



Opportunity Youth Academy

New Start Charter Amended Application
Submitted to Memphis-Shelby County Schools

May 29, 2026

Application Checklist

The checklist below is provided as a tool for sponsors to ensure all required application components are complete. If an authorizer determines that a component of the application is missing, the authorizer may request additional information during the capacity interview and/or as part of the amended application submission, if the initial application is denied.

Application Components		Applicant Check
Application Narrative	General Application Information	
	Application Cover Sheet	X
	Statement of Assurances	X
	Waivers (Optional)	X
	Educational Program Design & Capacity	
	School Overview	X
	School Mission and Model	X
	Anticipated Student Population	X
	Family and Community Engagement and Support	X
	School Culture and Discipline	X
	Curriculum and Instruction	X
	Special Populations	X
	Student Assessment and Evaluation	X
	Educational Program Capacity	X
	Operations Plan & Capacity	
	Governance	X
	Staffing	X
	Facilities	X
	Transportation	X
	Health and Safety	X
	Insurance	X
	Food Service	X
	Start-up Plan	X
	Operations Capacity	X
	Budget and Finance	
	Operating Budget	X
	Budget and Finance Capacity	X
Required Attachments	Attachment 1: Evidence of Community Engagement	X
	Attachment 2: School-based Team Resumes	X
	Attachment 3: Board Member Resumes	X
	Attachment 4: Organization Chart	X
	Attachment 5: Articles of Incorporation	X

Application Components		Applicant Check
	Attachment 6: Proof of Nonprofit and Tax-Exempt Status	X
	Attachment 7: Governing Board Bylaws	X
	Attachment 8: Letter of Insurance Coverage	X
	Attachment 9: Operating Budget Template	X
	Attachment 10: Network Budget <i>(Only required for sponsors completing Addendum B)</i>	N/A
	Attachment 11: Network Organization Chart <i>(Only required for sponsors completing Addendum B)</i>	N/A
	Attachment 12: ESP Contract <i>(Only required for sponsors completing Addendum C)</i>	X
	Attachment 13: Evidence of Support for Conversion <i>(Only required for sponsors completing Addendum E)</i>	X
	Attachment 14: Residential Facility Documentation <i>(Only required for sponsors completing Addendum F)</i>	N/A
Applicable Addenda*	Addendum A: Sponsors with past or present relationships to other charter schools	N/A
	Addendum B: Sponsors opening a new school that will create a network or as part of an existing network	N/A
	Addendum C: Sponsors contracting with a third-party ESP	X
	Addendum D: Sponsors seeking approval of multiple schools in this application cycle	N/A
	Addendum E: Sponsors seeking to convert a traditional public school to a charter school	N/A
	Addendum F: Sponsors applying to operate an opportunity public charter school	X
	Addendum G: Higher education institutions seeking to open a charter school	N/A

**Sponsors must complete all addenda that are applicable to their status and application, as identified in the Letter of Intent. Sponsors may mark “N/A” in this checklist for any addenda that are not applicable to their application.*

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Application Cover Sheet

General Information

Name of Proposed Charter School	Opportunity Youth Academy (formerly Frayser Leadership Academy)		
Sponsor/Sponsoring Entity	Opportunity Youth Network TN		
Proposed Authorizer	Memphis-Shelby County Schools		
Academic Focus of Proposed School	Opportunity School		
Grade Structure (e.g., K-5, 6-8, 9-12)	Year 1	Year 5	At Capacity
	9-12	9-12	9-12
Projected Enrollment	Year 1	Year 5	At Capacity
	100	300	300
Neighborhood and/or Community in which the school plans to locate	Frayser neighborhood in Memphis, TN		
Projected Opening School Year	SY 2027-28		

Primary Point of Contact for this Application

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

Name	Daniel Croson
Role in Proposed School	N/A; Chief of Staff, ESP
Mailing Address	42 Fairfield Avenue
Mailing Address Line 2	
City, State, Zip Code	Warren, NJ 07059
Primary Telephone	908-451-6910
Alternate Telephone	
Email Address	dcroson@oy-nj.org

Applicant Team

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

Name	Current Job Title and Employer	Role in Drafting this Charter School Application
Robert Clark	CEO, Newark Opportunity Youth Network	Content contributor, reviewer, and decision maker
Daniel Croson	Chief of Staff, Newark Opportunity Youth Network	Content contributor, reviewer, and decision maker
Jasmine Joseph-Forman	Chief Program Officer, Newark Opportunity Youth Network	Content contributor, reviewer, and decision maker
Shabani Steward	Chief Academic Officer, Opportunity Youth Network	Content contributor, reviewer, and decision maker
Dr. Bobby White	Vice President, Groundswell Network	Lead community engagement partner
Kathryn Koerner	Independent Consultant	Application writer

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

I affirm that the public charter school will:

