only a federal legal obligation under the McKinney-Vento Homeless Assistance Act but a moral imperative aligned with Tennessee State Board of Education Authorizer Standard Principle 3 # 1, which mandates that “the well-being and interests of students [be] the fundamental value informing all the authorizer’s actions and decisions.”

1.

Daily Transportation for All Students (Including Homeless Students)

Dream Catchers Charter School will provide daily, no -cost transportation for all students. As 100% of our enrolled population is expected to be at -risk or experiencing housing insecurity, we understand that many students may reside in shelters, hotels, vehicles, or be doubled -up with relatives in multiple zip codes across Memphis and Shelby County.

To accommodate this:

- We will contract with a licensed student transportation vendor through a competitive RFP process prior to school opening.
- Our transportation model will include:
 - Morning and afternoon bus service with multiple routes based on student residential data.
 - Hub pickup points where appropriate to reduce delays and improve efficiency.
 - Door -to-door transportation for McKinney-Vento-eligible students who lack access to hub points or reside in temporary housing.

The transportation plan will be flexible, with quarterly route reevaluations to account for transience and changes in student residency. The Transportation Coordinator (a

dedicated function under the Operations Manager also known as Director of Operations and Safety Coordinator will manage logistics, vendor compliance, and routing software.

2.

Transportation for Students with Disabilities (IEPs)

Students with transportation listed as a related service in their Individualized Education Program (IEP) will receive customized transportation as required by 34 CFR §300.34(c)(16) and Tennessee law. This includes:

- Contracting with providers that offer aides, wheelchair -accessible vehicles, and trained staff for students with mobility, behavioral, or medical needs.
- Regular collaboration between the Special Education Coordinator and Transportation Coordinator to ensure compliance with FAPE requirements and timely service.

3.

Transportation for Extracurriculars, Field Trips, and Summer Learning

Transportation will be provided for:

- After -school programs (academic tutoring, clubs, enrichment)
- Athletics and performing arts (as applicable)
- Field trips and community-based learning experiences
- Saturday school and summer school programs

These services are budgeted under the Contracted Services: Transportation line item, with expansion based on enrollment growth.

4.

Vendor Selection and Oversight

We will issue a public RFP for transportation services with the following vendor evaluation criteria:

- State certification and insurance compliance
- Experience serving high-poverty or homeless student populations
- GPS tracking, fleet maintenance, and emergency protocols
- ADA-compliance and capacity for SPED transportation
- Prior performance references and safety record

The Operations Manager also known as Director of Operations and Safety Coordinator (budgeted under Other Salaries & Wages) will serve as the Transportation Coordinator and ensure:

- Daily operations oversight
- Onboarding and monitoring of vendors
- Ongoing compliance with T.C.A. § 49-6-2101 – 2119, SBE Rule 0520-01-05, and McKinney-Vento requirements
- Crisis response protocols in collaboration with the school safety team

5.

Budget Alignment

Dream Catchers has allocated \$185,000 in Year 1 for transportation costs, based on market rates for comprehensive student transit in Memphis. This estimate includes:

- Daily routes for 150 students
- Field trip and extracurricular transportation

Section 2.6 – Transportation
(Required for All Sponsors)

- SPED and McKinney-Vento-compliant services

We will revisit our transportation budget annually and adjust based on enrollment, ridership trends, and contracted costs.

Conclusion

Transportation is central to Dream Catchers' model. Without stable transit, homeless students cannot attend school regularly —making transportation essential, not optional. Our detailed plan aligns fully with:

- Federal law (McKinney -Vento, IDEA)
- State rules and regulations (T.C.A. § 49 -6-2101 – 2119; SBERule 0520-01-05)
- The mission of our school
- Tennessee Authorizer Standard Principle 3 #1

Dream Catchers Charter School commits to removing transportation as a barrier to access and equity for all students we serve.

Section 2.7 - Additional Operations
(Required for All Sponsors)

Amended Section 2.7 – Additional Operations Plan

Dream Catchers Charter School is committed to providing a safe, healthy, and supportive learning environment for all students, especially given our mission to serve students experiencing homelessness and housing instability. We will align all operations with applicable laws and regulations and with Tennessee State Board of Education Authorizer Standard Principle 3 #1, which requires that the “well-being and interests of students” be at the heart of all decisions.

Insurance Plan

Dream Catchers Charter School will secure comprehensive insurance coverage prior to the start of operations. Our plan includes:

- General liability insurance with coverage levels aligned to state requirements, including provisions for bodily injury, property damage, and personal injury.
- Workers’ compensation insurance covering all employees.
- Sexual abuse and molestation coverage as a standalone provision or included in general liability.
- Surety bond and crime/fidelity coverage protecting school funds and assets.
- Automobile liability insurance (if needed for school-owned or leased vehicles).
- Athletic liability coverage if and when athletics are offered.

We will secure a letter of intent or binder confirming these coverages from our insurance broker and submit that document with Attachment Q in final form. Furthermore, we will ensure that the Tennessee Department of Education is notified of any cancellations or non-renewals as required by law.

Food Service Plan

Dream Catchers Charter School will ensure that breakfast, lunch, and after-school snacks

(as needed) are provided in accordance with the National School Lunch Program (NSLP), USDA, and state nutrition guidelines.

- Vendor selection: Prior to opening, the school will issue an RFP to select a food service vendor that specializes in providing compliant and nutritious meals to charter schools. Vendors will be scored on experience, cost, nutritional quality, and ability to meet federal/state meal pattern guidelines.
- Meal serving patterns:
 - Breakfast: Served from 8:45 AM to 9:10 AM, before instruction begins.
 - Lunch: Served during staggered lunch periods between 11:00 AM and 1:00 PM.
 - Snack (optional for extended learning): Served after 3:45 PM during afterschool programming.
- Mission alignment: We recognize that students experiencing homelessness often suffer from food insecurity. Meals will be provided free of charge for all students through participation in the Community Eligibility Provision (CEP) where feasible.

Technology Plan

Dream Catchers will equip every student with a Chromebook or equivalent device, as well as ensure access to secure Wi-Fi and necessary digital tools for instruction and assessment.

- State testing readiness: The technology plan includes sufficient devices and bandwidth to administer all state-mandated assessments.
- Operational infrastructure: Staff will use Google Workspace for Education and PowerSchool (or an equivalent SIS) to manage attendance, grades, and reporting.
- Data privacy and security: The school will adopt privacy policies aligned with FERPA, state law, and other relevant regulations. A contracted IT provider will manage cybersecurity, device inventory, and help desk support.

- Budget alignment: All necessary hardware, software, and contracted IT services are included in the Year 0 and Year 1 budgets.
-

School Health Plan

The school will hire or contract with a licensed Registered Nurse (RN) to meet Coordinated School Health Program requirements.

- Oversight: The Operations Manager also known as Director of Operations and Safety Coordinator will supervise the nurse. This position is included in the Personnel section of the budget.
- Duties of RN:
 - Maintain student health records
 - Manage medication administration and emergency health responses
 - Conduct routine screenings and monitor immunization compliance
 - Partner with families and community health providers

The school will submit the nurse's credentials and annual health plan to the Tennessee Department of Education annually as required.

Safety and Emergency Operations Plan

Dream Catchers Charter School will develop a comprehensive Emergency Operations Plan (EOP) in partnership with Memphis Police, Memphis Fire, and emergency management authorities.

- Timeline: Draft EOP will be completed by 60 days before the start of the school year, with staff training conducted before students arrive.

- Elements of EOP:
 - Evacuation and fire drill procedures
 - Lockdown and active threat responses
 - Severe weather and shelter-in-place protocols
 - Emergency communications and reunification plans

The school will ensure that:

- The Safety and Security Coordinator (Operations Manager also known as Director of Operations and Safety Coordinator) is responsible for implementation and compliance.
- Annual drills and reviews are conducted.
- Visitors and volunteers follow rigorous check-in and supervision protocols.
- Video surveillance, secure entryways, and visitor ID requirements are in place.

Dream Catchers Charter School

Facility Emergency Preparedness Statement

At Dream Catchers Charter School, the safety, security, and well-being of every student, staff member, and visitor are paramount and fully aligned with Tennessee State Board of Education Authorizer Standard Principle 3 #1, which prioritizes protecting student and public interests. As part of our commitment, Dream Catchers will adopt and implement a comprehensive Emergency Operations Plan (EOP) that meets all federal, state, and local requirements for emergency preparedness and response.

Overview of Emergency Operations Plan (EOP)

The Emergency Operations Plan will be developed in consultation with local first responders, including law enforcement, fire departments, and emergency medical services, and will be reviewed and updated annually in coordination with these partners. The plan will be in place prior to student attendance and will be updated as needed to

reflect best practices and evolving safety needs.

Key elements of the plan will include:

1.

Evacuation Procedures

- Clear, posted evacuation routes and signage throughout the facility.
- Regular drills (minimum of four per year) to ensure students and staff know evacuation procedures.
- Designated assembly areas for accountability following evacuations.

2.

Shelter -in -Place and Lockdown Procedures

- Shelter-in-place protocols for weather events (such as tornadoes or severe storms) and hazardous materials incidents.
- Lockdown protocols for intruder or active shooter scenarios, coordinated with law enforcement.
- Designated safe areas within the building for each type of threat.

3.

Medical Emergencies

- A designated school nurse or trained first aid staff on-site daily.
- AED devices and first aid kits located throughout the school.
- Clear protocols for responding to student and staff medical emergencies, including calling EMS.

4.

Reunification Plan

- A clearly defined process for safe and organized reunification of students with parents/guardians after an emergency.
- Pre-identified alternate locations if the building is inaccessible.

5.

Communication Plan

- Rapid notification systems to alert parents, staff, and emergency responders during emergencies (e.g., text/email/call notifications).
- Designated spokesperson for media and public information.
- Protocols for internal staff communications to ensure coordinated responses.

6.

Compliance and Oversight

- Regular coordination with the Tennessee Department of Education and Memphis - Shelby County Schools regarding emergency planning requirements.
- Oversight and responsibility assigned to the Operations Manager also known as Director of Operations and Safety Coordinator, who will serve as the school's Safety Coordinator.
- Annual staff training and professional development on emergency procedures.
- Required student drills conducted and logged in accordance with state law.

7.

Special Considerations for Homeless and At -Risk Populations

- Ensuring that emergency procedures take into account vulnerable students,

including homeless and at-risk youth, ensuring all drills and emergency plans are trauma-informed.

- Partnering with mental health professionals post-incident to provide support as needed.

8.

Facility Maintenance and Inspections

- The facility will undergo routine inspections for fire safety, structural integrity, and code compliance.
- Emergency exits and safety equipment will be maintained and regularly tested.

Dream Catchers Charter School will make emergency preparedness a core component of our operational plan. By implementing a robust and compliant Emergency Operations Plan in advance of our opening day, we will provide a safe, responsive environment where all students — especially the homeless and at-risk populations we serve — can thrive without fear.

This commitment to readiness reflects our core mission, our legal and ethical obligations, and the Tennessee State Board of Education's Principle 3 #1 directive to prioritize student and public safety in all operational decisions.

School Safety and Security Plan

Dream Catchers Charter School

Overview and Philosophy

Dream Catchers Charter School will prioritize the safety, security, and well-being of all students, staff, and visitors. In alignment with the Tennessee State Board of Education Authorizer Standard Principle 3 #1 — which mandates that student well-being is the fundamental value informing all decisions — our safety protocols will reflect a comprehensive, student-centered approach designed to ensure preparedness,

prevention, and rapid response to emergencies.

Emergency Operations Plan (EOP) Development and Timeline

The School Leadership Team, in collaboration with the Operations Manager also known as Director of Operations and Safety Coordinator (to be appointed prior to school opening), will develop a full Emergency Operations Plan (EOP) aligned with the Tennessee School Safety Center guidance and local emergency management protocols. This plan will be developed by July 1, 2026 prior to the school's first day of student attendance and will include:

- Evacuation procedures (fire, gas leaks, natural disasters)
- Lockdown procedures (intruder, active shooter)
- Shelter-in-place procedures (weather emergencies, hazardous material exposure)
- Reunification procedures (post-emergency parent/guardian coordination)
- Pandemic or public health response protocols
- Staff roles and responsibilities during emergencies
- Coordination with local law enforcement, fire department, and EMS

Safety Infrastructure and Preparedness

The school building will be selected and retrofitted (if necessary) to comply with:

- ADA accessibility
- Fire code and emergency egress standards
- Storm shelter requirements per applicable local and state law
- Video surveillance in public/common areas
- Secure access control (locked doors, visitor sign-in procedures)

Safety signage, evacuation maps, and clearly designated exits will be posted throughout the building prior to opening. Monthly fire drills, semi-annual lockdown drills, and annual severe weather drills will be conducted in compliance with state law and best practice recommendations.

School Safety Personnel and Oversight

The school's daily safety operations will be overseen by the Operations Manager also known as Director of Operations and Safety Coordinator with direct support from the School Resource Officer and contracted security personnel, who will provide visible security presence during all school hours. All safety personnel and front office staff will receive annual training in school safety, emergency response, and student supervision.

Communication and Parent Notification

Dream Catchers Charter School will utilize a robust parent notification system for emergency alerts (text, email, voice calls) to ensure timely communication during any incident. Parents will receive annual training and documentation regarding the school's safety procedures and reunification plans.

Student and Staff Training

All staff will receive pre-service and annual professional development on safety procedures, including their specific roles in the EOP. Students will participate in age-appropriate drills to ensure readiness without inducing fear or trauma.

Partnership with Local First Responders

Dream Catchers Charter School will formalize partnerships with the Memphis Police Department, Memphis Fire Department, and local EMS providers to ensure coordinated response efforts. Annual tabletop exercises will be conducted to test and refine the EOP with the input of these agencies.

Review and Continuous Improvement

The EOP will be reviewed and updated annually each summer prior to the school year and after any emergency event requiring activation of the plan. Parent and staff feedback will be incorporated to ensure ongoing improvement and community confidence.

Section 2.7 - Additional Operations
(Required for All Sponsors)

Conclusion

Dream Catchers Charter School has carefully considered all aspects of operations to ensure alignment with local, state, and federal requirements. Our plans reflect an unwavering commitment to protecting and uplifting the vulnerable student population we will serve.

Through rigorous planning in insurance, food service, technology, school health, and safety/security, Dream Catchers is well -positioned to implement a safe, equitable, and student -centered environment that meets and exceeds the requirements of Tennessee State Board of Education guidelines and supports our unique mission.

Section 2.8 - Charter Management Organization

(Required if Answered "Yes" to Sponsor History and Intent Question 6)

Section 2.9 – Network Vision, Growth Plan & Capacity

(Required if Answered “Yes” to Sponsor History and Intent Question 1,3,or 5)

Section 2.10 – Network Governance

(Required if Answered “Yes” to Sponsor History and Intent Question 3)

Section 2.11 – Network Management and Personnel
(Required if Answered “Yes” to Sponsor History and Intent Question 3)

Table 6: Decision Making Responsibilities
(Required if Answered “Yes” to Sponsor History and Intent Question 3)

Function	Decision Maker	
	Network Responsibility	School Responsibility
Performance Goals		
Curriculum		
Professional Development		
Data Management		
Interim Assessments		
Promotion Criteria		
Culture		
Budgeting, Finance, and Accounting		
Student Recruitment		
School Staff Recruitment and Hiring		
Human Resources Services (payroll, benefits, etc.)		
Development / Fundraising		
Community Relations		
Information Technology		
Facilities Management		
Vendor Management / Procurement		
Other Operational Services, if applicable		

Table 7: School Projections**(Required if Answered "Yes" to Sponsor History and Intent Question 3)**

	Year of Operation					
	Prior to Opening	1 st	2 nd	3 rd	4 th	5 th
Totals						
Number of elementary schools						
Number of middle schools						
Number of high schools						
Total number of schools						
Total projected student enrollment						

Table 8: Network Staff Projections
(Required if Answered “Yes” to Sponsor History and Intent Question 3)

Position	Year of Operation					
	Prior to Opening	1 st	2 nd	3 rd	4 th	5 th
Leadership [specify]						
Leadership [specify]						
Leadership [specify]						
Leadership [specify]						
Leadership [specify]						
Leadership [specify]						
Leadership [specify]						
Support Role [specify]						
Support Role [specify]						
Support Role [specify]						
Support Role [specify]						
Support Role [specify]						
Support Role [specify]						
Support Role [specify]						
Total projected FTEs at CMO						

Table 9: School Staff Projections**(Required if Answered "Yes" to Sponsor History and Intent Question 3)**

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

Position	Year of Operation					
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Principal(s)						
Supervisor / Director						
Internal Audit Personnel						
Classroom Teachers (core subjects)						
Classroom Teachers (electives, world languages)						
Special Education Teachers						
English as a Second Language (ESL) Teachers						
Other Teachers						
Accountants/Bookkeepers						
Computer Programmer(s)						
Data Processing Personnel						
Purchasing Personnel						
Counseling Personnel						
Psychological Personnel						
Homebound Teachers						
Librarian(s)						
Social Workers						
Medical Personnel						
Material Supervisor(s)						
Assessment Personnel						
Audiovisual Personnel						
Education Media Personnel						
Instructional Computer Personnel						
Assistant Principal(s)						
Mechanic(s)						
Bus Drivers						
Guards						
Secretary(s)						
Clerical Personnel						
Educational Assistants						
Attendants						
Cafeteria Personnel						

Custodial Personnel						
Maintenance Personnel						
Part-time Personnel						
School Resource Officer						
Speech Pathologist						
Certified Substitute Teachers						
Non-certified Substitute Teachers						
Total FTEs						

Section 2.12 – School Replication

(Required if Answered “Yes” to Sponsor History and Intent Question 4)

Section 3 – Financial Plan and Capacity

<p><i>Section 3.1 – Operating Budget (Required for All Sponsors)</i></p>
<p>Amended Section 3.1 — Operating Budget Narrative</p> <p>(Updated to Reflect \$12,330.84 Per-Pupil and \$750,000 Start-Up Grant Assumption)</p> <p>Overview and Alignment with Academic and Operational Plan</p> <p>Dream Catchers Charter School’s budget is designed to fully support the educational program, school model, and projected enrollment. The budget reflects our clear academic priorities, staffing structure, facilities needs, and planned student support systems, and is based upon rational and reasonable assumptions.</p> <p>As a school targeting homeless and housing-insecure students, Dream Catchers Charter School has taken care to ensure that costs related to wraparound services, transportation, facilities, and staffing are included to meet the unique needs of this vulnerable population.</p> <p>The budget assumes that full operational sustainability begins at 150 students enrolled in Year 1, with annual increases reaching 1,000 students at full enrollment in Year 10. This gradual scaling aligns with both the staffing plan and the budget’s revenue/expense projections.</p> <p>Revenue Assumptions</p>

- State and Local Per-Pupil Revenue: Based on current Tennessee State funding rates of \$12,330.84 per pupil (confirmed through MSCS communications), our Year 1 revenue projections assume 150 enrolled students, for a total of \$1,849,626 in per-pupil revenue. Each subsequent year increases student enrollment and thus increases per-pupil revenues proportionately.
- Federal Title and IDEA Funding: Based on comparable charter school models and in alignment with the projected high-poverty student population, Dream Catchers has conservatively estimated Title I and IDEA revenue starting at \$200,000 combined in Year 1, scaling modestly based on enrollment.
- Start-Up Grant: The Year 0 and Year 1 budgets reflect the assumed \$750,000 Tennessee Charter School Start-Up Subgrant, which we will apply for upon approval of our charter application. This grant is not guaranteed but is customary and intended to support facility readiness, staff onboarding, and curriculum needs.
- Private Grants/Fundraising: The Year 1-5 budgets include modest estimates of private foundation grants and donations (\$75,000 - \$200,000 annually), based on Daughters of Zion's historic fundraising performance. No grants are listed as "secured" in the budgets unless committed; all others are estimated and noted.
- Contingency Planning: If grant or private fundraising targets are not met, contingency measures (see below) are in place to reduce non-essential discretionary spending

and/or scale back planned hires.

Expenditure Assumptions

- Personnel: Staff salaries, benefits, and taxes represent the majority of the budget and align with local charter school pay scales. Salaries have been calculated based on position types and required qualifications.
- Employee Benefits: Assumed at 25% of salaries, consistent with local charter school averages for health insurance, Social Security, Medicare, and other employment costs.
- Contracted Services: This category includes student transportation, special education services, security, and food service — all critical supports for homeless students.
- Facilities: Based on anticipated facility square footage needs (starting around 20,000–25,000 sq. ft. in Year 1 and growing), lease and maintenance costs have been projected conservatively, with additional funds allocated to insurance and compliance.
- Technology: Student and staff technology costs are reflected in both instructional and operational line items. Chromebooks and classroom tech will be funded through start-up grant and operational funds.

- Other Charges: Marketing, recruitment, professional development, and contingency reserves are included to support the launch and growth phases.

Contingency Planning and Cash Flow

Dream Catchers Charter School has included contingency reserves in the “Other Charges” section of the budget each year to account for unforeseen circumstances. Should enrollment fall below projections, discretionary expenses such as new furniture purchases, enrichment programs, or professional development travel will be deferred until revenues stabilize.

Additionally, because MSCS has renewed charters such as City University Independence (which enrolled only 14 students at renewal), we are confident that the district recognizes the importance of mission-focused, specialized charters and will continue to support Dream Catchers Charter School should early year enrollment be modest.

Financial Oversight and Procedures

- The Governing Board will approve all budgets and review financial reports at monthly board meetings.
- The Executive Director and Finance Consultant (also known as Accountant/Bookkeeper in the budget will be responsible for day-to-day financial management, reporting to the Board Treasurer and independent auditor.
- All accounting will be conducted using Generally Accepted Accounting Principles (GAAP) and Dream Catchers will undergo an independent annual audit per

Tennessee law.

- Purchasing policies will require multiple bids for purchases exceeding \$10,000 and Board approval for all contracts above \$25,000.
- Payroll, benefits administration, and audit functions will be outsourced to ensure cost efficiency and regulatory compliance.

Conclusion

In sum, the revised and aligned budget (Attachment W) ensures that Dream Catchers Charter School will operate sustainably, meet the needs of its students — particularly those who are homeless and at-risk — and fulfill its mission. Furthermore, in keeping with Tennessee State Board of Education Authorizer Standard Principle 3 #1, every financial decision prioritizes the well-being and public interest of our students, especially the most vulnerable.

***Section 3.2 – Operating Budget Narrative
(Required for All Sponsors)***

Section 3.2 – Operating Budget Narrative

The operating budget for Dream Catchers Charter School fully supports our school model and academic plan. Our budget projections align with each year's staffing, facility, programming, and transportation needs based on realistic per -pupil funding levels and anticipated grant support. The budget reflects a strong alignment with our mission of serving homeless and housing -insecure students and addresses the unique supports necessary for that population.

Minimum Enrollment and Budget Impact:

The school is sustainable beginning with a minimum enrollment of 125 students in Year 1. This conservative floor was set to ensure financial viability while accommodating early stage facility limitations. All core positions —school leader, teachers, special education staff, support staff —are scalable to this initial population. Our operating budget is tiered to support expansion to 500+ students by Year 5, as supported by MSCS district enrollment trends and documented demand for services for homeless students.

Revenue Assumptions and Methodology:

State and local per -pupil revenue is based on the official 2024 -2025 BEP funding rate of \$12,330.84 per student. Title I and IDEA federal allocations are estimated using MSCS averages (\$1,500–\$2,000 for Title I and \$400 –\$600 for IDEA per eligible student), with Title I funds expected due to our 100% at -risk population and IDEA funding based on 10% estimated SPED enrollment. These numbers will be adjusted once actual enrollment and demographics are finalized.

- **Startup Grant:** We assume a \$750,000 charter school startup grant through Tennessee's CSP subgrant program. Our full plan for these funds is detailed in the separate startup budget and categorized by allowable expenses (e.g., furniture, PD, outreach).
- **Fundraising and Donations:** Each year includes conservative estimates (\$50K – \$200K range) for private donations and grants based on confirmed outreach plans and past giving patterns from community partners. While not guaranteed, these numbers reflect achievable fundraising goals for a school with our mission and visibility.

- No foreign or religious funding is included in this application. Daughters of Zion has been confirmed as a non-religious, 501(c)(3) public charity.

Expenditure Methodology:

Expenditures are built by category and informed by national charter school benchmarks and local Memphis market data:

- Personnel costs reflect competitive salaries aligned with MSCS averages for executive leadership, teachers, aides, and support staff.
- Benefits are calculated at 25% of total salaries, which includes payroll taxes, retirement contributions, and medical coverage.
- Facilities are budgeted for lease or purchase of a school building (with contingency options for smaller spaces), aligned to projected enrollment and square footage needs.
- Transportation expenses align with the requirement to serve homeless students under the McKinney-Vento Act, and include transportation to/from school, extracurriculars, and emergency needs.
- Supplies, food service, PD, and other costs were estimated based on charter startup benchmarks and scaled with enrollment growth.

Contingency Planning and Cash Flow Protections:

We maintain a contingency reserve (2–5% of annual expenses) in each year's budget to account for unforeseen costs or enrollment gaps. Additionally, we have designed a scalable staffing model, where instructional hires are phased in as enrollment increases. If enrollment is delayed or grant funds are not realized on schedule, Daughters of Zion has access to bridge financing through community partners and an established line of credit.

High-Needs Student Cost Adjustments:

Serving homeless and high-needs students does present budget challenges. Our budget includes added staff for trauma-informed counseling, social work, and SPED

Section 3.2 – Operating Budget Narrative (Required for All Sponsors)

coordination . IDEA funding is augmented with general operating funds to ensure services are not dependent on any one grant stream. We have also budgeted for emergency transportation, hygiene supplies, and family wraparound supports.

Financial Systems and Controls:

The school will contract with a Tennessee -licensed CPA firm to manage accounting, prepare financial statements, and ensure fiscal transparency. This firm will also help prepare for our independent annual audit, as required by state law. Daughters of Zion currently operates with QuickBooks Online, layered with internal purchasing controls and approval thresholds. All expenditures are approved by the Executive Director and reported to the Board Treasurer monthly.

- The governing board will review quarterly financial reports, approve annual budgets, and oversee corrective actions for any variances.
- Payroll and benefits will be outsourced to a certified third -party provider to ensure tax and legal compliance.
- Our startup team includes members with experience in non profit financial management, including former principals, directors, and administrative staff with relevant expertise.

Summary:

This budget reflects not just financial feasibility, but fiscal responsibility aligned with our mission. We meet all state standards for budget transparency, scalability, and internal controls. We believe the Dream Catchers budget is both realistic and rooted in the proven demand to serve one of the region's most vulnerable populations —homeless and housing -insecure students. Our plan aligns with Tennessee State Board Authorizer Standard Principle 3 #1, which states that charter decisions must be rooted in the best interests and well -being of students.

Section 3.3 – Network Financial Plan

(Required if Answered “Yes” to Sponsor History and Intent Question 3)

Section 4 – Portfolio Review & Performance Record

Section 4.1 – School Portfolio Summary

(Required if Answered “Yes” to Sponsor History and Intent Question 1)

Section 4.2 – Academic Performance Record

(Required if Answered “Yes” to Sponsor History and Intent Question 1)

Section 4.3 – Fiscal and Operational Performance Record
(Required if Answered “Yes” to Sponsor History and Intent Question 1)

Attachments

Use the Attachment Coversheets provided in the following section to clearly indicate the beginning of each attachment. All attachments must be included following the narrative section of the application. This approach preserves the narrative's clarity and allows reviewers to reference supporting documents easily.

Attachment	Section	Description	Requirement Notes
A	1.4	Annual Academic Calendar	<i>Required for all sponsors</i>
B	1.4	Daily Schedule	
C	1.5	Enrollment Policy	
D	1.6	Letters of Support	
E	1.7	Student Handbook and Required Forms	
F	1.7	Student Discipline Policy	
G	2.1	Articles of Incorporation	
H	2.1	Proof of Non -Profit and Tax - Exempt Status	
I	2.1	By-laws	
J	2.1	Board Member Code of Conduct	
K	2.1	Conflict of Interest Policy	
L	2.1	Board Member Resumes or Biographies	
M	2.1	Board Policies	
N	2.4	Organizational Chart: Year 1	
O	2.4	Organizational Chart: Full Capacity	
P	2.4	School Leader Resume <i>(if hired)</i>	
Q	2.7	Insurance Coverage	
R	2.8	CMO Agreement	<i>Required if "yes" on Sponsor History and Intent Question 6.</i>
S	2.9	Network Annual Progress Report	<i>Required if "yes" on Sponsor History and Intent Question 3.</i>
T	2.11	Organizational Chart: Year 1	
U	2.11	Organizational Chart: Year 5	
V	2.12	Previously Approved and Authorized Application for School Being Replicated	<i>Required if "yes" on Sponsor History and Intent Question 4.</i>
W	3.1	Operating Budget Template	<i>Required for all sponsors.</i>

X	3.2	Operating Budget Narrative	
Y	3.3	Network Financial Plan	<i>Required if “yes” on Sponsor History and Intent Question 3.</i>
Z	4.1	Portfolio and Performance Template	<i>Required if “yes” on Sponsor History and Intent Question 1.</i>
	4.2		
	4.2		
AA	4.3	Performance and Evaluation Reports	
BB	4.3	Renewal and Interim Reports	
CC	4.3	Annual Reports	
DD	4.3	Litigation Documents	
EE	4.3	Audited Financial Statements	

REQUIRED FOR ALL SPONSORS

ATTACHMENT

A

Attachment A: Academic Calendar

Dream Catchers Charter School 2025-2026 Academic Year Calendar (Sample Draft)

First Day of School: August 5, 2025

Last Day of School: May 22, 2026

Calendar Overview:

Type of Day	Number of Days
Instructional Days	180
Professional Development Days (Pre-Service and In-Service)	10
Administrative / Records / Parent-Teacher Conference Days	5
Banked Days for Inclement Weather / Emergency Use	5
Total Days in Calendar	200

Notable Calendar Features:

- School follows MSCS district holidays.
- Professional Development days distributed across the year.
- Saturday School, Summer School, and After-school programs offered.
- 7-hour instructional day exceeding state minimums.

Attachment B Cover Page

Daily Schedule

REQUIRED FOR ALL SPONSORS

ATTACHMENT

B

Attachment B: Sample Daily Schedules

Standard School Day:

Start Time: 9:15 AM

End Time: 4:15 PM

Total Instructional Hours: 7 hours (420 minutes) daily

Sample Daily Schedule:

Time	Activity
9:15 AM – 9:30 AM	Breakfast / Morning Meeting
9:30 AM – 11:00 AM	English Language Arts (Reading/Writing)
11:00 AM – 12:15 PM	Mathematics
12:15 PM – 1:00 PM	Lunch & Recess
1:00 PM – 1:45 PM	Science
1:45 PM – 2:15 PM	Social Studies
2:15 PM – 2:45 PM	RTI2 (Tiered Interventions)
2:45 PM – 3:40 PM	Enrichment / Electives (STEM, Art, Music, PE)
3:40 PM – 4:15 PM	Independent Reading / Closure and Dismissal

Extended Learning Programs:

- After School Tutoring: 3x per week from 4:30 PM–6:00 PM
- Saturday Academy: Bi-weekly for intensive remediation
- Summer Bridge Program for transition and at-risk students

Equity and Access Commitments:

- Transportation and meals provided for extended learning to ensure access for all students, especially homeless and high-need students.

Attachment C Cover Page

Enrollment Policy

REQUIRED FOR ALL SPONSORS

ATTACHMENT C

Attachment C

ENROLLMENT POLICY

I. Purpose and Overview

Dream Catchers Charter School (DCCS) is committed to providing an equitable and inclusive enrollment process for all students, with intentional outreach to homeless and displaced youth, economically disadvantaged families, English Learners, students with disabilities, and other underserved populations.

DCCS follows all federal and state laws related to enrollment and admissions, including but not limited to:

- T.C.A. § 49-13-113 and SBE Rule 0520-14-01-.04 regarding charter school enrollment and lottery procedures.
- The McKinney-Vento Homeless Assistance Act ensuring homeless students receive immediate and equitable access to education.
- Individuals with Disabilities Education Act (IDEA) protections for students with disabilities.

Consistent with Tennessee Board of Education Authorizer Standard Principle 3 #1, Dream Catchers Charter School centers the well-being and interests of students, particularly those most vulnerable, in every aspect of enrollment.

II. Non-Discrimination Policy

DCCS admits students on a non-selective basis, without regard to race, color, national origin, ethnicity, religion, gender, gender identity, sexual orientation, disability, language status, economic status, housing status, or prior academic performance.

III. Targeted Recruitment and Application Period

DCCS is open to any student eligible to enroll in Memphis-Shelby County Schools (MSCS) and surrounding areas.

- Application Period (Tentative Dates): November 1 - February 15 annually.
- Application Methods: Online, in-person, by mail, or through designated community partners.

All application materials will be available in multiple languages and accessible formats (upon request) to accommodate families of all backgrounds.

IV. Lottery Process

If the number of applications exceeds the number of available seats in any grade level band, DCCS will hold a public lottery in accordance with T.C.A. § 49-13-113. The following procedures will apply:

- Public notice of the lottery will be given at least 14 days in advance
- The lottery will be conducted via a randomized method to ensure fairness and transparency.
- Montessori classroom bands will be considered grade levels for lottery purposes:
 - Kindergarten – Grade 2
 - Grades 3 – 5
 - Grades 6 – 8
 - Grades 9 – 12

Priority Groups (in order):

1. Homeless and displaced students (McKinney Vento eligible).

2. Siblings of currently enrolled students
3. All other applicants.

Selected students will be notified immediately following the lottery. Those not selected will be placed on a waitlist for the applicable academic year in the order drawn.

V. Enrollment After the Lottery

If seats remain available after the lottery or become available during the year:

- Applications will be processed on a rolling basis.
- Students will be admitted on a first-come, first-served basis, subject to space availability.
- Students experiencing homelessness will be admitted immediately regardless of enrollment deadlines in accordance with McKinney-Vento protections.

VI. Waitlist Management

- Waitlists will be maintained for each grade band.
- Waitlist order will be honored until the end of the academic year.
- Families on the waitlist will be contacted in the order listed when space becomes available.

VII. Withdrawals, Re-Enrollment, and Transfers

- Students who withdraw may re-enroll subject to space availability.

- Withdrawn students who reapply after an absence of more than one academic year will follow the standard enrollment procedures.
- Students transferring from other schools will be enrolled on a rolling basis, space permitting.

VIII. Recruitment and Outreach

DCCS commits to ensuring equitable access for all families by:

- Conducting outreach and enrollment events at shelters, community centers, and churches.
- Providing interpreters and translated materials for English Learners.
- Hosting evening and weekend enrollment sessions to accommodate working families.
- Partnering with MSCS, city agencies, and community nonprofits to ensure targeted outreach to homeless and at-risk students.

IX. Student Records and Verification

Verification of enrollment eligibility and required documents (e.g., proof of residency, immunization records) will be requested, but per McKinney-Vento protections, lack of documentation will NOT prevent immediate enrollment of homeless students.

X. Review and Revision of Policy

This policy will be reviewed annually and revised as necessary to comply with applicable laws and regulations and to ensure alignment with the mission of Dream Catchers Charter School and Tennessee Board of Education Authorizer Standard Principle 3 #1.

Approved by the Board of Directors:

Date: May 6, 2025

Policy Effective:

Date: May 6, 2025

Attachment D Cover Page

Letters of Support

REQUIRED FOR ALL SPONSORS

ATTACHMENT D

Senteria Johnson

4422 Hickory Hill Road

Memphis, TN 38141

January 22, 2025

To Whom It May Concern,

Subject: Letter of Support for Dream Catchers Charter School

My name is Senteria Johnson, and I am writing to express my heartfelt support for Dream Catchers Charter School. As someone who has personally experienced homelessness, I know firsthand the life-changing impact that stability and support can bring to families. Thanks to the leadership behind Dream Catchers Academy, my daughter and I were given a place to stay during one of the hardest times in our lives, and it gave us the foundation to rebuild and thrive.

My daughter, who is now in the fourth grade, has benefited greatly from the support and stability provided by the visionaries behind Dream Catchers Academy. Their commitment to serving homeless and at-risk families like mine goes beyond providing immediate resources—they are creating pathways to lasting success for both children and their parents. A school like Dream Catchers would have been a beacon of hope for us, offering a stable and nurturing environment where my daughter could focus on learning without the weight of instability.

Dream Catchers Charter School's mission to provide a holistic K-12 education is exactly what Memphis and Shelby County need. For families facing housing insecurity, having a consistent, supportive educational environment is essential. This school has the potential to transform lives by offering not just an education but also the sense of community and belonging that so many children and families desperately need.

I wholeheartedly believe in Dream Catchers Charter School and its ability to break cycles of poverty and instability for students like my daughter. I strongly urge the Tennessee Department of Education and the Shelby County Board of Education to approve this school as it will provide a critical lifeline for countless families in our community.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Senteria Johnson', with a long horizontal flourish extending to the right.

Senteria Johnson

4422 Hickory Hill Road

Memphis, TN 38141

Toshiba Dae

7939 Jadwood Cove

Memphis, TN 38125

January 23 2025

To Whom It May Concern

Subject: Letter of Support for Dream Catchers Charter School

My name is Toshiba Dae a proud mother of four children who are all products of Memphis-Shelby County Schools. As a parent deeply invested in the education and future of our youth, I wholeheartedly support the establishment of Dream Catchers Charter School and believe in its mission to serve homeless and at-risk students in Memphis and Shelby County.

As a parent who has witnessed the challenges and gaps in our current educational system, I truly wish that Dream Catchers Charter School had been available for my older children, who have already graduated. The unique K-12 model of Dream Catchers offers stability, continuity, and comprehensive support for students who often face instability in every other area of their lives. I firmly believe this school would have been transformative for my children and countless others in our community.

Dream Catchers Charter School stands out for its commitment to not only academic excellence but also holistic support for the entire child. By providing wraparound services, mentorship, and a nurturing environment, it offers students a chance to thrive.

even in the face of challenging circumstances. These are the opportunities and resources that every child deserves but are often missing for those most in need.

As a parent, I am deeply encouraged by the vision of Dream Catchers Charter School and the hope it represents for families across our city. I strongly urge the Tennessee Department of Education and the Shelby County Board of Education to approve this school and give our students the opportunity to succeed in a stable, innovative, and supportive environment.

Sincerely,

A handwritten signature in cursive script that reads "Toshiba Dae".

Toshiba Dae

7939 Jadwood Cove

Memphis, TN 38125

Diamond Johnson

Email: dj827084@gmail.com

January 23, 2025

To Whom It May Concern

Subject: Letter of Support for Dream Catchers Charter School

My name is Diamond Johnson, and I am a mother of four children—two who are currently school-age and two who will soon begin their educational journey. I am writing to share my wholehearted support for Dream Catchers Charter School, which would be a dream come true for parents like me who have experienced housing crises in the past.

As someone who knows the challenges of navigating instability while trying to provide for my children, I understand how important it is to have consistency in their education. The vision of Dream Catchers Academy to offer a K-12 school where all my children could attend is exactly the kind of stability and structure that families like mine desperately need. Transitioning children between segmented schools can be stressful and disruptive—not just for them but for the entire family. Having one school that serves all grades would allow parents like me to focus on creating a secure environment for our children, knowing they are receiving high-quality education and support in one place.

Dream Catchers Charter School's mission to provide a safe, nurturing, and academically rigorous environment for homeless and at-risk youth is transformative for

families facing challenges. It is not just a school—it's a lifeline for parents who want to break cycles of instability and build a better future for their children.

I urge the Tennessee Department of Education and the Shelby County Board of Education to approve this incredible initiative. Dream Catchers Charter School has the potential to change lives and offer the hope and stability that so many families in our community need.

Sincerely,

A handwritten signature in black ink, appearing to read "DJ", is enclosed within a rectangular box. Above the signature, the text "DocuSign" is visible, and below it, a long alphanumeric string "C:1E0E50E3272401" is printed.

Diamond Johnson

dj827084@gmail.com

Rev. Stephanie Williams

Homeless Food Truck

Email: sw1988960@gmail.com

January 23 ,2025

To Whom It May Concern,

Subject: Letter of Support for Dream Catchers Charter School

As an employee of the Homeless Food Truck, I have the privilege of serving hundreds of homeless families every month , and I see firsthand the immense challenges they face. These families often struggle to provide consistency and stability for their children especially when it comes to education. Dream Catchers Charter School would be a dream come true for them.

The ability to have all their children attend one school—regardless of grade level—would bring much-needed peace of mind to these parents. Many families I encounter are already overwhelmed by the instability of their housing situations, and the stress of navigating different schools for multiple children only adds to their burdens. A K-12 school like Dream Catchers would not only provide a stable educational environment for their children but also offer families the continuity they need to focus on rebuilding their lives.

Dream Catchers Academy represents more than just a school—it's a beacon of hope for families who have experienced the chaos and trauma of homelessness. Its mission

to provide a nurturing, innovative, and supportive environment for homeless and at-risk youth aligns perfectly with the needs I see every day in my work. This school has the potential to transform lives and bring the stability that these children and families so desperately deserve.

I strongly urge the Tennessee Department of Education and the Memphis Shelby County Board of Education to approve Dream Catchers Charter School. It will serve as a cornerstone of hope and opportunity for countless families in Memphis and Shelby County.

Sincerely,

Signed by
Stephanie Williams
SADP 105490C

Rev. Stephanie Williams

Homeless Food Truck

sw1988960@gmail.com

Mother Carylon Quinn

carolyntylorquinn@att.net

January 23, 2025

To Whom It May Concern

Subject: Letter of Support for Dream Catchers Charter School

My name is Carylon Quinn, and at 73 years old, I've seen many ideas come and go throughout my life. But I must say, I have never heard of anything as impactful and forward-thinking as Dream Catchers Charter School. As someone who has worked alongside the Homeless Food Truck to serve countless families in need, I know this school would not only educate but also transform lives and unite our community in ways that go far beyond education.

Dream Catchers Charter School would provide more than just a stable and supportive learning environment for homeless and at-risk youth. It would create a safe space for children to thrive academically, emotionally, and socially. For families who have been fractured by the challenges of homelessness, this school would offer a rare opportunity for unity—keeping all siblings together in one K-12 school, eliminating the burden of multiple school systems, and giving parents peace of mind that their children are cared for and nurtured under one roof.

But Dream Catchers Academy wouldn't just be a school. It would be a hub for family restoration, a source of community pride and a beacon of hope for those who feel forgotten. From providing wraparound services like counseling and mentorship to building connections between families and local resources, this school would address the whole person—mind, body and spirit. It would foster resilience, empower families to break cycles of poverty and inspire our entire city to care for its most vulnerable residents.

To my knowledge, there is nothing quite like this school anywhere else in the United States, and it would be an honor to see such an incredible initiative launch right here in Memphis. Dream Catchers Charter School is exactly the kind of bold vision our community needs, and I wholeheartedly support its mission. The Tennessee Department of Education and the Memphis Shelby County Board of Education approval of this school will be a game-changer for families and a model for the entire nation.

Sincerely

Signed by

789ACD5B118D4B7

Mother Carolyn Quinn

Attachment E Cover Page

Student Handbook and Required Forms

REQUIRED FOR ALL SPONSORS

ATTACHMENT E

Attachment E — Student Handbook: Culture and Expectations Summary

Welcome to Dream Catchers Charter School!

At Dream Catchers, every student matters and every dream is valid. Our culture is built on four pillars that guide everything we do:

Respect. Responsibility. Empathy. Resilience.

As Tennessee's first charter school serving homeless and housing-insecure students as our target population, Dream Catchers Charter School is deeply committed to ensuring every student feels safe, valued, and academically challenged.

Our Commitments:

- Safe and Supportive Environment:

We are a trauma-informed community. Every staff member is trained to provide compassionate support. Students are taught how to use Peace Circles, mindfulness, and peer mediation to solve problems.

- High Academic and Behavioral Expectations:

Students are expected to contribute positively to the learning community by being respectful, following instructions, and caring for themselves, others, and our environment.

- Inclusive and Accessible:

Students with disabilities, English Learners, and those at risk will receive the support they need to meet behavioral expectations through accommodations,

modifications, and individualized plans.

- **Family Engagement:**

Families will be welcomed as true partners. Dream Catchers Parent Circles and workshops will provide ongoing engagement and feedback opportunities.