1. Be operated by a not-for-profit organization that is exempt from federal taxation under § 501(c)(3) of the Internal Revenue Code (26 U.S.C. § 501(c)(3));
2. Operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the authorizer and in compliance with the charter agreement and the Tennessee Public Charter Schools Act;
3. Follow all federal, state, and local laws and regulations pertaining to the operation of a public charter school, unless waived according to T.C.A. § 49-13-111(p);
4. Provide special education services for students with disabilities as provided in T.C.A. Title 49, Chapter 10, Part B of the Individuals with Disabilities Education Act, Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973;
5. Adhere to applicable state and federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964, and the Equal Educational Opportunities Act of 1974;
6. Offer curriculum, textbook, and instructional materials that meet state and federal requirements, including that they are aligned to state academic standards (T.C.A. § 49-6-2202), do not include or promote prohibited concepts (T.C.A. § 49-6-1019), were not created to align exclusively to the Common Core State Standards, and are not marketed as Common Core textbooks or materials (T.C.A. § 49-6-2202);
7. Follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;
8. Follow non-discriminatory admission policies pursuant to T.C.A. § 49-13-107, and processes for conducting an enrollment lottery, if applicable, in alignment with T.C.A. § 49-13-106 & 113 and State Board Rule 0520-14-01-.04;
9. Maintain a school term of no less than two hundred (200) days, including one hundred eighty (180) days for classroom instruction, pursuant to T.C.A. § 49-6-3004;
10. Ensure each instructional day consists of the minimum requirements, pursuant to T.C.A. § 49-6-3004, T.C.A. § 49-6-201, and State Board Rule 0520-01-02-.31(1);

11. Utilize this application as a contract with the authorizer, if no other agreement is signed, pursuant to Tennessee Attorney General Opinion No. 10-45;
12. Exclusively employ teachers who hold an active teaching license and any appropriate endorsement(s) to teach in a public school in Tennessee;
13. Comply with Open Meetings and Open Records laws (T.C.A. §§ 8-44-101 et seq.; 10-7-503, 504);
14. Not charge tuition, except for students transferring from another district to the school pursuant to the local board's out-of-district enrollment policy and T.C.A. § 49-6-3003;
15. Not charge registration fees or enrollment fees, except as authorized by T.C.A. § 49-13-106;
16. Follow state financial (budgeting and audit) procedures and reporting requirements according to T.C.A. §§ 49-13-111, 120, and 127;
17. Require governing body members, employees, officers, and other authorized persons who receives funds for the charter school, has access to the charter schools' funds, or has authority to make expenditures from the charter schools' funds, to give a surety bond in the form prescribed by T.C.A. § 8-19-101; and
18. Maintain all necessary and appropriate insurance coverage;
19. Notify its authorizer immediately of any change in circumstances that may have a significant impact on the school's ability to fulfill its goals as stated in its charter agreement; and
20. Submit to its authorizer a request to amend its charter agreement for any material modifications as defined by the charter agreement and TN Public Charter Commission rules.



Signature of Authorized Representative

January 28, 2026

Date

Daniel Croson

Printed Name of Authorized Representative

Chief of Staff

Title of Authorized Representative

Waivers (Optional)

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

Waivers may not be granted for requirements related to:

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

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

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

Proposed Waiver Requests

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

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

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

Proposed Waiver Requests		
Identify the statute or State Board rule for which the sponsor plans to submit a waiver.	Describe the statute or rule the sponsor wants to waive.	Explain how the statute or rule inhibits or hinders the sponsor's ability to meet its goals or comply with its mission.

While we do not anticipate applying for other waivers, once we are approved, we will work closely with our authorizer to finalize any waiver requests that emerge.

Educational Program Design and Capacity

School Overview

- 1. In 2-3 paragraphs, describe the overall vision for the proposed school. Include relevant details such as the academic focus, the students it will serve, and what success will look like.**

We are applying to open Opportunity Youth Academy, formerly named Frayer Leadership Academy in our Letter of Intent. We changed our name in response to stakeholder feedback that the name of our school should more explicitly reflect the population of students seek to serve and the mission we will work to realize. We will contract with an Education Service Provider (ESP), YouthBuild Newark, that currently manages two Opportunity Schools. Our school is grounded in a fundamental belief: young people have the power to transform themselves, their families, and their communities. Our school is built on the conviction that all young people possess inherent potential and assets. Aligned with YouthBuild's vision that "the intelligence and positive energy of young people need to be liberated and enlisted in solving the problems facing our society," this commitment shapes every aspect of our educational philosophy and core values. We will exclusively serve students ages 16-21 in grades 9-12 who have disengaged from traditional schooling, are behind in credit accumulation, and require a fundamentally different educational approach to achieve their post-secondary goals.

To serve young people effectively, our model will be operationalized through five interconnected components that are centered around love: Education, Career Pathways, Support Services, Leadership Development, and Alumni Supports. These components reinforce one another, creating a comprehensive framework that addresses the academic, career, social-emotional, and leadership needs of every student. The academic focus integrates rigorous core content instruction aligned to Tennessee Academic Standards with career and technical education in the construction trades, social-emotional learning, and leadership development. Every student receives an Individual Development Plan that drives their educational pathway, supported by small learning communities, intensive case management, and real-world learning opportunities, including paid construction pre-apprenticeships.

Through this model, success at our school will be measured through multiple indicators: academic growth, credit accumulation, certification, graduation, attendance, social-emotional development, post-secondary transition, and persistence. We will know it is successful when young people receive a world-class education, earn their high school diplomas, attain industry-recognized credentials, transition to postsecondary education or career pathways, and continue to contribute to improving the quality of life in their communities. We will work in partnership with Memphis community-based organizations and are aligned with MSCS Educational Priorities Document/Rubric (EPDR), which outlines the need for quality seats in the North region of MSCS, which includes the Frayer neighborhood.¹ Specifically, the 2025-26 EDPR indicates that the North region has the lowest

¹ https://scsk12-my.sharepoint.com/personal/charterschools_scsk12_org/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fcharterschools%2Fscsk12%2F%2FDocuments%2FCharter%20Website%20Content%2FReports%20and%20Publications%2FEducationa%20Priorities%20Document%20Rubric%2F2025%2D26%20EPDR%20Quality%20Seats%2Epdf&parent=%2Fpersonal%2Fc
Tennessee's Charter School Application

percentage of high-quality seats across all regions of the district, demonstrating the pronounced need for high-quality alternatives to traditional schooling. As such, in the district, we will expand quality educational options for the young people who need them most. In short, our school is not an experiment. It is a proven model, with a committed team, and in a community ready to invest in its young people. In essence, Opportunity Youth Academy asks: *What if every young person who disconnected from school had a second chance to earn a diploma, gain a career credential, and transform their trajectory?* This application proposes to answer that question in the Frayser community.