- **Mid-Year Enrollment:**

Students joining mid-year will be paired with peer mentors and receive orientation focused on Dream Catchers values and expectations.

Anti-Bullying, Harassment and Discrimination Policy

All students have the right to learn free from bullying, harassment, and discrimination. Any student who feels unsafe or targeted should report incidents immediately to a teacher, counselor, or administrator.

Attachment F Cover Page

Student Discipline Policy

REQUIRED FOR ALL SPONSORS

ATTACHMENT F

Attachment F — Student Discipline Policy

Philosophy

Dream Catchers Charter School utilizes a progressive discipline model rooted in Montessori principles, Positive Behavior Interventions and Supports (PBIS), and restorative practices.

Discipline is a teaching process, not a punishment. Our goal is to help students make positive choices and repair harm when mistakes are made.

General Behavior Expectations

- Follow classroom and school rules.
- Respect peers, staff, and school property.
- Resolve conflicts peacefully.

Types of Infractions and Responses

Infraction Type	Examples	Possible Responses
Level 1 — Minor	Off-task behavior, disrespectful language, refusal to follow directions	Restorative conversation, loss of privileges, family contact

Level 2 — Moderate	Repeated disruptions, fighting (minor), bullying	Restorative circle, behavior contract, in-school suspension
Level 3 — Severe	Fighting (severe), weapons, drugs, repeated bullying or harassment	Out-of-school suspension, possible expulsion hearing, law enforcement (if required)

Protections for Students with Disabilities

- Manifestation determination review before suspension beyond 10 days.
- Development and implementation of Behavior Intervention Plans (BIPs)
- Procedural safeguards provided to parents.

Due Process

- Parents/guardians notified of disciplinary actions.
- Right to appeal suspension or expulsion recommendations.
- Discipline hearings conducted in compliance with T.C.A. § 49-6-3401 and IDEA.

Discipline Oversight

The Dean of Students will oversee consistent enforcement of this policy, maintain records, and ensure compliance with all laws regarding student discipline.

Addressing Chronic Absenteeism and Homelessness

- Individualized Attendance Plans

- Outreach and engagement of families
- Transportation coordination and wrap-around supports

Positive Incentives and Recognition

- Dream Achiever Awards
- Monthly celebrations for positive behavior
- Leadership opportunities for students demonstrating exemplary citizenship

Attachment G Cover Page

Articles of Incorporation

REQUIRED FOR ALL SPONSORS

ATTACHMENT

G

p.1

Secretary of State
Division of Business Services
312 Eighth Avenue North
6th Floor, William R. Snodgrass Tower
Nashville, Tennessee 37243

DATE: 07/29/08
REQUEST NUMBER: 6355-1183
TELEPHONE CONTACT: (615) 741-2286
FILE DATE/TIME: 07/29/08 1435
EFFECTIVE DATE/TIME: 07/29/08 1435
CONTROL NUMBER: 0582576

TO:
DAUGHTERS OF ZION ALL WOMENS BIBLE COLLE
440 HICKORY HILL RD
MEMPHIS, TN 38141

RE:
DAUGHTERS OF ZION ALL WOMENS BIBLE COLLEGE
CHARTER - NONPROFIT

CONGRATULATIONS UPON THE INCORPORATION OF THE ABOVE ENTITY IN THE STATE OF TENNESSEE, WHICH IS EFFECTIVE AS INDICATED.

A CORPORATION ANNUAL REPORT MUST BE FILED WITH THE SECRETARY OF STATE ON OR BEFORE THE FIRST DAY OF THE FOURTH MONTH FOLLOWING THE CLOSE OF THE CORPORATION'S FISCAL YEAR. ONCE THE FISCAL YEAR HAS BEEN ESTABLISHED, PLEASE PROVIDE THIS OFFICE WITH THE WRITTEN NOTIFICATION. THIS OFFICE WILL MAIL THE REPORT DURING THE LAST MONTH OF SAID FISCAL YEAR TO THE CORPORATION AT THE ADDRESS OF ITS PRINCIPAL OFFICE OR TO A MAILING ADDRESS PROVIDED TO THIS OFFICE IN WRITING. FAILURE TO FILE THIS REPORT OR TO MAINTAIN A REGISTERED AGENT AND OFFICE WILL SUBJECT THE CORPORATION TO ADMINISTRATIVE DISSOLUTION.

WHEN CORRESPONDING WITH THIS OFFICE OR SUBMITTING DOCUMENTS FOR FILING, PLEASE REFER TO THE CORPORATION CONTROL NUMBER GIVEN ABOVE. PLEASE BE ADVISED THAT THIS DOCUMENT MUST ALSO BE FILED IN THE OFFICE OF THE REGISTER OF DEEDS IN THE COUNTY WHEREIN A CORPORATION HAS ITS PRINCIPAL OFFICE IF SUCH PRINCIPAL OFFICE IS IN TENNESSEE.

FOR: CHARTER - NONPROFIT

ON DATE: 07/29/08

FROM:
DAUGHTERS OF ZION WOMENS BIBLE COLLEGE
4400 HICKORY HILL RD

	FEES	
RECEIVED:	\$100.00	\$0.00
TOTAL PAYMENT RECEIVED:		\$100.00

MEMPHIS, TN 38141-0000

RECEIPT NUMBER: 00004458412
ACCOUNT NUMBER: 00608359



Riley C. Darnell

RILEY C. DARNELL

Secretary of State
Division of Business Services
312 Eighth Avenue North
6th Floor, William R. Snodgrass Tower
Nashville, Tennessee 37243

ISSUANCE DATE: 10/02/2008
REQUEST NUMBER: 6355-1183A

CHARTER/QUALIFICATION DATE: 07/29/2008
STATUS: ACTIVE
CORPORATE EXPIRATION DATE: PERPETUAL
CONTROL NUMBER: 0582576
JURISDICTION: TENNESSEE

TO:
DAUGHTERS OF ZION ALL WOMENS BIBLE COLL
4400 HICKORY HILL RD

REQUESTED BY:
DAUGHTERS OF ZION ALL WOMENS BIBLE COLLE
4400 HICKORY HILL RD

MEMPHIS, TN 38141

MEMPHIS, TN 38141

I, RILEY C DARNELL, SECRETARY OF STATE OF THE STATE OF TENNESSEE DO HEREBY CERTIFY THAT

"DAUGHTERS OF ZION ALL WOMENS BIBLE COLLEGE"

WAS INCORPORATED OR QUALIFIED TO DO BUSINESS IN THE STATE OF TENNESSEE ON THE
ABOVE DATE, AND THAT THE ATTACHED DOCUMENT(S) WAS/WERE FILED IN OFFICE ON THE
DATE(S) AS BELOW INDICATED:

REFERENCE NUMBER	DATE FILED	FILING TYPE	FILING ACTION
6355-1183	07/29/2008	CHART-NONPROFIT	NAM DUR STK PRN OFC AGT INC MAL FYC

FOR: REQUEST FOR COPIES

ON DATE: 07/29/08

FEES

FROM:
DAUGHTERS OF ZION WOMENS BIBLE COLLEGE
4400 HICKORY HILL RD

RECEIVED: \$100.00 \$0.00

TOTAL PAYMENT RECEIVED: \$100.00

MEMPHIS, TN 38141-0000

RECEIPT NUMBER: 00004458412
ACCOUNT NUMBER: 00608359



Riley C. Darnell

RILEY C. DARNELL
SECRETARY OF STATE

Tracking Number
B2025251963



Tre Hargett
Secretary of State

Annual Report

Division of Business and Charitable Organizations

Department of State

State of Tennessee

312 Rosa L. Parks Avenue, 6th Floor

Nashville, Tennessee 37243

Phone: 615-741-2286

sos.tn.gov/businesses

Control #: 000582576
Filed: 05/02/2025 12:44 PM

Tre Hargett
Secretary of State

Entity Information

Business Name: DAUGHTERS OF ZION

Entity Type: Non-Profit Corporation

Place of Formation: TENNESSEE

Control Number: 000582576

Principal Office Address:

4400 HICKORY HILL RD

USA, MEMPHIS, TN 38141-6818

Mailing Address:

4400 HICKORY HILL RD

USA, MEMPHIS, TN 38141-6818

Nature of Business (NAICS):

Officer Information

BRUCE DAILEY

4400 HICKORY HILL RD

MEMPHIS, TN 38141, USA

Director

STEPHANIE WILLIAMS

4400 HICKORY HILL RD

MEMPHIS, TN 38141, USA

Director

CHEKESHA JONES

4400 HICKORY HILL RD

MEMPHIS, TN 38141, USA

Secretary

MONIQUE WADE

4400 HICKORY HILL RD

USA, MEMPHIS, TN 38141-6818

President

NATALEE SIMPSON

4400 HICKORY HILL RD

USA, MEMPHIS, TN 38141-6818

Vice President

Registered Agent Information

DAUGHTERS OF ZION

4400 HICKORY HILL RD

MEMPHIS, TN 38141-6818



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

Tre Hargett
Secretary of State

MONIQUE WADE
4400 HICKORY HILL ROAD
MEMPHIS, TN 38141, USA

05/23/2025

Filing Acknowledgment

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

Entity Name:	DAUGHTERS OF ZION	Initial Filing Date:	07/29/2008
SOS Control #:	000582576	Formation Locale:	TENNESSEE
Entity Type:	Nonprofit Corporation	Duration Term:	Perpetual
Status:	Active	Annual Report Due:	04/01/2026
Fiscal Year Close:	December	Religious Type:	Non-Religious
Business County:	SHELBY		
Benefit Type:	Public Benefit Corporation		

Document Receipt

Receipt #: 2025-369411	Filing Fee:	\$20.00
Payment: Credit Card - 3898894322		\$20.00

Amendment Type:	Articles of Amendment	Tracking Number:	B2025273012
Filing Date:	05/21/2025 01:47 PM		

This will acknowledge the filing of the attached Amendment with an effective date as indicated above. When corresponding with this office or submitting documents for filing, please refer to the control number 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

Event History

Religious Type changed from: Religious to: Non-Religious



Tre Hargett
Secretary of State

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

Date: 05/21/2025

Invoice: 2025-369411

Customer Information

MONIQUE WADE
DAUGHTERS OF ZION
4400 HICKORY HILL ROAD
MEMPHIS, TN 38141, USA

Tracking #	Description	Amount Paid
B2025273012	Articles of Amendment for DAUGHTERS OF ZION (Corporation Filings)	\$ 20.00
Payment Details		
Fee Total:		\$ 20.00
Payment Total:		\$ 0.00
Amount Due:		\$ 0.00
Payment Method		
Payment Type: Credit Card		
Check/Confirmation Number: 3898894322		

202 of 339

Tracking Number
B2025273012



Tre Hargett
Secretary of State

Articles of Amendment

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

Control #: 000582576
Filed: 05/21/2025 01:47 PM
Tre Hargett
Secretary of State

Entity Name

Business Name: DAUGHTERS OF ZION

Entity Type: Nonprofit Corporation

Business Status: Active

Annual Report Due Date: 04/01/2026

Control Number: 000582576

Place of Formation: TENNESSEE

Entity Information

This corporation is a:

- ☒ Public Benefit Corporation ☐ Mutual Benefit Corporation
☐ Religious Corporation ☒ Not Religious Corporation

This corporation will:

- ☐ Have Members ☒ Not Have Members

Do you have additional uploads you would like to attach to this filing?

- ☐ Yes ☒ No

Will this filing have a delayed effective date?

- ☐ Yes ☒ No

The amendment was duly adopted on: 1/1/2025

By: The incorporators without member approval, as such was not required.

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.

Signature

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

☒ Pursuant to the provisions of T.C.A. § 48-60-105 the above nonprofit corporation adopts the articles of amendment to its charter.

Signed Electronically: MONIQUE WADE

Date: 05/21/2025

Title: PRESIDENT

203 of 339

Attachment H Cover Page

Proof of Non-Profit and Tax-Exempt Status

REQUIRED FOR ALL SPONSORS

ATTACHMENT H

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

DEPARTMENT OF THE TREASURY

Date: NOV 26 2007

DAUGHTERS OF ZION ALL WOMENS
BIBLE COLLEGE
4400 HICKORY HILL RD
MEMPHIS, TN 38115

Employer Identification Number:
20-5703449
DLN:
17053129014027
Contact Person:
MS. MEDINA ID# 52444
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
NO
Effective Date of Exemption:
January 1, 2006
Contribution Deductibility:
YES
Addendum Applies:
YES

Dear Applicant:

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

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

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.



Department of the Treasury
Internal Revenue Service
Tax Exempt and Government Entities
PO Box 2508
Cincinnati, OH 45201

DAUGHTERS OF ZION
% GERALD KINER
4400 HICKORY HILL RD
MEMPHIS, TN 38141

Date: March 16, 2023
Employer ID number: 20-5703449
Form 990 required: No
Person to contact: Name: Ms. Zwick
ID number: 0196586

Dear Sir or Madam:

We're responding to your request dated January 31, 2023, about your tax-exempt status.

We issued you a determination letter in November 2007, recognizing you as tax-exempt under Internal Revenue Code (IRC) Section 501(c)(3).

We also show you're not a private foundation as defined under IRC Section 509(a) because you're described in IRC Sections 509(a)(1) and 170(b)(1)(A)(ii).

Donors can deduct contributions they make to you as provided in IRC Section 170. You're also qualified to receive tax-deductible bequests, legacies, devises, transfers, or gifts under IRC Sections 2055, 2106, and 2522.

In the heading, we indicated whether you must file an annual information return. If you're required to file a return, you must file one of the following by the 15th day of the 5th month after the end of your annual accounting period.

- Form 990, Return of Organization Exempt From Income Tax
- Form 990-EZ, Short Form Return of Organization Exempt From Income Tax
- Form 990-N, Electronic Notice (e-Postcard) for Tax-Exempt Organizations Not Required to File Form 990 or Form 990EZ
- Form 990-PF, Return of Private Foundation or Section 4947(a)(1) Trust Treated as Private Foundation

According to IRC Section 6033(j), if you don't file a required annual information return or notice for 3 consecutive years, we'll revoke your tax-exempt status on the due date of the 3rd required return or notice.

You can get IRS forms or publications you need from our website at www.irs.gov/forms-pubs or by calling 800-TAX-FORM (800-829-3676).

If you have questions, call 877-829-5500 between 8 a.m. and 5 p.m., local time, Monday through Friday (Alaska and Hawaii follow Pacific time).

Thank you for your cooperation.

Sincerely,

Stephen A. Martin

Stephen A. Martin
Director, Exempt Organizations
Rulings and Agreements

Letter 4168 (Rev. 9-2020)
Catalog Number 66666G

Attachment I Cover Page

By-laws
REQUIRED FOR ALL SPONSORS

ATTACHMENT

I

By-laws of the

DAUGHTERS OF ZION

a non-profit association

ARTICLE I

The name of this organization shall be the DAUGHTERS OF ZION, a non-profit association.

AMENDMENT ARTICLE 1

The removal of the words "All Women's Bible College" from the title of the organization

ARTICLE II - Purpose

Section A

The purpose of this organization is to contribute to engage in the business of education

Section B Location of Board Meeting

4400 Hickory Hill Rd

Memphis TN 38141

The Board of Trustees may change the meeting site from one location to another. The Secretary shall note the location in the minutes. Letters to the Board of Trustees may be sent to

4400 Hickory Hill Rd

Memphis TN 38115

ARTICLE III Meeting of Members

Section A : Meetings

The quarterly meetings of members shall be held at a date and time fixed by the

Board of Trustees.

Section B Manner of Giving Notice of Meeting

Written or printed notice stating the place, day and hour of any meeting of members shall be delivered either personally or by mail or e-mail, to each member entitled to vote at such meeting, not less than ten (10) nor more than ninety (90) days before the date of such meeting, by or at the direction of the President, or the Secretary, or at the request of not less than five (5) percent of the active members. In case of a special meeting or when required by statute or by these bylaws, the purpose or purposes for which the meeting is called must be stated in the notice.

Section C Quorum

Fifteen (15) percent of the active Board shall constitute a quorum at any meeting. If a quorum is not present at any meeting of members, a majority of the members present may adjourn the meeting.

ARTICLE IV - Board of Trustees

Section A

1) General Powers - Subject to the provisions and limitations of the Tennessee Non-profit Association Code and any other applicable laws, and subject to any limitations of the articles of association or bylaws regarding actions that require approval of the members, the association's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of a Board of Directors.

2) Specific Powers - Without prejudice to the general powers set forth in Section A. 1. Of these bylaws, but subject to the same limitations, the directors shall have the power to:

a) Appoint and remove, at the discretion of the board, all the Association's officers, agents, and employees; prescribe powers and duties for them that are consistent with law, with the articles of association, and with these bylaws; and fix their compensation and require from them security for faithful performance of their duties.

b) Change the principal office or the principal business office in Tennessee from one location to another.

c) Adopt and use a corporate seal.

d) Borrow money and incur indebtedness on behalf of the Association for projects approved by the Board.

3) Limitation of Powers - No contract having a value in excess of 1,000,000.00 shall take effect without prior consulting with the Board of Trustees, and in all transactions involving the sale, purchase, or transfer of real property

2. Of these bylaws, but subject to the same limitations, the President and Institutional Director - Monique Wade

shall have the power to:

1. Hire members of staff that are not considered faculty
2. Authorize transactions and contracts that are less than \$1,000,000.00
3. Execute the policies and procedures that are authorized by the Board of Trustees
- 4.

Section B Number of Directors

1) Number - The authorized number of Directors of the Association shall be from three (3) to seven (7)

ARTICLE V - Officers of the Association

The officers of the association will include President, Vice President, Treasurer and Secretary.

ARTICLE VI - Fiscal Year

The fiscal year of the Association shall begin on the first day of January and end on the last day of December in each year.

ARTICLE VII - Amendments

These Bylaws can be amended at any regular meeting of the Association by a two thirds vote of the active membership present, provided that the amendment has been submitted in writing first to the Board and then at the previous regular meeting, and a written notice as been sent to each member.

ARTICLE VIII – Anti-discrimination

shall create an inclusive, respectful, intellectually challenging climate that embraces individual difference in race, ethnicity, national origin, gender, sexual orientation, gender identity/expression, age, spirituality, socio-economic status, disability, family status, experiences, opinions, and ideas.

These Bylaws were approved at a meeting of the Board of Directors of on

January 9th 2010

Kimberly Adam's - President

Natalee Peart - Vice President

Chekesha Jones - Secretary

Board Member Signature: Natalie Peach

Secretary Signature: Cherokee Jones

Attachment J Cover Page

Board Member Code of Conduct

REQUIRED FOR ALL SPONSORS

ATTACHMENT

J

Attachment J

Dream Catchers Charter School

Board Member Code of Conduct

The Board of Directors of Dream Catchers Charter School is entrusted with the responsibility of overseeing the school's mission to provide a stable, nurturing, and innovative educational environment for homeless and at-risk youth in Memphis and Shelby County. To fulfill this responsibility with integrity and transparency, all board members are expected to adhere to the following Code of Conduct:

1. Mission-Driven Commitment

- Support and uphold the mission, vision, and values of Dream Catchers Charter School.
- Prioritize the best interests of students, staff, and families in all decisions and actions.

2. Integrity and Ethical Standards

- Conduct oneself with honesty, integrity, and professionalism at all times.
- Avoid conflicts of interest by disclosing any relationships, affiliations, or situations that may compromise objectivity or create the appearance of impropriety.
- Refrain from using board membership for personal, professional, or financial gain.

3. Accountability and Responsibility

- Attend all scheduled board meetings, committee meetings, and school-related events, unless excused in advance.
- Prepare for meetings by reviewing agendas, reports, and supporting materials in advance.
- Accept responsibility for board decisions and maintain accountability for actions taken as a governing body.

4. Respect and Collaboration

- Treat fellow board members, school staff, students, families, and community members with respect and dignity.
- Foster a collaborative environment that values diverse perspectives and constructive dialogue.
- Refrain from public criticism of the school, staff, or fellow board members; instead, address concerns privately and through appropriate channels.

5. Confidentiality

- Maintain the confidentiality of all sensitive information shared in board meetings and other official capacities.
- Refrain from disclosing confidential student, staff, or organizational information to unauthorized individuals or entities.

6. Governance and Oversight

- Understand and respect the distinct roles of the board and school administration.
- Focus on governance and policy-setting rather than day-to-day school operations.
- Ensure compliance with all federal, state, and local laws, as well as the school's charter and bylaws.

7. Advocacy and Community Engagement

- Act as an ambassador for Dream Catchers Charter School, promoting its mission and programs to the community.
- Advocate for policies and resources that support the school's goals and the success of its students.
- Engage with stakeholders, including parents, community members, and local organizations, to strengthen support for the school.

8. Continuous Improvement

- Participate in ongoing board training and development opportunities to enhance governance skills and knowledge of charter school operations.
- Evaluate individual and collective board performance annually to ensure effective governance and accountability.

9. Avoiding Conflicts of Interest

- Refrain from participating in discussions or votes on matters where a personal, financial, or professional conflict of interest exists.
- Disclose potential conflicts of interest in writing to the board chair or designated compliance officer.

10. Compliance with Policies and Laws

- Abide by all school policies, bylaws, and applicable federal, state, and local laws.
- Ensure the school operates in accordance with its charter agreement and maintains its commitment to the students it serves.

Attachment K Cover Page

Conflict of Interest Policy

REQUIRED FOR ALL SPONSORS

ATTACHMENT K

Attachment K

Dream Catchers Charter School

Conflict of Interest Policy

Purpose

The purpose of this Conflict of Interest Policy is to protect the integrity of Dream Catchers Charter School's decision-making process, ensure public trust in the organization, and preserve the confidence of stakeholders. This policy establishes clear guidelines for identifying and addressing conflicts of interest that may arise in the course of business or governance.

Definition of Conflict of Interest

A conflict of interest occurs when a board member, officer, employee, or related party has a personal, financial, or professional interest that could compromise or appear to compromise their ability to act in the best interests of Dream Catchers Charter School. This includes situations where a person:

1. Stands to gain or lose financially or professionally based on decisions made by the school.
2. Has a direct or indirect financial interest in transactions involving the school.
3. Has personal or familial relationships that may influence their judgment.

Examples of Potential Conflicts

- **Financial Interests:** A board member has a financial stake in a company that provides goods or services to the school.
- **Personal Relationships:** A relative of a board member or staff member is hired for a position at the school.
- **Professional Relationships:** A board member is employed by or associated with an organization that competes with or collaborates with the school.

Policy Guidelines

1. Duty to Disclose:

Any individual covered by this policy must disclose potential or actual conflicts of interest to the board chair or designated compliance officer as soon as they arise.

2. Recusal from Decision-Making:

Individuals with a conflict of interest must recuse themselves from discussions, deliberations, and votes related to the matter in question.

3. Documentation:

All disclosed conflicts of interest and actions taken to address them will be recorded in the minutes of board or committee meetings.

4. Prohibition of Personal Gain:

No board member, officer, or employee may use their position at Dream Catchers Charter School for personal, professional, or financial gain.

5. Review of Transactions:

Any transaction or arrangement involving a potential conflict of interest will be reviewed and approved by disinterested board members to ensure that it is fair, reasonable, and in the best interests of the school.

Procedures for Handling Conflicts

1. Disclosure:

- The individual with a potential conflict of interest must disclose all relevant details to the board chair or compliance officer.
- If a board member has a conflict, they must disclose it to the full board during a meeting.

2. Evaluation:

- The board or designated committee will evaluate the disclosed conflict to determine its potential impact on the school's operations or decision-making.

3. Resolution:

- The individual with the conflict will recuse themselves from any involvement in the related matter.

- The board will decide whether the transaction or arrangement is in the best interest of the school and whether it should proceed.

4. Documentation:

- The minutes of the meeting will include the nature of the conflict, the discussion, and the resolution.

Annual Disclosure

All board members, officers, and key staff are required to complete and sign a Conflict of Interest Disclosure Form annually. The form will list all potential conflicts of interest and affirm their commitment to the policy.

Violations of the Policy

If it is determined that an individual has failed to disclose a conflict of interest or has violated this policy, the board may take appropriate disciplinary action, including removal from their position, as outlined in the organization's bylaws.

Attachment L Cover Page

Board Member Resumes or Biographies

REQUIRED FOR ALL SPONSORS

ATTACHMENT

L

Attachment L

Board Member Bios

Dream Catchers Charter School

Our Board of Directors brings a diverse range of expertise, leadership, and community engagement experience to guide Dream Catchers Charter School in fulfilling its mission of providing a stable, high-quality education for homeless and at-risk youth. Each member contributes unique skills and decades of experience in education, administration, real estate, healthcare, mentorship, and student advocacy.

Kimberly Adams – Board Chair

Retired Principal, Memphis-Shelby County Schools

Kimberly Adams brings over 30 years of experience in K-12 education, specializing in transforming schools in low-income neighborhoods. As a former principal at Westside Elementary and an educational leader at Raleigh Egypt Elementary, Middle, and High Schools, she has successfully overseen multiple campuses and understands the needs of diverse student populations. Her deep knowledge of curriculum development, school leadership, and student success strategies makes her an invaluable asset to the board.

Sharon Macklin Butts

Retired Educator, Parent Engagement Specialist

With over 30 years of teaching experience, Sharon Macklin Butts is a dedicated advocate for elementary education and parent outreach. She has spent her career fostering strong school-community relationships and helping parents become active participants in their children's education. Her expertise in early childhood literacy and family engagement ensures Dream Catchers Charter School prioritizes a collaborative learning environment for students and families.

Latonya McGowan

Real Estate Expert, Special Needs Advocate, Executive Leader

With more than 25 years of experience in real estate and executive leadership, Latonya McGowan brings a wealth of knowledge in housing stability, networking, and special needs advocacy. As a parent of a child with special needs, she has firsthand experience navigating educational and support systems, making her a strong advocate for students with disabilities and their families. Her expertise in real estate and housing also supports Dream Catchers' long-term facility planning.

CheKesha Jones

Director, All About You Home Healthcare – HR & Administration Specialist

CheKesha Jones has over 25 years of experience in healthcare administration, specializing in hiring, human resources, and medical staffing. As the Director of All About You Home Healthcare, she has successfully managed large teams while ensuring compliance with healthcare regulations. Her leadership in operations, personnel

management, and organizational growth enhances the board's capacity to oversee school administration and staffing needs.

Natalee Peart Simpson

Special Education Expert, Postsecondary Transition Specialist

With over 25 years of experience working with special needs populations, low-income students, and at-risk youth, Natalee Peart Simpson is a leading advocate for inclusive education. She has developed programs to support students in transitioning from K-12 education to postsecondary opportunities, ensuring they have the skills needed for long-term success. Her deep understanding of special education services strengthens Dream Catchers Charter School's commitment to equity and individualized student support.

Bruce Dailey

Lead AP Mechanic, Federal Express – Trade School Education & Mentorship Advocate

With over 35 years of experience as a Lead AP Mechanic at FedEx, Bruce Dailey brings expertise in trade education, workforce development, and mentorship. Passionate about preparing youth for skilled trades and career opportunities, he has invested in mentoring young professionals and supporting educational initiatives. His insights into vocational training and economic mobility help guide Dream Catchers in preparing students for careers beyond high school.

Xavier Wade

College Student, Youth Advocate, Motivational Speaker, Entrepreneur

As a college student and emerging leader, Xavier Wade represents the next generation of change-makers. Specializing in youth outreach, entrepreneurship, and upward mobility, he brings fresh perspectives on student engagement and motivation. His experience as a motivational speaker allows him to connect with students facing adversity, reinforcing Dream Catchers' commitment to empowerment and resilience.

Conclusion

The Dream Catchers Charter School Board of Directors is a dynamic team of experienced educators, administrators, entrepreneurs, and advocates, united by a shared vision: to provide a stable, high-quality education for homeless and at-risk youth. Their collective expertise ensures strong governance, strategic planning, and community engagement, positioning Dream Catchers as a transformative force in Memphis and Shelby County.

Bruce Dailey, Sr.

Lead Aviation Maintenance Technician

Federal Express Corporation

Memphis, Tennessee

Phone: 901-590-1166

Summary

Experienced aviation maintenance leader with over three decades of service at Federal Express, including 15+ years as a Lead Airframe & Powerplant (A&P) Technician. Recognized for excellence in safety, reliability, and team supervision. Committed to mentorship, community upliftment, and technical education. Strong advocate for workforce readiness and career pathways for underserved youth.

Professional Experience

Federal Express (FedEx Corporation)

Memphis, TN

Lead Airframe & Powerplant Mechanic (AMT)

2008 – Present

- Supervise and coordinate maintenance operations for commercial aircraft.
- Train and mentor junior technicians in FAA-compliant practices.
- Serve as liaison between technical operations and management.
- Recipient of multiple Safety and Reliability Awards.

Aircraft Mechanic (A&P Certified)

1994 – 2008

- Performed scheduled and unscheduled aircraft maintenance.
- Ensured compliance with FAA regulations and FedEx protocols.

Cargo Handler

1990 – 1994

- Responsible for handling and processing cargo shipments.
- Promoted due to reliability, technical aptitude, and leadership potential.

Education & Training

Tennessee College of Applied Technology (formerly TN School of Applied Science)

Aviation Maintenance Technology – Graduated April 1992

Messick High School – Memphis City Schools

High School Diploma – Class of 1980

Certifications & Recognitions

- FAA Airframe & Powerplant (A&P) Certification
- FedEx Safety Recognition Awards
- FedEx Reliability Award
- Leadership and Technical Mentorship Recognition

Community Involvement

Board Member, Dream Catchers Charter School

Mentor, Aviation Career Awareness Program

Advocate for vocational training in underserved communities

Sharon D. Macklin

3234 Foxgate Dr
Memphis, TN 38115
901-487-5412

Education

1983 – 1985 University of Memphis – Memphis, TN
Bachelors Degree in Education

1981 – 1983 Shelby State Community College – Memphis, TN
Associates Degree in Education

Ridgeway High School – Memphis, TN
High School Diploma

Personal Summary:

Retired Educator who is dedicated to remain active

Work Experience

1986 – 2016 Elementary School Teacher - Memphis and Shelby County Schools

- Educator
Implemented instructional activities for students in grade levels kindergarten – 2nd grade

Milestones and Achievements

Received several recognitions for teacher of the month through out the tenure of education

Chekesha Jones

4505 Shadow Creek Street
Memphis, TN 38141
Cell: 901-650-2091
Fax: 901-205-0650
chekeahjones@yahoo.com

Objective

Looking for the greatest opportunity to work in an administrative setting for a reputable company.

Skills

- Accounting
- Introductory Cost/Managerial Accounting
- Business Law
- Long Term Care Administration
- Demographic Aspects and Cultural Diversity
- Health Care Delivery System
- Financial Management in Health Care
- Health Care Organization and Administration
- Legal Aspects/Legislation in Health Care
- Information Systems and Computer Application
- Health Statistics
- Health Care Planning/Evaluation
- Risk Management

Education

*The University of Memphis
Memphis, TN*

Education/ Psychology

Jan 1999- 2002

*Remington College (Southeast College of Tech)
Memphis, TN*

*Associate degree 1998
Healthcare Administrator*

Experience

All About You Home Healthcare
TN

Memphis,

October 2010- Present

Office Manager

- Communicate and handle transactions with MCO's such as United Healthcare, Amerigroup, and Blue Cross Blue Shield of TN with patient's authorizations and billing.
- Handled the tasks of commissioning home health care services.
- Liaise with medical staff and oversaw day-to-day activities of the organization.
- Handled the responsibilities of negotiating with medical and non-medical staff.
- Interacts with people in external organizations like private sector, voluntary groups and social services.
- Responsible for supervising and managing clerical as well as administrative staff.

- Handled the tasks of gathering and analyzing data.
- Responsible for generating and evaluating new strategies and systems.
- Handled the tasks of preparing budgets and maintains finances within limited constraints.
- Responsible for hiring, appraisal and development of medical administrative staff.
- Handled other administrative tasks as required.
- Administrate authorizations and assessments for the VA Caregiver Support Program.
- Monitored the payor systems such as Sandata and Healthstar, audited the files and charts to assure that objectives and efficiency is maintained.
- Developed and prioritized the programs and reviewed them daily to ensure that they are running effectively.
- Evaluated and reviewed all the incident and accident reports of the facility.
- Assisted in the development of various policies and procedures to achieve the objective of the facility.
- Oversaw the needs of the staff and prepared orientation classes for those who join the facility.
- Trained the staff, ensured that all the educational needs of the staff is met.
- Administrated the human resources policies such as salary administration, managing the performance of the staff and complying with the government regulations.

SunTrust Bank

March 2005 - December 2007 *Lead Teller* Memphis, TN

- Under limited supervision, provides the same duties as the teller in addition to handling compliance of audit operations and regulatory issues.
- Duties may include workflow scheduling, transaction approval, and teller training and/or teller supervision.
- Responds to inquiries/problems and may handle more complex services/transactions.

First Tennessee Bank

March 2002 - July 2003 *Data Entry Specialist* Memphis, TN

- Provide excellent organizational and information management skills.
- In addition, a commitment to the delivery of quality customer service is expected in banking.
- In an increasingly technology dependent workplace, strong data processing skills, knowledge of a variety of software and hardware programs, and an ability to apply this knowledge to the daily workflow is required

Baptist Memorial Hospital (East)

September 2000 - September 2001 *Admission Representative* Memphis, TN

- Responsible for answering phone calls and escorting patients to rooms.
- Handled the tasks of obtaining signed statements, storing patient's valuables, and receiving payments on accounts.
- Responsible for making appointments and maintaining patient's files.
- Directed patients to their concerned building.
- Entered and maintained personal information of the patient into a database.
- Responsible for welcoming and interviewing patients
- Obtained signed statements from patients to protect the interest of the hospital.
- Ensured proper record of emergency notification, payment information, physicians and insurance companies for future use

UT Medical Group, Inc

- Identifies problem accounts with payors; investigates and corrects errors, follows-up on missing account information, and resolves past-due accounts.
- Answers inquiries by phone regarding past-due accounts and insurance guidelines; research incorrect addresses for past-due accounts.
- Contacts responsible party to resolve delinquent accounts such as MCO's, Commercial, & PPO's Insurance carriers; prepares payment plans and monitors adherence to plans by responsible party; directs accounts to outside collection agencies when necessary.
- May contact attorneys, employers, physicians, and others necessary to obtain information for resolution of credit and collection matters.
- Prepares reports to identify and resolve accounts receivable and referral problems.
- Posts data; verifies and performs mathematical computations; maintains files.
- Composes and types of routine correspondence, memos, letters, etc.
- Performs other duties as assigned.

Reference

Provided upon request

Xavier Wade Resume

Xavier Wade

7902 Rushmeade Circle N, Memphis, TN 38125

Education

2023 - Present: Missouri Western State University - St. Joseph, MO

Health and Exercise Science

2022: Tennessee State University - Nashville, TN

Health and Exercise Science

2022: High School Diploma

Memphis Virtual High School - Memphis, TN

Personal Summary

Currently a 21-year-old college student who is dedicated, ambitious, and a goal-driven self-starter entrepreneur with experience in launching creative business ideas and work experience in mentorship, tutoring, and customer service.

Work Experience

2023 - Present: Owner, Z-Legendary

- Founded Z-Legendary to promote youth empowerment and creative entrepreneurship.
- Developed and launched an online clothing store aimed at underserved youth.
- Designs fashion pieces and cultivates a positive online community for emerging leaders.

2022 - Operations Team / Teacher Assistant, Worldstride

- Assisted academic summer program teachers in daily classroom operations.

Xavier Wade Resume

- Supported student supervision, tutoring, and classroom engagement.

Academic Achievements

Honors Award - Tennessee State University

Resume
Natalee Simpson
Npeart2@gmail.com

OBJECTIVE

Using my experience and education to give a positive contribution to the organization.

SUMMARY OF QUALIFICATIONS

- Masters of Science in Epidemiology — trained in research and data analysis
- 5 + years working in a research organization
- 10+ years' experience working with a non-profit/community organization;
- Computer — MS Office Professional
- Leadership training in — Leading Effective Teams, Accountability and Crucial Conversations.

ACCOMPLISHMENTS

- Applied and received grants for over \$1M for community projects;
- Successfully submitted documentations to Internal Revenue Services to establish two 501 (c)(3) organizations — an educational institution and a community organization;
- Responsible for submitting annual reports and financial records for non- profits;
- Coordinated Math and Language Arts After-School Federal Grant Program for schools on the failing list in Memphis Tennessee;
- Developed educational programs for a higher educational institution at the diploma and Bachelor of Arts level;
- Created departmental Standard Operating Procedures.

EXPERIENCE

Virtual Program Coordinator — Daughters of Zion, Memphis Tennessee, USA, 2021 - present

Duties included — Grant writing — successfully received grants for the organization; Prepared annual reports for submission to the state and federal regulatory organizations; Planned, administered and controlled budgets; Maintained financial records and produced financial reports; Researched and applied for grants; Coordinated community programs; Developed relationships with community organizations; Identified outreach opportunities including talks/workshops/seminars as well as collaborating with community-based organizations.

English Teacher – Bibo Global Opportunity 2016 – 2021

Duties included – teaching English to ESL students.

Restaurant Manager – McsVeggies Eat and Treats 2013-2016

Duties included – supervising restaurant staff, ordering supplies and financial oversight.

Supervisor, Animal Biosafety Level 2 Research Labs, St Jude

Children Research Hospital, Memphis, Tennessee, USA, 2003-2009

Duties included: - Ensured compliance to national and international research regulatory requirements; Facilitated announced and unannounced visits from internal and external regulatory organizations; Supervised the implementation of policies and procedures to ensure the animal husbandry provided to research animal models were consistent with state and national policies and institutional guidelines.

EDUCATION

University of Tennessee Health Science, Memphis TN

Master of Science, Epidemiology May, 2012

Louisiana State University (LSU), Baton Rouge, LA

1. Master of Science, Veterinary Medical Sciences
December, 2002

Concentration: Epidemiology

2. Bachelor of Science, Animal Science, August, 2000

Concentration: Science and Technology

ADDITIONAL SKILLS AND ABILITIES

- Proficiency in Microsoft Word, Excel, PowerPoint;
- Solid decision- making skills;
- Excellent time management skills;
- Creative thinker;
- Demonstrated ability to work collaboratively.



Kimberly Adams

📍 Collierville , TN 38017 📞 9015033629 ✉️ adamskj1966@gmail.com

PROFESSIONAL SUMMARY

Dynamic educational leader with a proven track record at Memphis Shelby County Schools, specializing in curriculum development and fostering a positive school culture. Expert in analyzing assessments to drive student achievement and mentoring educators to enhance their effectiveness. Committed to promoting diversity and addressing climate issues to create inclusive learning environments.

ACCOMPLISHMENTS

Legacy Reward Winner Frayser Community Schools 2024
3 time Reward School Recipient 2015, 2019, 2022
Principal of the Year Candidate 2021
Harvard Graduate School of Education- 2014
(National Institute for Urban School Leaders)
UEC Cohort III -Graduate June 2010
Member of the Memphis Leadership Fellows Program 2004-2005

WORK HISTORY

NETWORK CONSULTANT

11/2024 to CURRENT

Frayser Community Schools | Memphis, TN

- Led efforts to troubleshoot complex climate and cultural issues, working closely with administrators as needed for resolution.
- Developed customized educational solutions based on an in-depth understanding of school culture, climate and expectations.
- Analyzed and recommended solutions to educational concerns, teacher development and student achievement.

ELEMENTARY SCHOOL PRINCIPAL - RETIRED

08/2010 to 06/2024

Memphis Shelby County Schools | Memphis, TN

- Developed a comprehensive strategic plan that guided the school's direction while adhering to state standards and requirements.
- Mentored new teachers through observation feedback sessions, contributing to their growth as educators within the school system.
- Promoted diversity within the school community by cultivating an inclusive atmosphere that respected individual differences among students and staff members alike.
- Evaluated curriculum effectiveness through regular assessments, modifying materials as necessary to meet student needs.

ASSISTANT PRINCIPAL

08/2000 to 08/2010

Memphis Shelby County Schools | Memphis, TN

- Partnered with principal to administer school program in alignment with vision and goals, providing positive, high-expectation academic environment.
- Supported a positive school culture by addressing student behavior concerns promptly and effectively.
- Enhanced teacher effectiveness through regular classroom observations and feedback sessions.
- Established intervention programs for struggling students, improving overall academic achievement levels at the school.
- Analyzed standardized test results to identify areas of improvement in instruction methods and curriculum content.

SKILLS

- | | | |
|----------------------------------|--------------------------|---------------------------|
| • Culture and Climate Specialist | • Curriculum Development | • Testing and Assessment |
| • Leadership Development | • Operations Oversight | • Data-Driven Instruction |

EDUCATION

- | | |
|---|---------|
| Curriculum And Instruction | 05/1994 |
| Pennsylvania State University, University Park, PA | |
| Education | 08/1989 |
| SUNY Buffalo State, Buffalo, NY | |

Attachment M Cover Page

Board Policies

REQUIRED FOR ALL SPONSORS

ATTACHMENT

M

Attachment M – Amended Board Policy

Dream Catchers Charter School Governing Board Policy Manual

(Approved and Adopted: [Insert Date])

I. Governance Structure and Board Operations

A. Mission and Role of the Governing Board

The Board of Directors of Dream Catchers Charter School shall serve as the governing body responsible for overseeing the academic, organizational, and financial health of the school. The Board is entrusted with fiduciary duties and accountability to the public, ensuring that all decisions promote the mission and vision of the school and comply with all applicable laws.

B. Composition of the Board

The Board shall be composed of no fewer than five (5) and no more than eleven (11) voting members, who collectively reflect expertise in education, finance, law, human resources, and community engagement. Board members shall serve staggered terms of three (3) years, renewable once.

C. Meetings

The Board shall meet no fewer than six (6) times annually. All meetings shall be open to the public in accordance with Tennessee Open Meetings laws unless permitted to enter executive session.

II. Board Member Recruitment, Succession, and Attrition Policy

A. Recruitment and Nomination

The Governance Committee shall oversee recruitment of prospective Board members, prioritizing individuals who bring diverse backgrounds and perspectives, particularly in education, nonprofit leadership, finance, legal, and community representation. Vacancies shall be publicized broadly, and

prospective members will be vetted through an application and interview process.

B. Succession and Attrition

The Governance Committee shall maintain a succession plan to ensure continuous board leadership, with at least two members prepared for officer roles annually. Resignations or terminations shall be addressed immediately with interim appointments as necessary.

III. Board Training and Development Policy

A. Initial Orientation

All new Board members will receive orientation within 60 days of election, including overview of Dream Catchers' mission, vision, academic model, and bylaws; training on Tennessee Charter School Law; and overview of fiduciary duties and conflict of interest policies.

B. Ongoing Training

Annually, all Board members shall complete State Board of Education-approved charter school board member training in accordance with T.C.A. § 49-13-111(o). Additional trainings may include equity and inclusion, trauma-informed education, and Montessori and mixed-aged classroom oversight.

IV. Board and School Leader Evaluation Policy

A. School Leader Evaluation

The Board shall conduct an annual performance evaluation of the Executive Director and Principal, based on student academic performance and growth, operational effectiveness, fiscal management, and stakeholder satisfaction.

B. Board Self-Evaluation

The Governance Committee shall conduct an annual Board Self-Assessment to ensure the Board is meeting its fiduciary and oversight duties effectively.

V. Complaint Resolution Policy

A. Complaint Pathways

Complaints should first be directed to the appropriate staff member or school leader. If unresolved, complaints may be submitted in writing to the Board Chair at least 7 days prior to a Board meeting. The Board shall provide written responses to complaints brought before it within 30 days.

B. Protections

Students and families, including those from special populations (SWD, EL, homeless, etc.), will be assured of their right to file grievances without fear of retaliation.

VI. Conflict of Interest and Code of Ethics

All Board members shall sign annual Conflict of Interest statements and abide by a Code of Ethics to avoid any self-dealing or impropriety.

VII. Amendments

This Board Policy Manual may be amended by a majority vote of the Board at any duly called meeting.