School Mission and Model

2. Provide the mission statement for the proposed charter school.

Our mission is to help students ages 16-21 in grades 9-12 to master the essential skills crucial for success in postsecondary education, career, and community leadership within a global society.

Our key design elements support the unique academic and nonacademic needs of students who have disengaged from traditional schooling. Our innovative model reengages young people via active participation in rigorous and relevant content and standards-driven, mastery-based instruction aligned with emerging market demands. Through applied learning opportunities with partner organizations and corporations, we will prepare students to compete in the local economy and/or transition to post-secondary education.

3. Describe any mission-specific short- and/or long-term educational goals and targets that the school will have and how internal and external stakeholders, including the public, will know the extent to which the school is achieving its mission.

Based on data from the two Opportunity Schools our ESP manages, we established clear mission-specific goals with measurable targets that enable internal and external stakeholders to monitor our progress toward fulfilling our commitment to over-age, under-credited youth.

Mission-Specific Short-Term Educational Goals (Years 1-2)

Goal 1: Student Enrollment and Stabilization

- **Target:** Enroll 100 disconnected youth in Year 1, increasing by 75 students in Y2 and Y3 and 25 students in Y4 and Y5 to reach 300 by Year 5; achieve 67% annual stabilization rate
- **Mission Alignment and Rationale:** Re-engaging disconnected youth is the essential first step toward helping them master skills for postsecondary and career success. Memphis has approximately 32,000 disconnected youth, representing a 16.5% disconnection rate (third-highest nationally). The MSCS Educational Priorities Document identifies the need for quality high school seats in the North region, where existing schools score below 3.0 on the School Performance Scorecard. A 67% stabilization rate is benchmarked against comparable YouthBuild schools, which achieve 67-79% stabilization with similar populations.
- **Assessment Method:** Student information system tracking of enrollment, attendance, and exit status; quarterly analysis of stabilization data

Goal 2: Academic Growth

- **Target:** 50% of full-year students will meet projected growth targets on i-Ready assessments in Reading and Language Use; 45% in Mathematics
- **Mission Alignment and Rationale:** Mastery of essential academic skills in literacy and numeracy is foundational to postsecondary success. Students entering our school typically perform 3-4 grade levels below their peers, making growth the appropriate measure. The MSCS Educational

Priorities Document emphasizes improving academic outcomes in underperforming schools; nearby Trezevant High (2.24) and Memphis Business Academy (2.14) demonstrate the need for alternative approaches. Mathematica's research found that established schools serving opportunity youth achieve 46-64% growth rates across subjects, with mathematics consistently the most challenging area.

- **Assessment Method:** Fall and spring i-Ready administration; individual growth measured against projected RIT scores

Goal 3: Credit Accumulation

- **Target:** 60% of full-year students will earn six or more credits annually toward graduation
- **Mission Alignment and Rationale:** Credit accumulation is the pathway to diploma attainment, which opens doors to postsecondary education and career opportunities. Students will enroll significantly over-age and under-credited, often needing to earn 2-3 years of credits to graduate. Our mastery-based model enables accelerated progression while maintaining rigor. Research-based benchmarks show comparable programs achieve 57-60% credit accumulation rates with similar populations.
- **Assessment Method:** Semester credit audits tracked in the student information system; progress reviewed in biweekly IDP conferences

Goal 4: Industry Credential Attainment

- **Target:** 50% of students in the construction pathway will earn at least one industry-recognized credential (OSHA-10, NCCER Core) by the end of Year 2
- **Mission Alignment and Rationale:** Industry credentials demonstrate mastery of career-ready skills and provide immediate workforce entry opportunities. The Memphis region faces a shortage of 315,000+ skilled tradesmen, and MSCS priorities emphasize preparing students for college and career. The 50% target is conservative for Years 1-2 while establishing employer partnerships; established YouthBuild programs achieve 67-97% vocational certification rates after developing mature systems.
- **Assessment Method:** Credential exam pass rates tracked through workforce development partners; verified through official certification records

Goal 5: School Climate and Belonging

- **Target:** 55% of students will report sense of belonging on annual climate survey using validated instrument
- **Mission Alignment and Rationale:** A supportive school climate is essential for re-engaging students who have experienced school failure and building social-emotional skills needed for success. The YouthBuild model is explicitly "grounded in love," recognizing that students who feel safe and valued are more likely to persist. Mathematica's research found that schools

serving opportunity youth achieve 61-96% on school climate measures, demonstrating strong outcomes are achievable with this population.

- **Assessment Method:** Annual administration of validated climate survey (Kelvin or Panorama); results disaggregated by student subgroups

Mission-Specific Long-Term Educational Goals (Years 3-5)

Goal 6: Graduation Rate

- **Targets:** 35% four-year rate; 50% five-year rate; 60% six-year adjusted cohort graduation rate by Year 5
- **Mission Alignment and Rationale:** High school diploma attainment is the gateway credential for postsecondary education and career advancement. Extended-year graduation rates are the appropriate measure for opportunity youth who enroll over-age and under-credited; Mathematica specifically recommends six-year rates for this population. The MSCS Educational Priorities Document sets an 80% Ready Graduate target by 2030; improving graduation rates for disconnected youth contributes to this district goal. Research shows that high-performing schools serving opportunity youth achieve 60-69% six-year graduation rates, compared to 15-25% typical for this population in traditional settings.
- **Assessment Method:** TDOE adjusted cohort graduation rate calculation; tracked through the state accountability system

Goal 7: Postsecondary Enrollment and Employment

- **Targets:** 60% of graduates enrolled in postsecondary education, employed, or in career training within 16 months; 50% persistence rate at one year
- **Mission Alignment and Rationale:** Our mission explicitly focuses on success in postsecondary education and career, making post-graduation outcomes the ultimate measure of mission fulfillment. By including employment and career training alongside enrollment, we honor multiple pathways to success. Research-based benchmarks show established programs achieve 38-76% postsecondary enrollment and employment rates, with variation based on local labor market conditions; our 60% target reflects a rigorous but achievable standard.
- **Assessment Method:** National Student Clearinghouse data for enrollment; alumni surveys and employment verification conducted by the graduate success team

Goal 8: Workforce Pipeline

- **Target:** 150 credentialed graduates entering the construction workforce or registered apprenticeship programs by Year 5
- **Mission Alignment and Rationale:** Our mission includes preparing students for career success and community leadership. The MSCS Educational Priorities Document emphasizes college and career readiness; by producing credentialed graduates who enter skilled trades, Opportunity

Youth Academy addresses the region's documented workforce shortage while demonstrating meaningful career outcomes. Target based on projected enrollment (100 to 300 students), 60% graduation rate, and 60% workforce placement, consistent with outcomes achieved by comparable programs nationally.

- **Assessment Method:** Graduate placement tracking through employer partnerships; apprenticeship enrollment verification

Goal 9: Youth Development and Leadership

- **Targets:** 75% of students demonstrate progress on IDP goals (achieving 73% of annual goals); 70% participate in community service or leadership project; 65% report feeling safe and supported
- **Mission Alignment and Rationale:** Our mission includes community leadership, which requires developing agency, self-direction, and leadership capacity beyond academic skills. Individual Development Plans operationalize this by requiring students to set and pursue personalized goals across academic, social-emotional, and postsecondary domains. Research on schools serving opportunity youth shows 71-89% of students can achieve goal progress targets when provided appropriate support.
- **Assessment Method:** IDP goal tracking in student information system; service hour logs; annual climate survey

We will implement the assessment and communication plan below to ensure that internal and external stakeholders will know to the extent to which we are achieving our mission as articulated by the above goals:

Assessment Plan

Goal Area	Data Source	Frequency	Responsible Party
Enrollment/ Stabilization	Student Information System	Monthly	RIE Coordinator/Data Manager
Academic Growth	i-Ready	Fall, Winter, Spring	Head of School
Credit Accumulation	Student Information System	Semester	Counselor/Advisors
Industry Credentials	Partner certification records	Ongoing	CTE Coordinator
School Climate	Kelvin survey	Annual	Head of School

Goal Area	Data Source	Frequency	Responsible Party
Graduation Rate	TDOE accountability data	Annual	Data Manager
Postsecondary Outcomes	NSC data, alumni surveys	Annual	Graduate Success Team
Ready Graduate	TDOE accountability data	Annual	Data Manager
Workforce Placement	Employer partner records	Ongoing	CTE Coordinator
Youth Development/IDP	Student Information System	Quarterly	Advocate counselors? Director of Student Supports

Communication Plan

Stakeholder	Method	Frequency	Content
Students	IDP conferences	Biweekly	Individual progress on all goal areas
Students	Performance reports	Trimester	Academic growth, credits, credentials
Families	Advisor communication	Biweekly	Individual student progress
Families	Community Expos	Trimester	Student demonstrations, progress reviews
Families	Parent portal	Real-time	Grades, attendance, credit status
Staff	Data meetings	Weekly	Student progress analysis
Staff	Data reviews	Trimester	Schoolwide trends, programmatic/instructional adjustments
Board	Performance dashboards	Monthly	All mission-specific goal metrics

Stakeholder	Method	Frequency	Content
Board	Deep-dive presentations	Quarterly	Trend analysis, improvement strategies
Authorizer (MSCS)	Accountability reports	Annual, mid-year	Progress on all goals
Authorizer (MSCS)	Meetings	Quarterly	Updates, challenges, support needs
Public	School website dashboard	Quarterly	All goal metrics are in an accessible format
Public	Annual report	Annual	Comprehensive performance data
Public	Board meetings	Monthly	Performance discussions (Open Meetings Act)
Public	TDOE Report Card	Annual	State accountability metrics

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

We conducted extensive research to determine the need for our school in the city of Memphis and, specifically in and around the community of Frayser, which is in the North region of Memphis and zoned under Memphis-Shelby County Schools (MSCS). Our research found that the need for our school is great and that it will address a number of gaps at the district, state, and community levels, which are summarized below:

Gaps in Current Educational Offerings

We found that MSCS has made significant progress in improving academic outcomes, achieving its fourth consecutive year of Level 5 TVAAS growth and raising the graduation rate to 84.4% for the Class of 2025. However, these gains do not reach the estimated 34,000 disconnected youth in Memphis, young people ages 16-24 who are neither in school nor employed. Memphis has the third-highest youth disconnection rate in the nation, representing a population that falls outside the reach of traditional K-12 schools.