APPROVED BY BOARD: May 6, 2025

Board Chair:

Natalee Peart

Natalee Peart

Board Secretary:

CheKesha Jones

CheKesha Jones

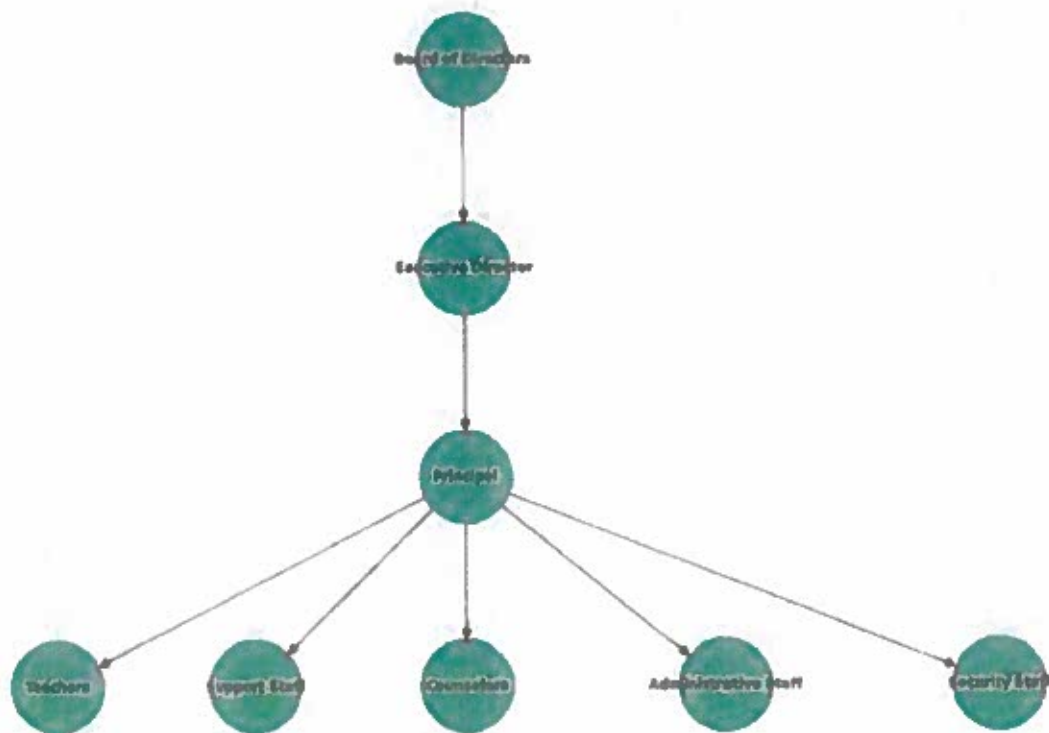
Attachment N Cover Page

Organizational Chart: Year 1

REQUIRED FOR ALL SPONSORS

ATTACHMENT N

Dream Catchers Charter School Organizational Chart



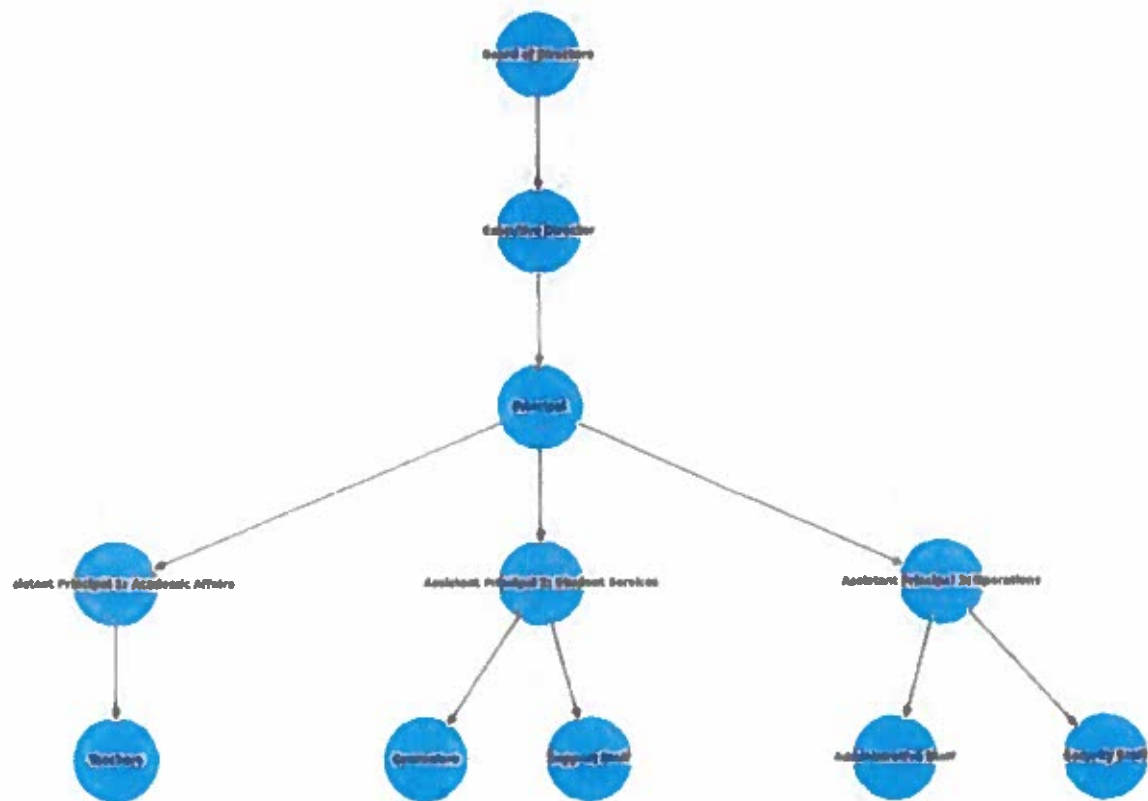
Attachment O Cover Page

Organizational Chart: Full Capacity

REQUIRED FOR ALL SPONSORS

ATTACHMENT O

Dream Catchers Charter School Organizational Chart (With Divided Assistant Principal Responsibilities)



Attachment P Cover Page

School Leader Resume *(if hired)*

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ATTACHMENT

P

Attachment P — Anticipated Principal Qualifications Resume

Dream Catchers Charter School

Position Title: Principal

Location: Memphis, TN

Projected Start Date: January 2026 (Pre-Opening Leadership Phase)

Position Overview:

Dream Catchers Charter School seeks to hire an experienced, student-centered, and mission-driven Principal who will serve as the instructional leader and visionary for our K-12 public charter school. The Principal will be responsible for academic excellence, student well-being, operational leadership, and the establishment of a safe, inclusive, and supportive learning environment, with a special focus on serving homeless and housing-insecure students.

Required Qualifications:

- Minimum of 3 years experience in school leadership, preferably as a principal, assistant principal, or instructional leader in a public, charter, or mission-driven private school or equivalent.
- Minimum of 2 years of experience in Montessori education (or alternative experience leading or supporting mixed-age or student-centered classrooms) or equivalent. Equivalent experience in project-based, inquiry-based, or

trauma-informed educational models will be considered.

- Tennessee Principal Licensure or eligibility to obtain Tennessee licensure
- Demonstrated success in improving academic achievement, especially for students at-risk, economically disadvantaged, or from historically underserved populations.
- Experience in implementing and/or overseeing RTI², Multi-Tiered System of Supports (MTSS), and other intervention models aligned with Tennessee law.

Preferred Qualifications:

- Experience or training in trauma-informed leadership and serving homeless or housing-insecure youth.
- Successful track record of leading a school to strong academic growth and climate outcomes.
- Experience building and leading professional learning communities and using data-driven instructional practices.
- Strong organizational, communication, and interpersonal skills necessary to foster positive relationships with students, parents, staff, and the broader community.
- Familiarity with Tennessee academic standards, state accountability frameworks, and charter school compliance requirements.

Key Responsibilities:

- Develop, implement, and monitor the instructional vision in alignment with Montessori principles and Tennessee academic standards.

- Ensure the school meets or exceeds all state and federal accountability standards.
- Lead a culture of high expectations, compassion, and community for all students and staff, with a special emphasis on supporting students experiencing homelessness.
- Oversee teacher recruitment, evaluation, development, and retention to ensure high-quality instruction.
- Build partnerships with families, community organizations, and public agencies to support student learning and well-being.
- Ensure compliance with all policies, procedures, and regulations at the state, local, and federal levels.

Commitment to Mission and Vision:

The Principal will be expected to lead with integrity and passion for Dream Catchers Charter School's mission to provide a stable, nurturing, and innovative educational environment for homeless and housing-insecure youth in Memphis and Shelby County. This role will embody Tennessee State Board of Education Authorizer Standard Principle 3 #1 by making the well-being and interests of students the guiding priority of every action and decision.

Attachment Q Cover Page

Insurance Coverage

REQUIRED FOR ALL SPONSORS

ATTACHMENT

Q



05/15/2025

Pastor Gerald Kiner

Daughters of Zion

4400 Hickory Hill Rd.

Memphis, TN 38141

RE: Dream Catchers Charter School

To Whom It May Concern:

This letter serves as confirmation that Clay and Land Insurance, Inc. is prepared to provide comprehensive insurance coverage for Daughters of Zion's Dream Catchers Academy, a proposed public charter school scheduled to open in Shelby County, Tennessee.

Upon charter approval and final underwriting review, we intend to issue a policy that includes the following coverages, all in compliance with Tennessee state regulations for charter schools:

- General Liability Insurance, including premises and operations coverage
- Workers' Compensation Insurance, compliant with all applicable state labor and employment laws
- Sexual Misconduct and Molestation Liability Coverage

- Educators Legal Liability Coverage, including coverage for administrators and board members
- Surety Bond Coverage, meeting state and local requirements for financial security
- Property and Equipment Coverage, including technology and instructional materials
- Athletic Liability Coverage, in the event the school sponsors physical education programs or extracurricular sports activities
- Automobile Liability Coverage, if and when transportation services are initiated
- Cyber Liability Insurance, for student data protection and compliance with privacy laws

In the event that coverage is canceled or materially modified, Clay and Land Insurance will issue prompt notification to the Tennessee Department of Education in accordance with statutory guidelines.

We are committed to working closely with Dream Catchers Academy leadership to ensure full compliance with all regulatory requirements and timely delivery of coverage upon execution of the school's charter contract.

Please feel free to contact me directly for any questions or additional documentation.

Sincerely,

A handwritten signature in cursive script that reads "George Edmiston". The signature is written in dark ink and is positioned above the printed name.

George Edmiston

Senior Account Executive

Clay and Land Insurance, Inc.

CMO Agreement

REQUIRED IF ANSWERED "YES" TO SPONSOR HISTORY AND INTENT QUESTION 6

Attachment S Cover Page

Network Annual Progress Report

REQUIRED IF ANSWERED "YES" TO SPONSOR HISTORY AND INTENT QUESTION 1

Attachment T Cover Page

Organizational Chart: Year 1

REQUIRED IF ANSWERED "YES" TO SPONSOR HISTORY AND INTENT QUESTION 3

Attachment U Cover Page

Organizational Chart: Year 5

REQUIRED IF ANSWERED "YES" TO SPONSOR HISTORY AND INTENT QUESTION 3

Previously Approved and Authorized Application for School Being Replicated

REQUIRED IF ANSWERED "YES" TO SPONSOR HISTORY AND INTENT QUESTION 4

Attachment W Cover Page

Operating Budget Template

REQUIRED FOR ALL SPONSORS

NOTE: Sponsors must submit the completed Operating Budget Template as a separate document.

ATTACHMENT

W

Charter School Creation Application Operating Budget Template

Directions

Sponsors are required to complete this Operating Budget Template and submit the completed Excel document as Attachment W when submitting their Charter School Creation Application. This template is available on the Tennessee Department of Education's charter schools webpage. This operating budget should include detailed data on anticipated revenues, expenditures, student enrollment, and staffing assumptions.

Sponsors must complete all sheets in the Operating Budget template by entering budget information into the specified editable cells. The colored key below explains the colors used.



Input information into light grey cells



Input assumption information or notes into teal cells



Provides heading for specific tab or section of tab



Provides additional information or instruction for specific tab or section of tab



Cells with red comment tag include additional guidance and instruction

Dream Catchers Charter School

Charter School Creation Application Operating Budget Template

Proposed School Information

Proposed School Name	Dream Catchers Charter School
Lead Sponsor Name	Daughters of Zion
Lead Sponsor E-mail Address	gkiner@daughtersofzion.org
Lead Sponsor Phone Number	901-650-7340
CMO/EMO Affiliation	

Proposed Authorizer	Memphis-Shelby County Schools
Geographic District*	Memphis-Shelby County Schools
Proposed Opening Grade Level(s)	Kindergarden
Proposed Final Grade Level(s)	12th
Proposed First Year of Operations	2026-27

**"Geographic District" means the school district that serves the geographic location in which the proposed charter school will operate.*

Student & Staff Counts

Student Enrollment Summary					
	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31
Pre-Kindergarten *	0	0	0	0	0
Kindergarten	10	20	25	30	40
1st Grade	10	20	25	30	40
2nd Grade	10	20	25	30	40
3rd Grade	10	20	25	30	40
4th Grade	10	20	25	30	40
5th Grade	20	25	30	40	50
6th Grade	20	25	30	40	50
7th Grade	10	20	25	30	40
8th Grade	10	20	25	30	40
9th Grade	10	15	20	25	30
10th Grade	10	15	20	25	30
11th Grade	10	15	20	25	30
12th Grade	10	15	20	25	30
Total Enrollment (excluding Pre-Kindergarten)	150	250	315	390	500
Change in Net Enrollment	150	100	65	75	110

*Pre-K funding is not included in the State and Local funding in this budget template, and Pre-K enrollment is excluded from the Total Enrollment student counts. If the school serves Pre-K students, sponsors must indicate the funding used to do so on the "3. Revenues" sheet and include related costs on the "4. Expenditures" sheet within this template.

Staff FTE Counts**						
Object Code and Line-Item Description	Year 0 2025-26	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31
104 - Principal(s)	1	1	1	1	1	1
105 - Supervisor / Director	1	1	1	1	1	1
113 - Internal Audit Personnel	0	0	1	1	1	1
116 - Teachers - Classroom Teachers (core subjects)	0	0	0	0	0	0
116 - Teachers - Classroom Teachers (electives, world languages)	0	1	1	1	2	2
116 - Teachers - Special Education Teachers	0	1	1	1	1	1
116 - Teachers - English as a Second Language (ESL) Teachers	0	1	1	1	2	2
116 - Teachers - Other Teachers (must add assumption notes)	0	0	0	0	0	0
116 - Teachers	0	13	14	14	19	22
118 - Secretary to Board	0	0	0	0	0	0
119 - Accountants/Bookkeepers	0	0	0	1	1	1
120 - Computer Programmer(s)	0	0	0	0	0	0
121 - Data Processing Personnel	0	0	0	0	0	0
122 - Purchasing Personnel	0	0	0	0	0	0
123 - Guidance Personnel	0	0	1	1	2	2
124 - Psychological Personnel	0	0	0	0	0	1
128 - Homebound Teachers	0	0	0	0	0	0
129 - Librarian(s)	0	1	1	1	1	1
130 - Social Workers	0	0	1	1	1	2
131 - Medical Personnel	0	1	1	1	1	1
132 - Material Supervisor(s)	0	0	0	0	0	0
135 - Assessment Personnel	0	0	0	0	0	0
136 - Audiovisual Personnel	0	0	0	0	0	0
137 - Education Media Personnel	0	0	0	0	0	0
138 - Instructional Computer Personnel	0	0	1	1	1	1
139 - Assistant Principal(s)	0	0	0	0	0	0
142 - Mechanic(s)	0	0	0	0	0	0
146 - Bus Drivers	0	0	0	0	0	0
160 - Guards	0	2	2	3	3	3
161 - Secretary(s)	0	1	1	1	2	2
162 - Clerical Personnel	0	0	0	0	0	0
163 - Educational Assistants	0	1	2	4	5	5
164 - Attendants	0	0	0	0	0	0
165 - Cafeteria Personnel	0	0	0	0	0	0
166 - Custodial Personnel	0	0	2	3	3	3
167 - Maintenance Personnel	0	0	1	1	1	1
169 - Part-time Personnel	0	0	0	0	0	0
170 - School Resource Officer	0	1	1	1	1	1
171 - Speech Pathologist	0	0	1	1	1	1
189 - Other Salaries & Wages	1	2	2	2	2	2
195 - Certified Substitute Teachers	0	0	0	0	0	0
198 - Non-certified Substitute Teachers	0	0	0	0	0	0
TOTALS	3	27	37	42	52	57

**Schools that serve Pre-K students should include Pre-K staff in the provided staff counts within this section.

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

Revenue Assumptions

Directions: This sheet allows sponsors to provide the proposed authorizer with an overview of any assumed revenue streams. This sheet includes a pre-populated average per-student state and local fund revenue amount. The average per-student amount is based off the geographic LEA's most recently approved final expenditure report and is populated in this sheet based on the sponsor's chosen "Geographic District" on the "Proposed School Information" sheet.

Sponsors must enter the amount of cash on hand/in bank within the "Beginning Cash Balance" section. Additionally, sponsors must enter any revenue from other sources including, but not limited to, grants, fundraising, and philanthropy. Assumption notes should clearly explain details related to any revenue sources that the sponsor adds to this sheet. When listing revenues, sponsors do not need to include any projected federal passthrough revenues (e.g., Title I, Title II, etc.).

Average Per-Student State and Local Funds Revenue for the Selected Geographic LEA: \$12,330.84

Beginning Cash Balance	Year 0 2025-26
Cash on hand/in bank	\$ -

State & Local Revenues	Year 0 2025-26	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31
Average Per-Student State and Local Funds		\$ 1,849,625.84	\$ 3,082,709.74	\$ 3,884,214.27	\$ 4,809,027.19	\$ 6,165,419.47

Grants / Fundraising / Philanthropy etc.	Year 0 2025-26	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31	Status of Funding	Assumption Notes
insert revenue source (remove this text if needed)	\$ -	\$ 225,000.00	\$ 375,000.00	\$ 472,500.00	\$ 585,000.00	\$ 750,000.00	In-planning	Federal Title I
insert revenue source (remove this text if needed)	\$ -	\$ 6,000.00	\$ 10,000.00	\$ 12,600.00	\$ 15,600.00	\$ 20,000.00	In-planning	IDEA funding - assume 10% of population
insert revenue source (remove this text if needed)	\$ -	\$ 50,000.00	\$ 60,000.00	\$ 70,000.00	\$ 80,000.00	\$ 90,000.00	In-planning	Private foundation grants and fundraising
insert revenue source (remove this text if needed)	\$ 750,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	In-planning	Contingent on us receiving the charter sch
insert revenue source (remove this text if needed)	\$ -	\$ -	\$ 181,500.00	\$ 302,500.00	\$ 381,150.00	\$ 471,900.00	In-planning	School meal reimbursement
insert revenue source (remove this text if needed)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	In-process	
insert revenue source (remove this text if needed)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
insert revenue source (remove this text if needed)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
TOTAL	\$ 750,000.00	\$ 281,000.00	\$ 626,500.00	\$ 857,600.00	\$ 1,061,750.00	\$ 1,331,900.00		

	Year 0 2025-26	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31
TOTAL AVAILABLE FUNDS	\$ 750,000.00	\$ 2,130,625.84	\$ 3,709,209.74	\$ 4,741,814.27	\$ 5,870,777.19	\$ 7,497,319.47

Expenditure Assumptions

Directions: This sheet allows sponsors to summarize planned expenses using the object codes and line items from Tennessee's standardized chart of accounts. Sponsors must enter all relevant expense amounts for the pre-opening year (year 0) through the fifth year of operation and include notes for any items requiring further explanation or that are unique to the school's model.

This template is not the actual budget but a summary to demonstrate readiness to operate a charter school. Sponsors should align their budget assumptions to specific object codes as outlined within the Tennessee Department of Education's Standardized System of Accounting and Reporting Guidance Document. When an item spans multiple functions, sponsors must list all applicable functions within the "Applicable Function Codes/Assumption Notes" column.