However, the MSCS Academic Plan 2025-2030 acknowledges significant gaps in intervention services for high-risk students. The plan documents that *among students experiencing housing instability, fewer than 2.5% received any Tier 2 or 3 math support, despite the fact that over 75% scored below expectations on district benchmarks and over 47% were chronically absent*. This underserved population, characterized by housing instability, chronic absenteeism, and academic

underperformance, represents the exact demographic that disconnects from traditional schooling and becomes opportunity youth. The chart below quantifies this need:

Need Indicator	Memphis/Frayser Data
Disconnected Youth (ages 16-24)	34,000+ in Memphis metro area
Youth Disconnection Rate	Third highest in the nation
MSCS Ready Graduate Rate	36.6% (2023), Target: 80% by 2030
Gap to Ready Graduate Target	26.1 percentage points below 2024 target
High-Risk Students Receiving Intervention	Fewer than 2.5% of housing-unstable students
Tennessee Construction Worker Shortage	315,000+ skilled tradesmen needed by 2026
Frayser Academic Proficiency (Historical)	15-29% meeting standards vs. 52% state average

Our school will address a population that cannot be served by traditional district schools: young people ages 16-21 who have already disconnected from the educational system. The new \$112 million Frayser Community High School, scheduled to open in 2027, will serve traditional high school students. Our school serves a complementary, non-overlapping population: Opportunity Youth who require an alternative pathway to credential attainment and career readiness.

To reiterate this critical distinction: **Our school will not compete with MSCS for enrolled students.** The target population consists of young people who have *already left* the traditional school system. We seek to:

- Re-engage youth who dropped out of MSCS schools
- Provide an alternative pathway for students who aged out of traditional high school
- Recapture youth who would otherwise not be counted in district outcomes
- Create additive graduation and credential attainment that benefits regional metrics

The MSCS mission is to ensure schools reach the top 25 percent in student achievement in the state of Tennessee. Interim Superintendent Dr. Roderick Richmond's strategic framework emphasizes the "Five A's": *Academics, Attendance, Attitude, Athletics, and the Arts*. Our model directly addresses each of these priorities for Opportunity Youth:

MSCS Priority	Opportunity Youth Academy Response
Academics	Competency-based instruction enabling over-age, under-credited students to earn high school diplomas through accelerated, contextualized learning

MSCS Priority	Opportunity Youth Academy Response
Attendance	Paid pre-apprenticeship (\$15/hour) addresses economic barriers; stipends, and transportation, remove obstacles to daily attendance
Attitude	Leadership development, mental wellness support, and positive youth development transform students' self-concept and agency
Athletics	Physical construction work builds strength, coordination, and stamina while teaching teamwork and perseverance
Arts	Community service projects and construction craftsmanship develop creative problem-solving and design thinking skills

Gaps in Ready Graduates

MSCS documents a significant gap in Ready Graduate outcomes: the 2023 cohort achieved 36.6% Ready Graduate status against a 2030 target of 80%, a gap of over 43 percentage points. Students earn Ready Graduate status through pathways including ACT scores of 21+, industry credentials, or advanced coursework completion.

Our model directly produces Ready Graduates through the industry credential pathway. Students earn:

- OSHA 10-Hour Construction Safety Certification
- NCCER (National Center for Construction Education and Research) Core Curriculum Certification
- CPR/First Aid Certification
- Construction pre-apprenticeship completion credentials
- High school diploma with career-ready endorsement

National YouthBuild data demonstrates that 79% of participants earn a high school diploma, equivalency, or industry certification. This credential attainment rate, applied to disconnected youth who would otherwise not be counted in district metrics, represents additive progress toward MSCS's Ready Graduate goals.

Gaps in Intervention Systems

The MSCS Academic Plan 2025-2030 explicitly identifies that intervention systems are failing to reach high-risk students: *"The missed opportunities in math and the under-reach of intervention systems for high-risk students demand urgent correction."* Our intensive intervention model addresses this gap through:

- **Small design:** Only 300 total students at scale, enabling personalized instruction and relationship-based support

- **Wraparound services:** Case management, mental health counseling, housing assistance, childcare support, and transportation
- **Trauma-informed practices:** Staff trained in adverse childhood experiences (ACEs) and restorative approaches
- **Contextualized academics:** Math, reading, and writing instruction embedded in construction projects and real-world applications
- **Competency-based progression:** Students advance by demonstrating mastery, not seat time, enabling accelerated credential completion

Gaps in Skilled Tradesmen

MSCS budget priorities emphasize STEM education and career pathways. The district's investment in the new Frayser Community High School includes "*a specialized center for career and technology education, STEM labs, and modern facilities.*" Our construction pre-apprenticeship program complements these district investments by providing an alternative CTE pathway for Opportunity Youth.

Tennessee faces a documented workforce crisis: more than 315,000 skilled tradesmen are needed by 2026 to sustain the state's construction industry. This shortage creates project delays, increased costs, and slowed economic development. Turner Construction Company, currently building the new Frayser High School, has partnered with MSCS on summer construction workshops, demonstrating industry recognition of the workforce pipeline need.

Our graduates will enter this high-demand labor market with industry-recognized credentials, pre-apprenticeship experience, and guaranteed job interviews with partner employers. The model transforms Opportunity Youth from economic liabilities into workforce assets, addressing both educational and economic development priorities.

Construction industry partners recognize the dual value of YouthBuild programs: developing skilled workers while addressing workforce shortages. Turner Construction Company's involvement in building the new Frayser High School and hosting summer construction workshops demonstrates this partnership model in action.

Our employer partnership model includes:

- **Guaranteed job interviews:** Partner employers commit to interviewing all program completers
- **Paid pre-apprenticeships:** Students earn \$15/hour during training, addressing immediate economic needs
- **Industry credential alignment:** OSHA, NCCER, and other certifications valued by employers
- **Apprenticeship pathways:** Direct connection to registered apprenticeship programs for continued advancement

- **Community benefit projects:** Students contribute to affordable housing construction and community improvements

Gap in Educational Alternatives in the Frayser Community

Frayser is a community of resilience and untapped potential. The neighborhood's industrial heritage, strong faith networks, and active community organizations provide a foundation for workforce development partnerships. The \$112 million investment in the new Frayser Community High School demonstrates public commitment to the area's future.

MSCS's facilities plan identifies the Northwest region, which includes Frayser, as having the most chronically underenrolled and oldest buildings. The district plans to close up to 15 schools by 2028, with most closures in Northwest and Southwest regions. This transition creates both challenges and opportunities: students displaced by school closures may benefit from our Opportunity Youth pathway, while the community demonstrates clear need for educational innovation to provide students who are not succeeding in traditional environments with alternatives. Additionally, MSCS Educational Priorities Document/Rubric (EPDR) outlines the need for quality seats in the North region of MSCS, which includes the Frayer neighborhood.² Specifically, the 2025-26 EDPR indicates that the North region has the lowest percentage of high-quality seats across all regions of the district, further demonstrating the pronounced need for high-quality alternatives to traditional schooling.

Additionally, Memphis has existing YouthBuild programming through South Memphis Renewal Community Development Corporation, which received Department of Labor YouthBuild designation for 2019-2022. The presence of established YouthBuild infrastructure in Memphis demonstrates:

- Proven community receptiveness to the YouthBuild model
- Existing employer relationships and workforce partnerships
- Documented need exceeding current program capacity
- Potential for collaboration and knowledge-sharing between programs

We extend this proven model to the Frayser community while adding to the charter school framework's educational accountability and credential pathways.

Summary of Findings and Gap Analysis

Our school represents a strategic response to documented district needs, serving a population that cannot be reached by traditional schools while producing outcomes aligned with MSCS' priorities. Our model's proven success, with 79% of participants earning credentials and 85% program completion rates nationally, offers a replicable pathway to re-engage Memphis's 34,000 disconnected youth.

^{2 2} https://scsk12-my.sharepoint.com/personal/charterschools_scsk12_org/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fcharterschools%2Fscsk12%2F%2FDocuments%2FCharter%20Website%20Content%2FReports%20and%20Publications%2FEducationa%20Priorities%20Document%20Rubric%2F2025%2D26%20EPDR%20Quality%20Seats%2Epdf&parent=%2Fpersonal%2Fc

By focusing on Opportunity Youth ages 16-21, our school complements rather than competes with MSCS's traditional schools and the new Frayser Community High School investment. Every credential earned, every graduate employed, and every community project completed represents additive progress toward Memphis's educational and economic development goals. The chart below summarizes documented needs and how our school addresses each need:

MSCS Documented Need	Source Document	Opportunity Youth Academy's Response
Ready Graduate rate at 36.6%, target 80%	MSCS Academic Plan 2025-2030	Industry credential pathway produces Ready Graduates
39 schools identified for Priority/CSI status	MSCS Federal Accountability 2025	Serves students who disconnected from Priority schools
Under-reach of intervention for high-risk students	MSCS Academic Plan 2025-2030	Intensive wraparound services and small cohort model
Northwest region school closures	MSCS Facilities Plan 2025	Alternative pathway for Frayser-area youth
315,000+ construction workers needed statewide	Tennessee Workforce Data	Construction pre-apprenticeship pipeline
CTE/STEM education expansion	MSCS Budget 2025-26	Career-focused curriculum with certifications
Chronic absenteeism concerns	MSCS Federal Accountability	Paid stipends and support services address barriers
Community Relations as strategic priority	Richmond 100-Day Plan	Community service projects and local partnerships
High-quality seats in Frayer	MSCS Educational Priorities Document/Rubric (EPDR)	High-quality alternative pathway for Frayser area disconnected youth

5. Describe the structure of the school day and week for the typical student. Differentiate by grade bands (e.g., K-5, 6-8, 9-12) as needed.

We will serve students in grades 9-12, and all students will follow the same schedule. Except for Wednesdays, the official school day will run from 8:30 am to 4:00 pm, which amounts to a 7.5-hour school day, well exceeding the 6.5 hour requirement. While the campus will be open for breakfast at 8:00 am every day of the week (including Wednesdays), students are not required to be present during

this time. On Wednesdays, students will be released two hours early so that staff can participate in professional development, which is permitted under T.C.A. § 49-06-3004.

Monday, Tuesday, Thursday, and Friday: As detailed in the sample schedule below, students who wish to eat at school will start their day with a 20-minute breakfast period, starting at 8:00 am. Arrival time will officially start at 8:20 am, and all students will be expected to be in Morning Meeting from 8:30-8:55 am. Students will then transition, with all passing periods lasting 5 minutes, to their course classes. They will attend three blocks of tiered core instruction each day, with each block spanning 1 hour 25 minutes. Since we will be an Opportunity Public Charter School, all of our students will require intervention. Students will receive tiered supports during core instructional blocks, with instruction being differentiated to meet students at their current levels and accelerating their learning to close their likely significant gaps. The extended length of core instructional blocks also allows students with disabilities to receive to services and supports as mandated by their IEPs and students who are ELs to receive language supports and services during this time. All students will be provided with a 30-minute lunch period. A 45-minute advisory period will follow lunch, which will be flexibly used to provide students with counseling and case management services and deliver seminar and college and college and career-focused instruction and support. Students will also participate in a 1-hour elective block, often focused on CTE, prior to dismissal at 4:00pm.