Access the Standardized System of Accounting and Reporting Guidance Document here:

<https://eplan.tn.gov/DocumentLibrary/ViewDocument.aspx?DocumentKey=2061546&inline=true>

Object Codes/Line Item Descriptions	Year 0 2025-26	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31	Applicable Function Codes/Assumption Notes
1. Personal Services							
EXAMPLE: 116 Teachers	\$ -	\$ 251,566.00	\$ 375,896.00	\$ 450,356.00	\$ 651,232.00	\$ 750,155.00	71100, 71200, 71300, 73400
104 Principal(s)	\$ 80,000.00	\$ 80,000.00	\$ 81,600.00	\$ 104,040.00	\$ 106,120.00	\$ 108,243.00	Principal is paid \$30K during year due to working part-time - full s
105 Supervisor / Director	\$ 85,000.00	\$ 85,000.00	\$ 86,700.00	\$ 109,242.00	\$ 111,427.00	\$ 113,655.00	This is the Executive Director role and is paid \$30K during year due
113 Internal Audit Personnel	\$ -	\$ -	\$ 60,000.00	\$ 61,200.00	\$ 62,424.00	\$ 63,672.00	
116 Teachers	\$ -	\$ 789,632.00	\$ 925,123.00	\$ 943,619.00	\$ 1,415,425.00	\$ 1,559,250.00	This to support a total of 16 teachers in year 1, 17 teachers in year
118 Secretary to Board	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
119 Accountants/Bookkeepers	\$ -	\$ -	\$ -	\$ 57,222.00	\$ 58,366.00	\$ 59,533.00	This is the Finance Consultant in the narrative - the first two years
120 Computer Programmer(s)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
121 Data Processing Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
122 Purchasing Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
123 Guidance Personnel	\$ -	\$ 50,000.00	\$ 51,000.00	\$ 52,020.00	\$ 108,242.00	\$ 110,406.00	We anticipate an increase in the need for services so an additional
124 Psychological Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 75,770.00	Psychological services will be contracted as needed however based
128 Homebound Teachers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
129 Librarian(s)	\$ -	\$ 20,000.00	\$ 40,800.00	\$ 41,616.00	\$ 42,448.00	\$ 43,297.00	The librarian will be parttime in year1 and full time for the subsequ
130 Social Workers	\$ -	\$ -	\$ 60,000.00	\$ 61,200.00	\$ 62,424.00	\$ 127,344.00	Social services will be contracted as needed in the year 1 and then
131 Medical Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 50,000.00	This position will be filled through a contract service up to year 4 -
132 Material Supervisor(s)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
135 Assessment Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
136 Audiovisual Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
137 Education Media Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
138 Instructional Computer Personnel	\$ -	\$ -	\$ 40,000.00	\$ 40,800.00	\$ 41,616.00	\$ 42,448.00	This position wil be contracted in year 1 but will become full time in
139 Assistant Principal(s)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
142 Mechanic(s)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
146 Bus Drivers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
160 Guards	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 120,000.00	This position will be filled through a contract service up to year 4 -
161 Secretary(s)	\$ -	\$ 36,750.00	\$ 37,485.00	\$ 38,234.00	\$ 78,000.00	\$ 79,560.00	We anticipate only one individual in this position up to year 3
163 Educational Assistants	\$ -	\$ 30,000.00	\$ 61,200.00	\$ 124,848.00	\$ 159,180.00	\$ 162,360.00	The number of educational assistants will grow as the studen popu
164 Attendants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
165 Cafeteria Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
166 Custodial Personnel	\$ -	\$ -	\$ 51,000.00	\$ 78,030.00	\$ 79,590.00	\$ 81,180.00	We anticipate an increase in the need for services so the staff num
167 Maintenance Personnel	\$ -	\$ -	\$ 48,000.00	\$ 48,960.00	\$ 49,900.00	\$ 50,898.00	Maintenance servives will be contracted during the first years as we
169 Part-time Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
170 School Resource Officer	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	School Resource Officer will be on staff but not paid from the budg
171 Speech Pathologist	\$ -	\$ -	\$ -	\$ 52,020.00	\$ 53,060.00	\$ 54,121.00	Services will be contracted as needed years 1 and 2 and based on r
189 Other Salaries & Wages	\$ 20,000.00	\$ 89,250.00	\$ 91,035.00	\$ 92,855.00	\$ 94,712.00	\$ 96,607.00	Salaries for Operations Manager/Director of Operations/Safety Co
195 Certified Substitute Teachers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
196 In-Service Training	\$ -	\$ 20,000.00	\$ 20,400.00	\$ 20,808.00	\$ 21,224.00	\$ 21,648.00	This is to cover monthly inservice professional development
198 Non-certified Substitute Teachers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
TOTAL	\$ 185,000.00	\$ 1,200,632.00	\$ 1,654,343.00	\$ 1,926,714.00	\$ 2,544,158.00	\$ 3,019,992.00	

Object Codes/Line Item Descriptions	Year 0 2025-26	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31	Applicable Function Codes/Assumption Notes
2. Employee Benefits							
201 Social Security	\$ -	\$ 53,917.18	\$ 102,569.27	\$ 119,456.27	\$ 157,737.80	\$ 187,239.50	In year 0 all staff will be treated as contractors and benefits wil not
204 Pensions	\$ -	\$ 58,700.16	\$ 111,668.15	\$ 130,053.20	\$ 171,730.67	\$ 203,849.46	In year 1 all staff except the teachers and principal will be regarded

206 Life Insurance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	All staff will receive employee benefits calculated at 25% of total salary
207 Medical Insurance	\$ -	\$ 86,963.20	\$ 165,434.30	\$ 192,671.40	\$ 254,415.80	\$ 301,999.20	
208 Dental Insurance	\$ -	\$ 4,348.16	\$ 8,271.72	\$ 9,633.57	\$ 12,720.79	\$ 15,099.96	
210 Unemployment Compensation	\$ -	\$ 869.63	\$ 1,654.34	\$ 1,926.71	\$ 2,544.16	\$ 3,019.99	
211 Local Retirement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
212 Employer Medicare	\$ -	\$ 12,609.66	\$ 23,987.97	\$ 27,937.35	\$ 36,890.29	\$ 43,789.88	
215 On-behalf Payments to OPEB	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
217 Retirement Hybrid Stabilization	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
TOTAL	\$ -	\$ 217,408.00	\$ 413,585.75	\$ 481,678.50	\$ 636,039.50	\$ 754,998.00	

Object Codes/Line Item Descriptions	Year 0 2025-26	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31	Applicable Function Codes/Assumption Notes
3. Contracted Services							
302 Advertising	\$ 15,000.00	\$ 15,000.00	\$ 18,000.00	\$ 20,000.00	\$ 25,000.00	\$ 50,000.00	As we grow the school population we anticipate the need for advertising
304 Architects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
305 Audit Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
307 Communication	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
308 Consultants	\$ 50,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	curriculum development services
309 Contracts With Government Agencies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
310 Contracts With Other Public Agencies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
311 Contracts With Other School Systems	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
312 Contracts With Private Agencies	\$ -	\$ 250,000.00	\$ 300,000.00	\$ 320,000.00	\$ 350,000.00	\$ 350,000.00	This contract is for transportation services and other services as noted
313 Contracts With Parents	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
314 Contracts With Public Carriers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
315 Contracts With Vehicle Owners	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
317 Data Processing Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
320 Dues & Memberships	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
321 Engineering Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
322 Evaluation & Testing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
328 Janitorial Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
329 Laundry Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
330 Lease/SBITA Payments	\$ 150,000.00	\$ 120,000.00	\$ 120,000.00	\$ 120,000.00	\$ 120,000.00	\$ 120,000.00	This is for building acquisition and will cover utilities and repairs
331 Legal Services	\$ 20,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	We will need legal services for our contracts -
335 Maintenance & Repair Services Building	\$ -	\$ -	\$ 20,000.00	\$ 25,000.00	\$ 30,000.00	\$ 35,000.00	
336 Maintenance & Repair Services Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
338 Maintenance & Repair Services Vehicles	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
340 Medical and Dental Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
342 Payments to Schools-Breakfast	\$ -	\$ 63,750.00	\$ 106,250.00	\$ 133,875.00	\$ 165,750.00	\$ 212,500.00	We anticipate providing 100% meals and to participate in the state
343 Payments to Schools-Lunch	\$ -	\$ 117,750.00	\$ 196,250.00	\$ 247,275.00	\$ 306,150.00	\$ 392,500.00	We anticipate providing 100% meals and to participate in the state
344 Payments to Schools-Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
345 Payments to Schools-Other USDA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
348 Postal Charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
350 Internet Connectivity	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
351 Rentals	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
354 Transportation Other Than Students	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
355 Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
356 Tuition	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
359 Disposal Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
367 Maintenance & Repair Services Records	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
369 Contracts for Substitute Teachers Certified	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
370 Contracts for Substitute Teachers Non-certified	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
399 Other Contracted Services	\$ -	\$ 40,500.00	\$ 89,250.00	\$ 138,850.00	\$ 145,000.00	\$ 300,000.00	Contingency funding to cover any shortfalls in the budget
TOTAL	\$ 235,000.00	\$ 607,000.00	\$ 849,750.00	\$ 1,005,000.00	\$ 1,141,900.00	\$ 1,460,000.00	

Object Codes/Line Item Descriptions	Year 0 2025-26	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31	Applicable Function Codes/Assumption Notes
4. Supplies and Materials							
410 Custodial Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
411 Data Processing Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
412 Diesel Fuel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
413 Drugs & Medical Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
415 Electricity	\$ -	\$ 40,000.00	\$ 55,000.00	\$ 70,000.00	\$ 85,000.00	\$ 115,000.00	We anticipate the electricity usage will increase with the increase in
418 Equipment & Machinery Parts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	

422 Food Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
423 Fuel Oil	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
424 Garage Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
425 Gasoline	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
426 General Construction Materials	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
429 Instructional Supplies & Materials	\$ -	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 15,000.00	To cover the cost for our technology plan
430 Textbooks Electronic	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
432 Library Books/Media	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
433 Lubricants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
434 Natural Gas	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
435 Office Supplies	\$ -	\$ 2,500.00	\$ 5,000.00	\$ 10,000.00	\$ 10,000.00	\$ 15,000.00	We anticipate producing/photocopying our educational worksheet
437 Periodicals	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
448 T & I Construction Materials	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
449 Textbooks Bound	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
451 Uniforms	\$ -	\$ 20,000.00	\$ 30,000.00	\$ 40,000.00	\$ 50,000.00	\$ 60,000.00	We anticipate 5 tops and 5 bottoms (a mixture of pants, skirts and
453 Vehicle Parts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
454 Water & Sewer	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
470 Cabling	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
471 Software	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
499 Other Supplies and Materials	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
TOTAL	\$ -	\$ 72,500.00	\$ 100,000.00	\$ 130,000.00	\$ 155,000.00	\$ 205,000.00	

Object Codes/Line Item Descriptions	Year 0 2025-26	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31	Applicable Function Codes/Assumption Notes
5. Other Charges							
501 Boiler Insurance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
502 Building & Content Insurance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
504 Indirect Cost	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
505 Judgments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
506 Liability Insurance	\$ 15,000.00	\$ 15,000.00	\$ 20,000.00	\$ 50,000.00	\$ 60,000.00	\$ 70,000.00	
508 Premium on Corporate Surety Bonds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
509 Refunds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
510 Trustee's Commission	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
511 Vehicle and Equipment Insurance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
513 Workers Compensation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
524 In-Service / Staff Development	\$ -	\$ -	\$ -	\$ 50,000.00	\$ 60,000.00	\$ 100,000.00	We assume that in year three due to growth in size we will need st
533 Criminal Investigation of Applicants TBI	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
534 Refund to Applicant for Criminal Investigation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
535 Fee Waivers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
590 Transfers Out	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
595 TISA On-behalf Payments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
599 Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
TOTAL	\$ 15,000.00	\$ 15,000.00	\$ 20,000.00	\$ 100,000.00	\$ 120,000.00	\$ 170,000.00	

Object Codes/Line Item Descriptions	Year 0 2025-26	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31	Applicable Function Codes/Assumption Notes
6. Debt Service							
601 Principal on Bonds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
602 Principal on Notes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
603 Interest on Bonds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
604 Interest on Notes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
610 Principal on Leases	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
611 Interest on Leases	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
612 Principal on Other Loans Payable	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
613 Interest on Other Loans Payable	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
620 Debt Service Contribution to Primary Government	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
699 Other Debt Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
TOTAL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	

Object Codes/Line Item Descriptions	Year 0 2025-26	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31	Applicable Function Codes/Assumption Notes
7. Capital Outlay							

701 Administration Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
704 Attendance Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
707 Building Improvements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
709 Data Processing Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
710 Food Service Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
711 Furniture & Fixtures	\$ 100,000.00	\$ -	\$ 30,000.00	\$ 100,000.00	\$ 120,000.00	\$ 200,000.00	We assume a majour outlaf for furniture in Year 0 with only minor
715 Land	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
717 Maintenance Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
720 Plant Operation Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
722 Regular Instruction Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
724 Site Development	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
725 Special Education Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
729 Transportation Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
735 Health Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
790 Other Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
799 Other Capital Outlay	\$ -	\$ -	\$ -	\$ 60,000.00	\$ 80,000.00	\$ 100,000.00	This will cover any capital equipment that we will need as we grow
TOTAL	\$ 100,000.00	\$ -	\$ 30,000.00	\$ 160,000.00	\$ 200,000.00	\$ 300,000.00	

	Year 0 2025-26	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31
TOTAL EXPENSES	\$ 535,000.00	\$ 2,112,540.00	\$ 3,067,678.75	\$ 3,803,392.50	\$ 4,797,097.50	\$ 5,909,990.00

Summary

Note: Figures in this sheet are auto-calculated based on information provided within this template.

Starting Fund Balance

	Year 0 2025-26	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31
Totals \$	-	\$ 215,000.00	\$ 233,085.84	\$ 874,616.83	\$ 1,813,038.60	\$ 2,886,718.28

Revenues

	Year 0 2025-26	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31
State Revenues		\$ 1,849,625.84	\$ 3,082,709.74	\$ 3,884,214.27	\$ 4,809,027.19	\$ 6,165,419.47
Grants / Fundraising / Philanthropy	\$ 750,000.00	\$ 281,000.00	\$ 626,500.00	\$ 857,600.00	\$ 1,061,750.00	\$ 1,331,900.00
Total Revenues	\$ 750,000.00	\$ 2,130,625.84	\$ 3,709,209.74	\$ 4,741,814.27	\$ 5,870,777.19	\$ 7,497,319.47

Expenditures

	Year 0 2025-26	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31
Personal Services	\$ 185,000.00	\$ 1,200,632.00	\$ 1,654,343.00	\$ 1,926,714.00	\$ 2,544,158.00	\$ 3,019,992.00
Employee Benefits	\$ -	\$ 217,408.00	\$ 413,585.75	\$ 481,678.50	\$ 636,039.50	\$ 754,998.00
Contracted Services	\$ 235,000.00	\$ 607,000.00	\$ 849,750.00	\$ 1,005,000.00	\$ 1,141,900.00	\$ 1,460,000.00
Supplies and Materials	\$ -	\$ 72,500.00	\$ 100,000.00	\$ 130,000.00	\$ 155,000.00	\$ 205,000.00
Other Charges	\$ 15,000.00	\$ 15,000.00	\$ 20,000.00	\$ 100,000.00	\$ 120,000.00	\$ 170,000.00
Debt Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Capital Outlay	\$ 100,000.00	\$ -	\$ 30,000.00	\$ 160,000.00	\$ 200,000.00	\$ 300,000.00
Total Expenses	\$ 535,000.00	\$ 2,112,540.00	\$ 3,067,678.75	\$ 3,803,392.50	\$ 4,797,097.50	\$ 5,909,990.00

Summary

	Year 0 2025-26	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31
Starting Fund Balance	\$ -	\$ 215,000.00	\$ 233,085.84	\$ 874,616.83	\$ 1,813,038.60	\$ 2,886,718.28
Total Revenue	\$ 750,000.00	\$ 2,130,625.84	\$ 3,709,209.74	\$ 4,741,814.27	\$ 5,870,777.19	\$ 7,497,319.47
Total Available Funds (Starting Fund Balance + Total Revenue)	\$ 750,000.00	\$ 2,345,625.84	\$ 3,942,295.58	\$ 5,616,431.10	\$ 7,683,815.78	\$ 10,384,037.76
Total Expenses	\$ 535,000.00	\$ 2,112,540.00	\$ 3,067,678.75	\$ 3,803,392.50	\$ 4,797,097.50	\$ 5,909,990.00
Ending Fund Balance	\$ 215,000.00	\$ 233,085.84	\$ 874,616.83	\$ 1,813,038.60	\$ 2,886,718.28	\$ 4,474,047.76

Attachment X Cover Page

Operating Budget Narrative

REQUIRED FOR ALL SPONSORS

Attachment X – Page

ATTACHMENT

X

Amended Section 3.1 — Operating Budget Narrative

(Updated to Reflect \$12,330.84 Per-Pupil and \$750,000 Start-Up Grant Assumption)

Overview and Alignment with Academic and Operational Plan

Dream Catchers Charter School's budget is designed to fully support the educational program, school model, and projected enrollment. The budget reflects our clear academic priorities, staffing structure, facilities needs, and planned student support systems, and is based upon rational and reasonable assumptions.

As a school targeting homeless and housing-insecure students, Dream Catchers Charter School has taken care to ensure that costs related to wraparound services, transportation, facilities, and staffing are included to meet the unique needs of this vulnerable population.

The budget assumes that full operational sustainability begins at 150 students enrolled in Year 1, with annual increases reaching 1,000 students at full enrollment in Year 10. This gradual scaling aligns with both the staffing plan and the budget's revenue/expense projections.

Revenue Assumptions

- State and Local Per-Pupil Revenue: Based on current Tennessee State funding rates of \$12,330.84 per pupil (confirmed through MSCS communications), our Year 1 revenue projections assume 150 enrolled students, for a total of \$1,849,626 in per-pupil revenue. Each subsequent year increases student

enrollment and thus increases per-pupil revenues proportionately.

- Federal Title and IDEA Funding: Based on comparable charter school models and in alignment with the projected high-poverty student population, Dream Catchers has conservatively estimated Title I and IDEA revenue starting at \$231,000 combined in Year 1, scaling modestly based on enrollment.
- Start-Up Grant: The Year 0 and Year 1 budgets reflect the assumed \$750,000 Tennessee Charter School Start-Up Subgrant, which we will apply for upon approval of our charter application. This grant is not guaranteed but is customary and intended to support facility readiness, staff onboarding, and curriculum needs.
- Private Grants/Fundraising: The Year 1-5 budgets include modest estimates of private foundation grants and donations (\$50,000 - \$90,000 annually), based on Daughters of Zion's historic fundraising performance. No grants are listed as "secured" in the budgets unless committed; all others are estimated and noted.
- Contingency Planning: If grant or private fundraising targets are not met, contingency measures (see below) are in place to reduce non-essential discretionary spending and/or scale back planned hires.

Expenditure Assumptions

- **Personnel:** Staff salaries, benefits, and taxes represent the majority of the budget and align with local charter school pay scales. Salaries have been calculated based on position types and required qualifications.
- **Employee Benefits:** Assumed at 25% of salaries, consistent with local charter school averages for health insurance, Social Security, Medicare, and other employment costs.
- **Contracted Services:** This category includes student transportation, special education services, security, and food service — all critical supports for homeless students.
- **Facilities:** Based on anticipated facility square footage needs (starting around 20,000–25,000 sq. ft. in Year 1 and growing), lease and maintenance costs have been projected conservatively, with additional funds allocated to insurance and compliance.
- **Technology:** Student and staff technology costs are reflected in both instructional and operational line items. Chromebooks and classroom tech will be funded through start-up grant and operational funds.

- Other Charges: Marketing, recruitment, professional development, and contingency reserves are included to support the launch and growth phases.

Contingency Planning and Cash Flow

Dream Catchers Charter School has a positive ending funding balance based on projections and this will cover our contingency reserves to account for unforeseen circumstances. Should enrollment fall below projections, discretionary expenses such as new furniture purchases, enrichment programs, or professional development travel will be deferred until revenues stabilize. Also, with the exception of Year 1 – due to start-up and implementation costs - all our expenses are below our the state revenue child allotment total to reduce our reliance on grant funding.

Additionally, because MSCS has renewed charters such as City University Independence (which enrolled only 14 students at renewal), we are confident that the district recognizes the importance of mission-focused, specialized charters and will continue to support Dream Catchers Charter School should early year enrollment be modest.

Financial Oversight and Procedures

- The Governing Board will approve all budgets and review financial reports at monthly board meetings.

- The Executive Director and Finance Consultant (this is represented on the budget as the Accountant/Book Keeper on the budget) will be responsible for day-to-day financial management, reporting to the Board Treasurer and independent auditor. The position of Finance Consultant will be contracted for Years 1 and 2 and will be fulltime Years 3 to 5
- All accounting will be conducted using Generally Accepted Accounting Principles (GAAP) and Dream Catchers will undergo an independent annual audit per Tennessee law.
- Purchasing policies will require multiple bids for purchases exceeding \$10,000 and Board approval for all contracts above \$25,000.
- Payroll, benefits administration, and audit functions will be outsourced to ensure cost efficiency and regulatory compliance.

Conclusion

In sum, the revised and aligned budget (Attachment W) ensures that Dream Catchers Charter School will operate sustainably, meet the needs of its students — particularly those who are homeless and at-risk — and fulfill its mission. Furthermore, in keeping with Tennessee State Board of Education Authorizer Standard Principle 3 #1, every financial decision prioritizes the well-being and public interest of our students, especially the most vulnerable.

Section 3.2 – Operating Budget Narrative

The operating budget for Dream Catchers Charter School fully supports our school model and academic plan. Our budget projections align with each year's staffing, facility, programming, and transportation needs based on realistic per-pupil funding levels and anticipated grant support. The budget reflects a strong alignment with our mission of serving homeless and housing-insecure students and addresses the unique supports necessary for that population.

Minimum Enrollment and Budget Impact:

The school is sustainable beginning with a minimum enrollment of 150 students in Year 1. This conservative floor was set to ensure financial viability while accommodating early-stage facility limitations. All core positions—school leader, teachers, special education staff, support staff—are scalable to this initial population. Our operating budget is tiered to support expansion to 500+ students by Year 5, as supported by MSCS district enrollment trends and documented demand for services for homeless students.

Revenue Assumptions and Methodology:

State and local per-pupil revenue is based on the official 2024-2025 BEP funding rate of \$12,330.84 per student. Title I and IDEA federal allocations are estimated using MSCS averages (\$1,500–\$2,000 for Title I and \$400–\$600 for IDEA per eligible student), with Title I funds expected due to our 100% at-risk population and IDEA funding based on 10% estimated SPED enrollment. These numbers will be adjusted once actual enrollment and demographics are finalized.

- **Startup Grant:** We assume a \$750,000 charter school startup grant through Tennessee's CSP subgrant program. Our full plan for these funds is detailed in the separate startup budget and categorized by allowable expenses (e.g., furniture, PD, outreach).
- **Fundraising and Donations:** Each year includes conservative estimates (\$50K–\$90K range) for private donations, fundraising and grants based on confirmed outreach plans and past giving patterns from community partners. While not guaranteed, these numbers reflect achievable

fundraising goals for a school with our mission and visibility.

- No foreign or religious funding is included in this application. Daughters of Zion has been confirmed as a non-religious, 501(c)(3) public charity.

Expenditure Methodology:

Expenditures are built by category and informed by national charter school benchmarks and local Memphis market data:

- Personnel costs reflect competitive salaries aligned with MSCS averages for executive leadership, teachers, aides, and support staff.
- Benefits are calculated at 25% of total salaries, which includes payroll taxes, retirement contributions, and medical coverage.
- Facilities are budgeted for lease or purchase of a school building (with contingency options for smaller spaces), aligned to projected enrollment and square footage needs.
- Transportation expenses align with the requirement to serve homeless students under the McKinney-Vento Act, and include transportation to/from school, extracurriculars, and emergency needs and will be paid for through contractual services.
- Supplies, food service, PD, and other costs were estimated based on charter startup benchmarks and scaled with enrollment growth.

Contingency Planning and Cash Flow Protections:

We maintain a contingency reserve (2–5% of annual expenses) in each year's budget to account for unforeseen costs or enrollment gaps. Additionally, we have

designed a scalable staffing model, where instructional hires are phased in as enrollment increases. If enrollment is delayed or grant funds are not realized on schedule, Daughters of Zion has access to bridge financing through community partners and an established line of credit of 250,000.

High-Needs Student Cost Adjustments:

Serving homeless and high-needs students does present budget challenges. Our budget includes added staff for trauma-informed counseling, social work, and SPED coordination. IDEA funding is augmented with general operating funds to ensure services are not dependent on any one grant stream. We have also budgeted for emergency transportation, hygiene supplies, and family wraparound supports.