	Monday	Tuesday	Thursday	Friday
8:00-8:25	Breakfast	Breakfast	Breakfast	Breakfast
8:30-8:55	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
9:00-10:25	Core Instructional Block	Core Instructional Block	Core Instructional Block	Core Instructional Block
10:30-11:55	Core Instructional Block	Core Instructional Block	Core Instructional Block	Core Instructional Block
12:00-12:30	Lunch	Lunch	Lunch	Lunch
12:35-1:20	Advisory	Advisory	Advisory	Advisory
1:25-2:50	Core Instructional Block	Core Instructional Block	Core Instructional Block	Core Instructional Block
2:55-3:55	Elective	Elective	Elective	Elective
4:00	Dismissal	Dismissal	Dismissal	Dismissal

Wednesday: Outlined in the below schedule, students will be dismissed 2 hours early to allow staff to participate in weekly professional development. On these days, students will still be welcome to eat breakfast at school, starting at 8:00 am. Morning meeting will still run for 25 minutes from 8:30 am-8:55 am. Students will then still transition to their first core instructional block; however, blocks will be reduced to 55 minutes on early release days. Students will attend one more core instructional block for 55 minutes before going to lunch, which will remain 30 minutes. Like full days, students will then

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attend a 45-minute advisory period before going to their third core instructional block, which will again span 55 minutes on Wednesdays. Finally, students will attend their elective block to close their school day, with this block spanning 35 minutes on early release days.

Wednesday	
8:00-8:25	Breakfast
8:30-8:55	Morning Meeting
9:00-9:55	Core Instructional Block
10:00-10:55	Core Instructional Block
11:00-11:30	Lunch
11:35-12:20	Advisory
12:25-1:15	Core Instructional Block
1:20-1:55	Elective
2:00	Dismissal

Anticipated Student Population

6. Describe the anticipated student population, including their anticipated academic and non-academic needs. Describe your methodology and identify your sources for determining these projections.

As an Opportunity Youth Public Charter School, we will serve students who have not found success in traditional school environments. Specifically, in alignment with T.C.A. § 49-13-104, we will serve Opportunity Youth who are between the ages of 16-21 and who meet one or more of the following criteria:

- The student has dropped out of school without obtaining a high school diploma or a high school equivalency credential
- The student has been adjudicated as a juvenile delinquent or is awaiting disposition of charges that may result in adjudication as a delinquent
- The student has previously been detained or incarcerated in a juvenile detention center
- The student has been retained at least twice in any of the grades kindergarten through eight (K-8), or the student is one (1) or more years behind in obtaining the credit required for promotion to the next grade level or to graduate from high school in four (4) years with the student's cohort
- The student is chronically absent, as defined in Tennessee's Every Student Succeeds Act (ESSA) plan established pursuant to the Every Student Succeeds Act (20 U.S.C. § 6301 et seq.)
- The student is pregnant or a parent, as defined in T.C.A. § 49-1-903
- The student has a documented substance abuse issue
- The student has experienced circumstances of abuse or neglect

Since our students will meet one or more of the criteria outlined above, our students will come to us carrying at-risk status. While specific at-risk criteria have been defined, our students will meet the criteria for an array of reasons, which will be specific to that student's specific circumstance. Just as our students will come to us in vastly different places in their learning and on different levels, they will also come to us with unique and nuanced social-emotional, health, and personal needs. We may serve students who have not been in school for years, have been involved in the criminal justice system, are parents or caregivers to siblings and other family members, or must help financially support their families. These are just some of the circumstances our students may be facing – to this end, our model is specifically designed to meet students where they are, to fully understand the scope of their circumstances and corresponding needs, and support their academic, social-emotional, health, and personal needs through intensive wraparound supports. Given this, we cannot predict every student's specific academic and social-emotional needs, but we can anticipate trends in these needs, which are summarized below.

Academic Needs

- **Overage and Under-Credited:** We know that the majority of our students will come to us overage and under-credited, with many having been chronically absent from and/or dropped out of their previous schools. We anticipate that some students may enroll with us not having attended school for years. Accordingly, many of our students will have significant gaps in learning and in credits, while others will be ready for acceleration into college-level courses. In short, our students will enroll in vastly different places in their learning and on varied levels. Our program is designed to meet our students where they are, fill gaps, and accelerate their learning and credit attainment.
- **Multiple Grade Levels Behind:** We know that because our students have been disconnected from their learning and/or did not receive the targeted intervention supports they needed to be successful in their previous schools, many will likely enroll being multiple grade levels behind. Our program is designed to identify where students are and deliver research-based instruction and intervention to close gaps.
- **Unprepared for Postsecondary Pursuits:** Our students will enroll with us needing targeted support around envisioning life after graduation. Postsecondary options and pathways to pursue those options stand as a core tenet of our educational plan. We embed leadership skill development, workforce readiness, and real-world Career and Technical Education (CTE) learning throughout our model, allowing students to simultaneously earn academic credits and industry-recognized certifications. Explained in detail later, all students are provided with intensive, sustained support to prepare for and pursue post-secondary opportunities through career counseling and CTE programming.

Social-Emotional Needs

- **Social-Emotional Skill Deficits:** We anticipate that virtually all of our students will be economically disadvantaged. Research shows that children who are economically disadvantaged are more likely to have social-emotional skill deficits.³ Given this, we know that many of our students will need support in developing critical social-emotional skills such as self-awareness, collaboration, communication, and empathy. An array of research demonstrates the connection between academic achievement, behavior, and social-emotional competence, as well as shows that such soft skills are more reliable predictors of success than academically based hard skills.⁴ Explained later in detail, all students will receive intensive social-emotional

³ Mondri CF, Reynolds AJ. Socio-Emotional Learning among Low-Income Prekindergarteners: The Roles of Individual Factors and Early Intervention. *Early Educ Dev.* 2021;32(3):360-384. doi: 10.1080/10409289.2020.1778989. Epub 2020 Jun 26. PMID: 33731978; PMCID: PMC7959114.