Financial Systems and Controls:

The school will contract with a Tennessee-licensed CPA firm to manage accounting, prepare financial statements, and ensure fiscal transparency. We will also hire independent firm to prepare our annual audit, as required by state law. Daughters of Zion currently operates with QuickBooks Online, layered with internal purchasing controls and approval thresholds. All expenditures are approved by the Executive Director and reported to the Board Treasurer monthly.

- The governing board will review quarterly financial reports, approve annual budgets, and oversee corrective actions for any variances.
- Payroll and benefits will be outsourced to a certified third-party provider to ensure tax and legal compliance.
- Our startup team includes members with experience in nonprofit financial management, including former principals, directors, and administrative staff with relevant expertise.
- Summary:
This budget reflects not just financial feasibility, but fiscal responsibility aligned with our mission. We meet all state standards for budget

transparency, scalability, and internal controls. We believe the Dream Catchers budget is both realistic and rooted in the proven demand to serve one of the region’s most vulnerable populations—homeless and housing-insecure students. Our plan aligns with Tennessee State Board Authorizer Standard Principle 3 #1, which states that charter decisions must be rooted in the best interests and well-being of students.

It is our goal to keep our expenses below the state/local per-pupil funding allotment each and this is achieved in all years except in Budget Year 1 – however the total expenses are below the total available funds – therefore if we meet our student target we will have funding to cover our expenses, however if the target is not met then we will make adjustments to our expenses.

Dream Catchers Academy Five-Year Budget (Year 0)

Revenue and Expenditure Assumptions and Determination Methodology

REVENUES

Revenue Breakdown Methodology and Assumptions

The projected revenue sources for Dream Catchers Academy include the grant funding from the charter school planning and implementation grant.

Category	Description	Amount
1. Cash at Hand		

Category	Description	Amount
2. Grants/Fund Raising/Philanthropy	Charter School Funding	\$750,000
	Grant Program	

Daughters of Zion has applied for \$750,000 in grant funding from the Charter School Program to cover Planning and Implementation Costs in Year 0.

EXPENDITURES

Expenditures Breakdown, Methodology and Assumptions

Category	Description	Amount
1. Personal Services		
i. Principal (1)	Paid at full-time	\$80,000
ii. Executive Director (1)	Paid at full-time	\$85,000

iii. Other Salaries and Wages (1)	Recruitment and Outreach Coordinator Paid at Part Time	\$20,000
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Category	Description	Amount
2. Employee Benefits	All staff will be paid as contractors during Year 0 – no employee benefits will be paid	\$0

Category	Description	Amount
3. Contracted Services		
i. Advertising	School Promotion and recruiting Amount based on current costs that Daughters of Zion is pay for advertising	\$15,000
ii. Consultants	To cover the costs of curriculum development and board and staff training – based on current market price	\$50,000
iii. Lease/SBITA Payments	To cover the cost of building lease and acquisition – Cost is based on current lease figures per-square foot	\$150,000
vi. Legal Services	To cover the cost of setting up contracts – Amount based on current costs that Daughters of Zion is pay for legal services	\$20,000
v. Other Contracted Services		0

Category	Description	Amount
4. Supplies and Materials	No Cost	

Category	Description	Amount
5. Other Charges		

i. Liability Insurance	To cover required insurance for the charter school – based on what Daughters of Zion is currently paying for insurance	\$15,000
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Category	Description	Amount
6. Debt Service	No Cost	

Category	Description	Amount
7. Capital Outlay		

i. Furniture & Fixtures	To cover the initial cost for classroom set-up to cover desks chairs for students and teachers electronic blackboards etc – based on general estimates from companies such as Worthington Direct, NextGen Furniture, JOMTech etc	\$100,000
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Dream Catchers Academy Five-Year Budget (Year 1)

Revenue and Expenditure Assumptions and Determination Methodology

REVENUES

Revenue Breakdown Methodology and Assumptions

The projected revenue sources for Dream Catchers Academy include state/local per-pupil funding, federal grants, private philanthropy, and fundraising.

Category	Description	Amount
1. State & Local Revenues	State/Local Per-Pupil Funding	
	150 students *\$12,330.84	\$1,849,625.84

Based on Tennessee's most recent per-pupil allocation of \$12,330.84 per student. Projected student enrollment determines total funding each year.

Category	Description	Amount
2. Grants/Fund Raising/ Philanthropy	Federal Title I Funding: 150 students *\$1,500	\$225,000

Assumes eligibility for Title I funding based on serving 100% at-risk and economically disadvantaged students; Estimated using MSCS averages (\$1,500–\$2,000 for Title I – the minimum of \$1,500 was used for the projections; Projected student enrollment determines total funding each year: Funding projections are based on historical data from similarly structured schools; Awarded annually, with amounts increasing based on student growth.

Category	Description	Amount
3. Grants/Fund Raising/ Philanthropy	Federal IDEA Funding 150 students *10% *\$400	\$6,000

Supports students with disabilities as required by federal law; Estimated based on statewide per-student averages for schools with a similar demographic; Estimated using MSCS averages of \$400–\$600 for IDEA per eligible student and an estimate that 10% of the population will qualify for the funding and the minimum of \$400 for the calculations was used.

Category	Description	Amount
4. Grants/Fund Raising/ Philanthropy	50% from grant funding	\$25,000;
	30% from donations	\$15,000
	20% from fundraising-	\$10,000
	Total	\$50,000

We will be applying for funding from foundations committed to supporting educational equity such as The Wal Mart Foundation, Truist Foundation, Kelloggs Foundation etc - **these grants are in the in-planning phase;**• Includes direct donations as part of our fundraising drive from community organizations, non-profit partners, local businesses, and individual supporters; If grant funds are not secured, the school will adjust expenditures and seek alternative revenue sources; The Executive Director will oversee all fundraising, donations and grant applications.

EXPENDITURES

Expenditures Breakdown, Methodology and Assumptions

Category	Description	Amount
1. Personal Services		

i. Principal (1)	Paid at Full Time Salary based on Memphis City School Pay Scale Yearly increase of at least 2% of previous annual salary when full time.	\$80,000
ii. Executive Director (1)	Paid at Full Time Salary based on current Pay Scale at Daughters of Of Zion; Yearly increase of at least 2% of previous annual salary when full time.	\$85,000
iii. Internal Audit Personnel (1)	Not hired in Year 1	
iv. Teachers (16)	16 Teachers will be hired in in Year 1 at salary of \$49,352 - Salary based on Memphis Shelby County School Pay Scale; Yearly increase of at least 2% of previous annual salary when full time. This number includes the Special Education Coordinator	\$789,632
v. Accountant/Bookkeepers (1)	Not hired - Services are performed by through contract services. This is the Finance Consultant in the narrative	
vi. Guidance Personnel (1)	Will be hired in in Year 1 Salary based on Indeed.com research Yearly increase of at least 2% of previous annual salary when full time.	\$50,000
vii. Psychological Personnel (1)	Not hired in Year 1	

viii. Librarian (1)	Will be hired part time in in Year 1 Salary based on Indeed.com research Yearly increase of at least 2% of previous annual salary when full time.	\$20,000
ix. Social Worker (1)	Not hired in Year 1 Services available through contract service	
x. Medical Personnel (1)	Not hired in Year 1 Services available through contract service	
xi. Instructional Computer Personnel (1)	Not hired in Year 1 Services available through contract service	
xii. Guards	Not hired in Year 1 Services available through contract service	
xiii. Secretary (1)	Will be hired in in Year 1 Salary based on Indeed.com research Yearly increase of at least 2% of previous annual salary when full time.	\$36,750
xiv. Educational Assistants (1)	Will be hired in in Year 1 Salary based on internet research Yearly increase of at least 2% of previous annual salary when full time.	\$30,000
xv. Custodial Personnel (2)	Not hired in Year 1 -	
xvi. Maintenance Personnel	Not hired in Year1 Services available through	

	contract service	
xvii. Speech Pathologist	Not hired in Year1 Services available through contract service	
xviii. Other Salaries and Wages (2)	Includes Recruitment and Outreach Coordinator \$40,000; and Operations Manager/Director of Operations \$49,250. Salary based on market research on Indeed.com Yearly increase of at least 2% of previous annual salary when full time.	\$89,250
xix. In-Service Training (1)	Will be hired part time in in Year 1 to ensure staff proficiency on the Montessori classroom model; Salary based on internet research Yearly increase of at least 2% of previous annual salary when full time.	\$20,000

Category	Description	Amount
2. Employee Benefits	Calculated at 25% of total	
Social Security 6.2%	25% of \$869,632	217,408.00
Pensions 6.75%	Employee benefits	
Medical Insurance 10%	will be paid for the principal	
Dental Insurance 0.5%	and teachers in Year 1	
Unemployment compensation 0.1%	all other staff will be treated	
Employer Medicare 1.45 %	as contractors	

Category	Description	Amount
3. Contracted Services		

i. Advertising	School Promotion and recruiting Amount based on current costs that Daughters of Zion pays for advertising	\$15,000
ii. Contracts with Private Agencies	This contract is for transportation services and other services as needed	\$250,000
iii. Lease/SBITA Payments	To cover the cost of building lease- Cost is based on current lease figures per-square foot	\$120,000
iv. Payments to Schools Breakfast	We anticipate about 100% of the students participating in the free meals program With an average meal of \$2.40 for 177 days of school - \$425 for 150 students - fully reimbursable	\$63,750
v. Payments to Schools Lunch	We anticipate about 100% of the students participating in the free meals program With an average meal of \$4.43 for 177 days of school - \$785 for 150 students -fully reimbursable	\$117,750
vi. Other Contracted Services	To cover the 2-5% of expenses for contingency fees – shortfalls in the budget will be funded from this cost category. This is not the case in year 1 due to implementation costs but it occurs in subsequent years	\$40,500

Category	Description	Amount
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4. Supplies and Materials

i. Electricity	Utility usage for school operation Amount based on researching charter school utility usage	\$40,000
ii. Instructional Supplies & Material	The purchase of items to support teaching methods. This does not refer to a specific item – relevancy and cost will be assessed when requested.	\$10,000
iii. Office Supplies & Material	The purchase of items to support office operations.	\$2,500
iv. Uniforms	The purchase of uniforms to support school activities eg. School uniform, gym etc Items will be purchased in bulk \$133,33 for 150 students	\$20,000

Category	Description	Amount
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5. Other Charges

i. Liability Insurance	To cover required insurance for the charter school – based on what Daughters of Zion is currently paying for insurance	\$15,000
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Category	Description	Amount
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6. Debt Service

	No Cost	
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Category	Description	Amount
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7. Capital Outlay

i. Furniture & Fixtures	No Cost.	
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Dream Catchers Academy Five-Year Budget (Year 2)

Revenue and Expenditure Assumptions and Determination Methodology –

REVENUES

Revenue Breakdown Methodology and Assumptions

The projected revenue sources for Dream Catchers Academy include state/local per-pupil funding, federal grants, private philanthropy, fundraising and reimbursement for meals from local and federal sources.

Category	Description	Amount
1. State & Local Revenues	State/Local Per-Pupil Funding	
	250 students *\$12,330.84	\$3,082,709.74

Based on Tennessee's most recent per-pupil allocation of \$12,330.84 per student. Projected student enrollment determines total funding each year.

Category	Description	Amount
2. Grants/Fund Raising/ Philanthropy	Federal Title I Funding:	
	250 students *\$1500	\$375,000

Assumes eligibility for Title I funding based on serving 100% at-risk and economically disadvantaged students; Estimated using MSCS averages (\$1,500–\$2,000 for Title I – the minimum of \$1,500 was used for the projections; Projected student enrollment determines total funding each year: Funding projections are based on historical data from similarly structured schools; Awarded annually, with amounts increasing based on student growth

Category	Description	Amount
3. Grants/Fund Raising/ Philanthropy	Federal IDEA Funding	
	250 students *10% *\$400	\$10,000

Supports students with disabilities as required by federal law; Estimated based on statewide per-student averages for schools with a similar demographic; Estimated using MSCS averages of \$400–\$600 for IDEA per eligible student and an estimate that 10% of the population will qualify for the funding and the minimum of \$400 for the calculations was used.

Category	Description	Amount
4. Grants/Fund Raising/ Philanthropy	50% from grant funding	\$30,000;
	30% from donations	\$18,000
	20% from fundraising-	\$12,000
	Total	\$60,000

Category	Description	Amount
5. Grants/Fund Raising/ Philanthropy	Meal reimbursement from	
	Breakfast	\$63,750
	Lunch	\$117,750

Total

\$181,500

We will be applying for funding from foundations committed to supporting educational equity such as The Wal Mart Foundation, Truist Foundation, Kelloggs Foundation etc - **these grants are in the in-planning phase** ; • Includes direct donations as part of our fundraising drive from community organizations, non-profit partners, local businesses, and individual supporters; If grant funds are not secured, the school will adjust expenditures and seek alternative revenue sources; The Executive Director will oversee all fundraising, donations and grant applications.

EXPENDITURES

Expenditures Breakdown, Methodology and Assumptions

Category	Description	Amount
1. Personal Services		
i. Principal (1)	Paid at Full Time Salary based on Memphis City School Pay Scale Yearly increase of at least 2% of previous annual salary when full time.	\$81,600
ii. Executive Director (1)	Paid at Full Time Salary based on current Pay Scale at Daughters of Of Zion; Yearly increase of at least 2% of previous annual salary when full time.	\$86,700
iii. Internal Audit Personnel (1)	Will be hired in in Year 2 Salary based on Indeed.com research Yearly increase of at least 2% of previous annual salary when full time.	\$60,000
iv. Teachers (17)	17 Teachers will be on staff in in Year 2 at average salary of \$54,419 - Salary based on Memphis Shelby County School	\$925,123

	Pay Scale; Yearly increase of at least 2% of previous annual salary when full time. This number includes the Special Education Coordinator	
v. Accountant/Bookkeepers (1)	Not hired - Services are performed through contract services. This is the Finance Consultant in the narrative	
vi. Guidance Personnel (1)	Paid at Full Time Salary based on Indeed.com research Yearly increase of at least 2% of previous annual salary when full time.	\$51,000
vii. Psychological Personnel (1)	Not hired - Services are performed by through contract services.	
viii. Librarian (1)	Hired full time in in Year 2 Salary based on Indeed.com research Yearly increase of at least 2% of previous annual salary when full time.	\$40,800
ix. Social Worker (1)	Hired full time in in Year 2 Salary based on Indeed.com research Yearly increase of at least 2% of previous annual salary when full time.	\$60,000
x. Medical Personnel (1)	Not hired in Year 2 Services available through contract service	
xi. Instructional Computer Personnel (1)	Hired full time in in Year 2 Salary based on Indeed.com research	\$40,000

	Yearly increase of at least 2% of previous annual salary when full time.	
xii. Guards	Not hired in Year 2 Services available through contract service	
xiii. Secretary (1)	Paid at Full Time Salary based on Indeed.com research Yearly increase of at least 2% of previous annual salary when full time.	\$37,485
xiv. Educational Assistants (2)	Hired Full Time in Year 2 Average Salary based on internet research \$30,600*2 Yearly increase of at least 2% of previous annual salary when full time.	\$61,200
xv. Custodial Personnel (2)	Hired Full Time in Year 2 Average Salary based on internet research \$25,500*2 Yearly increase of at least 2% of previous annual salary when full time.	\$51,000
xvi. Maintenance Personnel (1)	Hired Full Time in Year 2 i Salary based on internet research Yearly increase of at least 2% of previous annual salary when full time.	\$48,000
xvii. Speech Pathologist	Not hired in Year 2 Services available through contract service	
xviii. Other Salaries and Wages (2)	Includes Recruitment and Outreach Coordinator \$40,800;	\$91,035

and Operations Manager/
 Director of Operations
 \$50,235.
 Salary based on
 market research
 on Indeed.com
 Yearly increase of at least 2% of
 previous annual salary when full time.

xix. In-Service Training
 (1)

Hired part time \$20,400
 to ensure staff
 proficiency on the Montessori
 classroom model; Salary based on
 internet research
 Yearly increase of at least 2% of
 previous annual salary when full time.

Category	Description	Amount
2. Employee Benefits	Calculated at 25% of total	
Social Security 6.2%	25% of 1,654,343	413,585.75
Pensions 6.75%		
Medical Insurance 10%		
Dental Insurance 0.5%		
Unemployment compensation 0.1%		
Employer Medicare 1.45 %		

Category	Description	Amount
3. Contracted Services		
i. Advertising	School Promotion and recruiting Amount based on current costs that Daughters of Zion is pay for advertising	\$18,000

ii. Contracts with Private

Agencies	This contract is for transportation services and services and other services as needed	\$300,000
iii. Lease/SBITA Payments	To cover the cost of building lease and acquisition – Cost is based on current lease figures per-square foot	\$120,000
iv. Maintenance & Repairs Services Building	This is to cover repairs such as bathroom fixtures, lighting, roof Etc. –	\$20,000
v. Payments to Schools Breakfast	We anticipate about 100% of the students participating in the free meals program With an average meal of \$2.40 for 177 days of school - \$425 for 250 students - fully reimbursable	\$106,250
vi. Payments to Schools Lunch	We anticipate about 100% of the students participating in the free meals program With an average meal of \$4.43 for 177 days of school - \$785 for 250 students -fully reimbursable	\$196,250
vii. Other Contracted Services	To cover the 2-5% of expenses for contingency fees – shortfalls in the budget will be funded from this cost category.	\$89,250
4. Supplies and Materials		
i. Electricity	Utility usage for school operation Amount based on researching	\$55,000

	charter school utility usage	
ii. Instructional Supplies & Material	The purchase of items to support teaching methods. This does not refer to a specific item – relevancy and cost will be assessed when requested.	\$10,000
iii. Office Supplies & Material	The purchase of items to support office operations.	\$5,000
iii. Uniforms	The purchase of uniforms to support school activities eg. School uniform, gym etc Items will be purchased in bulk \$120,00 per student (250)	\$30,000
Category	Description	Amount
5. Other Charges		
i. Liability Insurance	To cover required insurance for the charter school – based on what Daughters of Zion is currently paying for insurance	\$20,000
Category	Description	Amount
6. Debt Service	No Cost	
Category	Description	Amount
7. Capital Outlay		
i. Furniture & Fixtures	To cover the cost for classroom replacement to cover desks chairs for students and teachers electronic blackboards etc – based on general estimates from companies such as Worthington Direct, NextGen Furniture, JOMTech etc	\$30,000

Dream Catchers Academy Five-Year Budget (Year 3)

Revenue and Expenditure Assumptions and Determination Methodology

REVENUES

Revenue Breakdown Methodology and Assumptions

The projected revenue sources for Dream Catchers Academy include state/local per-pupil funding, federal grants, private philanthropy, fundraising and reimbursement for meals from local and federal sources.

Category	Description	Amount
1. State & Local Revenues	State/Local Per-Pupil Funding	
	315 students *\$12,330.84	\$3,884,214.27

Based on Tennessee's most recent per-pupil allocation of \$12,330.84 per student. Projected student enrollment determines total funding each year.

Category	Description	Amount
2. Grants/Fund Raising/Philanthropy	Federal Title I Funding:	
	315 students *\$1500	\$472,500

Assumes eligibility for Title I funding based on serving 100% at-risk and economically disadvantaged students; Estimated using MSCS averages (\$1,500–\$2,000 for Title I – the minimum of \$1,500 was used for the projections; Projected student enrollment determines total funding each year: Funding projections are based on historical data from similarly structured schools; Awarded annually, with amounts increasing based on student growth

Category	Description	Amount
3. Grants/Fund Raising/Philanthropy	Federal IDEA Funding	
	315 students *10% *\$400	\$12,600

Supports students with disabilities as required by federal law; Estimated based on statewide per-student averages for schools with a similar demographic; Estimated using MSCS averages of \$400–\$600 for IDEA per eligible student and an estimate that 10% of the population will qualify for the funding and the minimum of \$400 for the calculations was used.

Category	Description	Amount
4. Grants/Fund Raising/Philanthropy	50% from grant funding	\$35,000;
	30% from donations	\$21,000
	20% from fundraising-	\$14,000
	Total	\$70,000

Category	Description	Amount
5. Grants/Fund Raising/ Philanthropy	Meal reimbursement from	
	Breakfast	\$106,250
	Lunch	\$196,250
	Total	\$302,500

We will be applying for funding from foundations committed to supporting educational equity such as The Wal Mart Foundation, Truist Foundation, Kelloggs Foundation etc - **these grants are in the in-planning phase** ; • Includes direct donations as part of our fundraising drive from community organizations, non-profit partners, local businesses, and individual supporters; If grant funds are not secured, the school will adjust expenditures and seek alternative revenue sources; The Executive Director will oversee all fundraising, donations and grant applications.

EXPENDITURES

Expenditures Breakdown, Methodology and Assumptions

Category	Description	Amount
1. Personal Services		
i. Principal (1)	Paid at Full Time Salary based on Memphis City School Pay Scale Yearly increase of at least 2% of previous annual salary when full time.	\$104,040
ii. Executive Director (1)	Paid at Full Time Salary based on current Pay Scale at Daughters of Of Zion; Yearly increase of at least 2% of previous annual salary when full time.	\$109,242
iii. Internal Audit Personnel (1)	Paid at Full Time Salary based on Indeed.com research Yearly increase of at least 2% of previous annual salary when full time.	\$61,200

iv. Teachers (17)	17 Teachers will be on staff in Year 3 at average salary of \$55,507 - Salary based on Memphis Shelby County School Pay Scale; Yearly increase of at least 2% of previous annual salary when full time. This number includes the Special Education Coordinator	\$943,619
v. Accountant/Bookkeepers (1)	Will be hired in Year 3 Salary based on Indeed.com research Yearly increase of at least 2% of previous annual salary. This is the Finance Consultant in the narrative	\$57,222
vi. Guidance Personnel (1)	Paid at Full Time Salary based on Indeed.com research Yearly increase of at least 2% of annual salary.	\$52,020
vii. Psychological Personnel (1)	Not hired - Services are performed by through contract services.	
viii. Librarian (1)	Paid at full time Salary based on Indeed.com research Yearly increase of at least 2% of previous annual salary when full time.	\$41,616
ix. Social Worker (1)	Paid at full time Salary based on Indeed.com research Yearly increase of at least 2% of	\$61,200

	annual salary when full time.	
x. Medical Personnel (1)	Not hired in Year 3 Services available through contract service	
xi. Instructional Computer Personnel (1)	Paid at full time Salary based on Indeed.com research Yearly increase of at least 2% of annual salary when full time.	\$40,800
xii. Guards	Not hired in Year 3 Services available through contract service	
xiii. Secretary (1)	Paid at Full Time Salary based on Indeed.com research Yearly increase of at least 2% of annual salary.	\$38,234
xiv. Educational Assistants (4)	Paid at Full Time Average Salary based on internet research \$31,212*4 Yearly increase of at least 2% of annual salary.	\$124,848
xv. Custodial Personnel (3)	Paid at Full Time Average Salary based on internet research \$26,010*3 Yearly increase of at least 2% of annual salary.	\$78,030
.		
xvi. Maintenance Personnel (1)	Paid at Full Time Salary based on	\$48,960

	internet research Yearly increase of at least 2% of annual salary.	
xvii. Speech Pathologist (1)	Will be hired in in Year 3 Salary based on internet research Yearly increase of at least 2% of previous annual salary.	\$52,020
xviii. Other Salaries and Wages (2)	Includes Recruitment and Outreach Coordinator \$41,616; and Operations Manager/Director of Operations \$51,239. Salary based on market research on Indeed.com Yearly increase of at least 2% of annual salary.	\$92,855
xix. In-Service Training (1)	Hired part time to ensure staff proficiency on the Montessori classroom model; Salary based on internet research Yearly increase of at least 2% of annual salary.	\$20,808

Category	Description	Amount
2. Employee Benefits	Calculated at 25% of total	
Social Security 6.2%	25% of 1,926,714	\$481,678.5
Pensions 6.75%		
Medical Insurance 10%		
Dental Insurance 0.5%		
Unemployment compensation		

0.1%
Employer Medicare
1.45 %

Category	Description	Amount
3. Contracted Services		
i. Advertising	School Promotion and recruiting Amount based on current costs that Daughters of Zion is pay for advertising. New advertising strategy will be used in Y3 to reach targeted enrollment	\$20,000
ii. Contracts with Private Agencies	This contract is for transportation services and other services as needed	\$320,000
iii. Lease/SBITA Payments	To cover the cost of building lease and acquisition – Cost is based on current lease figures per-square foot	\$120,000
iv. Maintenance & Repairs Services Building	This is to cover repairs such as bathroom fixtures, lighting, roof Etc. –	\$25,000
v. Payments to Schools Breakfast	We anticipate about 100% of the students participating in the free meals program With an average meal of \$2.40 for 177 days of school - \$425 for 315 students - fully reimbursable	\$133,875
vi. Payments to Schools	We anticipate about 100% of the	

Lunch	students participating in the free meals program With an average meal of \$4.43 for 177 days of school - \$785 for 315 students -fully reimbursable	\$247,275
vii. Other Contracted Services	To cover the 2-5% of expenses for contingency fees – shortfalls in the budget will be funded from this cost category.	\$138,850

4. Supplies and Materials

i. Electricity	Utility usage for school operation Amount based on researching charter school utility usage	\$70,000
ii. Instructional Supplies & Material	The purchase of items to support teaching methods. This does not refer to a specific item – relevancy and cost will be assessed when requested.	\$10,000
iii. Office Supplies & Material	The purchase of items to support office operations.	\$10,000
iv. Uniforms	The purchase of uniforms to support school activities eg. School uniform, gym etc Items will be purchased in bulk \$127,00 per student (315)	\$40,000

Category	Description	Amount
5. Other Charges		
i. Liability Insurance	To cover required insurance for the charter school – based on what Daughters of Zion is currently	\$50,000

	paying for insurance	
ii. In-Service/Staff Development	Due to growth in staff and operations training will be needed for Board Members and staff	\$50,000
Category	Description	Amount
6. Debt Service	No Cost	
Category	Description	Amount
7. Capital Outlay		
i. Furniture & Fixtures	To cover the cost for classroom new and replacement to cover desks chairs for students and teachers electronic blackboards etc – due student growth based on general estimates from companies such as Worthington Direct, NextGen Furniture, JOMTech	\$100,000
II. Other Capital Outlay	To cover the cost of other capital Outlays not covered under furniture and fixtures as staff and student population grows	\$60,000

Dream Catchers Academy Five-Year Budget (Year 4)

Revenue and Expenditure Assumptions and Determination Methodology –

REVENUES

Revenue Breakdown Methodology and Assumptions

The projected revenue sources for Dream Catchers Academy include state/local per-pupil funding, federal grants, private philanthropy, fundraising and reimbursement for meals from local and federal sources.

Category	Description	Amount
1. State & Local Revenues	State/Local Per-Pupil Funding 390 students *\$12,330.84	\$4,809,027.19

Based on Tennessee's most recent per-pupil allocation of \$12,330.84 per student.

Projected student enrollment determines total funding each year.

Category	Description	Amount
2. Grants/Fund Raising/ Philanthropy	Federal Title I Funding: 390 students *\$1500	\$585,000
Assumes eligibility for Title I funding based on serving 100% at-risk and economically disadvantaged students; Estimated using MSCS averages (\$1,500–\$2,000 for Title I – the minimum of \$1,500 was used for the projections; Projected student enrollment determines total funding each year: Funding projections are based on historical data from similarly structured schools; Awarded annually, with amounts increasing based on student growth		

Category	Description	Amount
3. Grants/Fund Raising/ Philanthropy	Federal IDEA Funding 390 students *10% *\$400	\$15,600
Supports students with disabilities as required by federal law; Estimated based on statewide per-student averages for schools with a similar demographic; Estimated using MSCS averages of \$400–\$600 for IDEA per eligible student and an estimate that 10% of the population will qualify for the funding and the minimum of \$400 for the calculations was used.		

Category	Description	Amount
4. Grants/Fund Raising/ Philanthropy	50% from grant funding 30% from donations 20% from fundraising- Total	\$40,000; \$24,000 \$16,000 \$80,000

Category	Description	Amount
5. Grants/Fund Raising/ Philanthropy	Meal reimbursement from Breakfast Lunch	\$133,875 \$247,275
Total		\$381,150

We will be applying for funding from foundations committed to supporting educational equity such as The Wal Mart Foundation, Truist Foundation, Kelloggs Foundation etc - **these grants are in the in-planning phase** ; • Includes direct donations as part of our fundraising drive from community organizations, non-profit partners, local businesses, and individual supporters; If grant funds are not secured, the school will adjust expenditures and seek alternative revenue sources; The Executive Director will oversee all fundraising, donations and grant applications.

EXPENDITURES

Expenditures Breakdown, Methodology and Assumptions

Category	Description	Amount
1. Personal Services		
i. Principal (1)	Paid at Full Time Salary based on Memphis City School Pay Scale Yearly increase of at least 2% of previous annual salary when full time.	\$106,120
ii. Executive Director (1)	Paid at Full Time Salary based on current Pay Scale at Daughters of Of Zion; Yearly increase of at least 2% of previous annual salary when full time.	\$111,427
iii. Internal Audit Personnel (1)	Paid at Full Time Salary based on Indeed.com research Yearly increase of at least 2% of previous annual salary when full time.	\$62,424
iv. Teachers (25)	25 Teachers will be on staff in in Year 4 at average salary of \$55,507 - Salary based on Memphis Shelby County School Pay Scale; Yearly increase of at least 2% of previous annual salary when full time. This number includes the Special Education Coordinator	\$1,415,425
v. Accountant/Bookkeepers (1)	Paid at Full Time Salary based on Indeed.com research	\$58,366

	Yearly increase of at least 2% of annual salary. This is the Finance Consultant in the narrative	
vi. Guidance Personnel (2)	Paid at Full Time Average salary based on Indeed.com research \$54,121*2 An additional person will be hired to support the growth in student population Yearly increase of at least 2% of annual salary.	\$108,242
vii. Psychological Personnel (1)	Not hired - Services are performed by through contract services.	
viii. Librarian (1)	Paid at full time Salary based on Indeed.com research Yearly increase of at least 2% of previous annual salary when full time.	\$42,448
ix. Social Worker (1)	Paid at full time Salary based on Indeed.com research Yearly increase of at least 2% of annual salary when full time.	\$62,424
x. Medical Personnel (1)	Not hired in Year 2 Services available through contract service	
xi. Instructional Computer Personnel (1)	Paid at full time Salary based on Indeed.com research Yearly increase of at least 2% of annual salary when full time.	\$41,616

xii. Guards	Not hired in Year 4 Services available through contract service	
xiii. Secretary (2)	Paid at Full Time Average Salary based on Indeed.com research \$39,000*2 An additional person will be hired to support the growth in student population Yearly increase of at least 2% of annual salary.	\$78,000
xiv. Educational Assistants (5)	Paid at Full Time Average Salary based on internet research \$31,836*5 An additional person will be hired to support the growth in student population Yearly increase of at least 2% of annual salary.	\$159,180
xv. Custodial Personnel (3)	Paid at Full Time Average Salary based on internet research \$26,530*3 Yearly increase of at least 2% of annual salary.	\$79,590
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xvi. Maintenance Personnel (1)	Paid at Full Time Salary based on internet research Yearly increase of at least 2% of annual salary.	\$49,900

xvii. Speech Pathologist (1)	Paid full time Salary based on internet research Yearly increase of at least 2% of previous annual salary.	\$53,060
xviii. Other Salaries and Wages (2)	Includes Recruitment and Outreach Coordinator \$42,448; and Operations Manager/Director of Operations \$52,264. Salary based on market research on Indeed.com Yearly increase of at least 2% of annual salary.	\$94,712
xix. In-Service Training (1)	Hired part time to ensure staff proficiency on the Montessori classroom model; Salary based on internet research Yearly increase of at least 2% of annual salary.	\$21,224

Category	Description	Amount
2. Employee Benefits	Calculated at 25% of total	
Social Security 6.2%	25% of 2,544,158	636,039.50
Pensions 6.75%		
Medical Insurance 10%		
Dental Insurance 0.5%		
Unemployment compensation 0.1%		
Employer Medicare 1.45 %		

Category	Description	Amount
3. Contracted Services		
i. Advertising	School Promotion and recruiting Amount based on current costs that Daughters of Zion is pay for advertising. New advertising strategy will be used in Y4 to reach targeted enrollment	\$25,000
ii. Contracts with Private Agencies	This contract is for transportation services and other services as needed	\$350,00
iii. Lease/SBITA Payments	To cover the cost of building lease and acquisition – Cost is based on current lease figures per-square foot	\$120,000
iv. Maintenance & Repairs Services Building	This is to cover repairs such as bathroom fixtures, lighting, roof Etc. –	\$30,000
v. Payments to Schools Breakfast	We anticipate about 100% of the students participating in the free meals program With an average meal of \$2.40 for 177 days of school - \$425 for 390 students - fully reimbursable	\$165,750
vi. Payments to Schools Lunch	We anticipate about 100% of the students participating in the free meals program With an average meal of \$4.43 for	\$306,150

177 days of school - \$785 for 390 students -fully reimbursable

vii. Other Contracted Services	To cover the 2-5% of expenses for contingency fees – shortfalls in the budget will be funded from this cost category.	\$145,000
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4. Supplies and Materials

i. Electricity	Utility usage for school operation Amount based on researching charter school utility usage	\$85,000
ii. Instructional Supplies & Material	The purchase of items to support teaching methods. This does not refer to a specific item – relevancy and cost will be assessed when requested.	\$10,000
iii. Office Supplies & Material	The purchase of items to support office operations.	\$10,000
iv. Uniforms	The purchase of uniforms to support school activities eg. School uniform, gym etc Items will be purchased in bulk \$128,00 per student (390)	\$50,000

Category	Description	Amount
5. Other Charges		
i. Liability Insurance	To cover required insurance for the charter school – based on what Daughters of Zion is currently paying for insurance	\$60,000
ii. In-Service/Staff	Due to growth in staff and operations	

Development	training will be needed for Board Members and staff	\$60,000
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Category	Description	Amount
6. Debt Service	No Cost	

Category	Description	Amount
7. Capital Outlay		

i. Furniture & Fixtures	To cover the cost for classroom new and replacement to cover desks chairs for students and teachers electronic blackboards etc – due student growth based on general estimates from companies such as Worthington Direct, NextGen Furniture, JOMTech	\$120,000
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II. Other Capital Outlay	To cover the cost of other capital Outlays not covered under furniture and fixtures as staff and student population grows	\$80,000
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Dream Catchers Academy Five-Year Budget (Year 5)

Revenue and Expenditure Assumptions and Determination Methodology –

REVENUES

Revenue Breakdown Methodology and Assumptions

The projected revenue sources for Dream Catchers Academy include state/local per-pupil funding, federal grants, private philanthropy, fundraising and reimbursement for meals from local and federal sources.

Category	Description	Amount
1. State & Local Revenues	State/Local Per-Pupil Funding 500 students *\$12,330.84	\$6,165,419.47

Based on Tennessee's most recent per-pupil allocation of \$12,330.84 per student. Projected student enrollment determines total funding each year.

Category	Description	Amount
2. Grants/Fund Raising/ Philanthropy	Federal Title I Funding: 500 students *\$1500	\$750,000

Assumes eligibility for Title I funding based on serving 100% at-risk and economically disadvantaged students; Estimated using MSCS averages (\$1,500–\$2,000 for Title I – the minimum of \$1,500 was used for the projections; Projected student enrollment determines total funding each year: Funding projections are based on historical data from similarly structured schools; Awarded annually, with amounts increasing based on student growth

Category	Description	Amount
3. Grants/Fund Raising/ Philanthropy	Federal IDEA Funding 500 students *10% *\$400	\$20,000
Supports students with disabilities as required by federal law; Estimated based on statewide per-student averages for schools with a similar demographic; Estimated using MSCS averages of \$400–\$600 for IDEA per eligible student and an estimate that 10% of the population will qualify for the funding and the minimum of \$400 for the calculations was used.		

Category	Description	Amount
4. Grants/Fund Raising/ Philanthropy	50% from grant funding	\$45,000;
	30% from donations	\$27,000
	20% from fundraising-	\$18,000
	Total	\$90.000

Category	Description	Amount
5. Grants/Fund Raising/ Philanthropy	Meal reimbursement from	
	Breakfast	\$165,750
	Lunch	\$306,150
	Total	\$471,900

We will be applying for funding from foundations committed to supporting educational equity such as The Wal Mart Foundation, Truist Foundation, Kelloggs Foundation etc - **these grants are in the in-planning phase** ;• Includes direct donations as part of our fundraising drive from community organizations, non-profit partners, local businesses, and individual supporters; If grant funds are not secured, the school will adjust expenditures and seek alternative revenue sources; The Executive Director will oversee all fundraising, donations and grant applications.

EXPENDITURES

Expenditures Breakdown, Methodology and Assumptions

Category	Description	Amount
1. Personal Services		

i. Principal (1)	<p>Paid at Full Time \$108,243</p> <p>Salary based on Memphis City School Pay Scale</p> <p>Yearly increase of at least 2% of previous annual salary when full time.</p>
ii. Executive Director (1)	<p>Paid at Full Time \$113,655</p> <p>Salary based on current Pay Scale at Daughters of Of Zion; Yearly increase of at least 2% of previous annual salary when full time.</p>
iii. Internal Audit Personnel (1)	<p>Paid at Full Time \$63,672</p> <p>Salary based on Indeed.com research</p> <p>Yearly increase of at least 2% of previous annual salary when full time.</p>
iv. Teachers (27)	<p>27 Teachers will be on staff in Year 5 at average salary of \$1,559,250</p> <p>\$57,750 – to support the increased student population. Salary based on Memphis Shelby County School Pay Scale; Yearly increase of at least 2% of previous annual salary when full time.</p> <p>This number includes the Special Education Coordinator</p>
v. Accountant/Bookkeepers (1)	<p>Paid at Full Time \$59,533</p> <p>Salary based on Indeed.com research</p> <p>Yearly increase of at least 2% of annual salary.</p> <p>This is the Finance Consultant in the narrative</p>
vi. Guidance Personnel (2)	<p>Paid at Full Time \$110,406</p> <p>Average salary based on Indeed.com research</p>

	\$55,203*2 Yearly increase of at least 2% of annual salary.	
vii. Psychological Personnel (1)	Hired in Yr 5 to support the increased student population and we anticipate the demand based on the demographics.	\$75,770
viii. Librarian (1)	Paid at full time Salary based on Indeed.com research Yearly increase of at least 2% of previous annual salary when full time.	\$43,297
ix. Social Worker (2)	Paid at full time Salary based on Indeed.com research An additional person will be hired to support the growth in student population 2*\$63,672 Yearly increase of at least 2% of annual salary when full time.	\$127,344
x. Medical Personnel (1)	Hired in Yr 5 to support the increased student population	\$50,000
xi. Instructional Computer Personnel (1)	Paid at full time Salary based on Indeed.com research Yearly increase of at least 2% of annual salary when full time.	\$42,448
xii. Guards (4)	Hired in Yr 5 to support the increased student population we and anticipate the demand based on the demographics \$40,000 *4	\$120,000

	Average Salary based on Indeed.com research	
xiii. Secretary (2)	Paid at Full Time Average Salary based on Indeed.com research \$39,780*2 Yearly increase of at least 2% of annual salary.	\$79,560
xiv. Educational Assistants (5)	Paid at Full Time Average Salary based on internet research \$32,472*5 Yearly increase of at least 2% of annual salary.	\$162,360
xv. Custodial Personnel (3)	Paid at Full Time Average Salary based on internet research \$27,060*3 Yearly increase of at least 2% of annual salary.	\$81,180
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xvi. Maintenance Personnel (1)	Paid at Full Time Salary based on internet research Yearly increase of at least 2% of annual salary.	\$50,898
xvii. Speech Pathologist (1)	Paid full time Salary based on internet research Yearly increase of at least 2% of previous annual salary.	\$54,121

xviii. Other Salaries and Wages (2)	Includes Recruitment and Outreach Coordinator \$43,296; and Operations Manager/ Director of Operations \$53,311. Salary based on market research on Indeed.com Yearly increase of at least 2% of annual salary.	\$96,607
xix. In-Service Training (1)	Hired part time to ensure staff proficiency on the Montessori classroom model; Salary based on internet research Yearly increase of at least 2% of annual salary.	\$21,648

Category	Description	Amount
2. Employee Benefits	Calculated at 25% of total	
Social Security 6.2%	25% of 3,019,992	754,998.00
Pensions 6.75%		
Medical Insurance 10%		
Dental Insurance 0.5%		
Unemployment compensation 0.1%		
Employer Medicare 1.45 %		
Category	Description	Amount
3. Contracted Services		
i. Advertising	School Promotion and recruiting Amount based on current costs that Daughters of Zion is pay for advertising. New advertising	\$50,000

strategy will be used in Y5 to reach targeted enrollment

ii. Contracts with Private Agencies	This contract is for transportation services and other services as needed	\$350,000
iii. Lease/SBITA Payments	To cover the cost of building lease and acquisition – Cost is based on current lease figures per-square foot	\$120,000
iv. Maintenance & Repairs Services Building	This is to cover repairs such as bathroom fixtures, lighting, roof Etc. –	\$35,000
v. Payments to Schools Breakfast	We anticipate about 100% of the students participating in the free meals program With an average meal of \$2.40 for 177 days of school - \$425 for 500 students - fully reimbursable	\$212,500
vi. Payments to Schools Lunch	We anticipate about 100% of the students participating in the free meals program With an average meal of \$4.43 for 177 days of school - \$785 for 500 students -fully reimbursable	\$392,500
vii. Other Contracted Services	To cover the 2-5% of expenses for contingency fees – shortfalls in the budget will be funded from	\$300,000

this cost category.

4. Supplies and Materials

i. Electricity	Utility usage for school operation Amount based on researching charter school utility usage	\$115,000
ii. Instructional Supplies & Material	The purchase of items to support teaching methods. This does not refer to a specific item – relevancy and cost will be assessed when requested.	\$15,000
iii. Office Supplies & Material	The purchase of items to support office operations.	\$15,000
iv. Uniforms	The purchase of uniforms to support school activities eg. School uniform, gym etc Items will be purchased in bulk \$120,00 per student (500)	\$60,000

Category	Description	Amount
5. Other Charges		
i. Liability Insurance	To cover required insurance for the charter school – based on what Daughters of Zion is currently paying for insurance	\$70,000

ii. In-Service/Staff Development	Due to growth in staff and operations training will be needed for Board Members and staff	\$100,000
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Category	Description	Amount
6. Debt Service	No Cost	

Category	Description	Amount
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7. Capital Outlay

i. Furniture & Fixtures	To cover the cost for classroom new and replacement to cover desks chairs for students and teachers electronic blackboards etc – due student growth based on general estimates from companies such as Worthington Direct, NextGen Furniture, JOMTech	\$200,000
II. Other Capital Outlay	To cover the cost of other capital Outlays not covered under furniture and fixtures as staff and student population grows	\$100,000

Attachment Y Cover Page

Network Financial Plan

REQUIRED IF ANSWERED "YES" TO SPONSOR HISTORY AND INTENT QUESTION 3

Attachment Z Cover Page

Portfolio and Performance Template

REQUIRED IF ANSWERED "YES" TO SPONSOR HISTORY AND INTENT QUESTION 1

NOTE: Sponsors must submit the completed Portfolio and Performance Template as a separate document.

Performance and Evaluation Reports

REQUIRED IF ANSWERED "YES" TO SPONSOR HISTORY AND INTENT QUESTION 1

Attachment BB Cover Page

Renewal and Interim Reports

REQUIRED IF ANSWERED "YES" TO SPONSOR HISTORY AND INTENT QUESTION 1

Attachment BB – Page

Attachment CC Cover Page

Annual Reports

REQUIRED IF ANSWERED "YES" TO SPONSOR HISTORY AND INTENT QUESTION 1

Attachment CC – Page

Attachment DD Cover Page

Litigation Documents

REQUIRED IF ANSWERED "YES" TO SPONSOR HISTORY AND INTENT QUESTION 1

Attachment DD – Page

Audited Financial Statements

REQUIRED IF ANSWERED "YES" TO SPONSOR HISTORY AND INTENT QUESTION 1