⁴ <https://casel.org/fundamentals-of-sel/what-does-the-research-say/>
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support through our case management program and through participation in skill building activities and programs to develop their social-emotional competence.

- **Toxic Stress and Trauma:** We anticipate that many of our students will come to us carrying toxic stress and holding trauma from exposure to previous adverse experiences. Most, if not all, of our students will be economically disadvantaged. Research shows that young people who are economically disadvantaged are significantly more likely to experience adverse experiences during childhood. Data also demonstrates that such exposure results in toxic stress that, if not treated, develops into physical health conditions and leads to unhealthy coping mechanisms that are carried into adulthood.⁵ Given this, we expect many of our students will need intensive support in processing and healing from trauma, as well as may need support in treating health conditions. We will implement a robust case management program that will include ongoing counseling, as well as provide an array of needed wraparound supports to address toxic stress, trauma, and health conditions.
- **Caregiving and Support Responsibilities:** We expect that some of our students will have significant familial responsibilities, such as parenting, caregiving, and helping to financially support their families. Our model is designed to provide targeted supports to students to help alleviate the challenges associated with having such responsibilities while also trying to attend high school. This support is delivered through case management services, assistance with childcare, and access to stipends, among others and is responsive to each student's specific needs.

7. Complete Table 1 and describe your sources and methodology for determining initial enrollment projections.

Our students will come to us in vastly different places in their learning and credit attainment, with the majority likely being overage and under-credited. To this end, we will not employ a typical grade configuration. Rather, we will operate as an ungraded high school as we will recruit students who are between the ages of 16-21, who meet at least one of the criteria for at-risk status, and who have not found success in their previous schools. We will start with 100 students and will add 75 students in Y2 and Y3 and 25 students in Y4 and Y5 until we come to scale at 300 students in Y5.

As outlined in the Mission and Model section, the need for this school is great. The two high schools currently operating in Frayser have high chronic absenteeism and dropout rates, and Memphis as a whole currently has over 30,000 young people who are disconnected from school. While significantly more than 300 students need an alternative educational option like ours, we based our enrollment targets on the following:

⁵ https://americanspcc.org/understanding-how-stress-and-adverse-childhood-experiences-affect-childrens-development/?gad_source=1&gad_campaignid=22889481274&gbraid=0AAAAADywSu8gJD1WhCaW_zmzX39aB2qwx&gclid=Cj0KCQiAvOjKBhC9ARIsAFvz5lieKi_EMjt9DWwfFUWTmCx0FTHOHIDk4nCig8cDL_aL8zg2NmABbzlaAhb4EALw_wcB
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- **Historical Operating Data:** Our ESP (YouthBuild Network) currently manages two schools that serve Opportunity Youth and implement the same model. We modelled our projections in alignment with the other schools in our ESP’s portfolio as those schools have been in operation for almost a decade, coming to scale and sustaining operations successfully with very similar enrollment patterns.
- **Fiscal Viability:** As reflected in the budget and budget narrative, our projections allow us to achieve fiscal viability in the long-term. While we will rely on start-up funds in the early years, our enrollment at scale sustains our operations with little philanthropy.
- **Meeting Enrollment Targets:** In addition to supporting long-term fiscal health, our projections are very realistic and achievable. Data clearly demonstrates that significantly more than 300 young people meet Opportunity Youth criteria in and around the Frayser community. However, we recognize that Opportunity Public Charter schools are new to Tennessee and Memphis. Accordingly, we recognize that we will need to continue to educate the community about Opportunity Schools, as well as need to continue to become embedded within the community. Our small start and slow growth of only 75 students in Y2 and Y3 and 25 students in Y4 and Y5 allows us the time to integrate fully within and partner with the community to ensure that we consistently meet targets during start-up and beyond.
- **Successful Implementation of the Model:** Our projections reflect us starting small and coming to scale slowly, which supports successful implementation of our model. It will be critical to effectively establish systems, structures, and procedures in Y1 of operation. Similarly, it will be of the utmost importance to establish a safe, deeply supportive school culture where students are simultaneously held to high expectations while receiving consistent, intensive support to nurture their sense of belonging and development their academic, leadership, and social-emotional skills. Starting small better enables us to effectively establish the foundations of our model and our slow growth approach ensures that we are able to sustain them as we come to scale.

Table 1. Projected Enrollment											
Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Full Capacity
K											
1											
2											
3											
4											
5											

Table 1. Projected Enrollment											
Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Full Capacity
6											
7											
8											
9	100	175	250	275	300	300	300	300	300	300	300
10											
11											
12											
TOTAL	100	175	250	275	300	300	300	300	300	300	300

8. Complete Table 2 and describe your sources and methodology for determining initial demographic projections. If the sponsor is proposing to operate an Opportunity Public Charter School, detail the anticipated percent of the student population that will be at risk, as defined in T.C.A. § 49-13-104.

As explained in the Mission and Model section, we will be located in the Frayer community of Memphis and largely anticipate serving students from Frayser. While we expect that many of our students will reside in Frayser, we also anticipate drawing students from the neighboring Raleigh community. There are currently five high schools that operate in Raleigh and Frayser, the demographics of each are presented below:⁶

School	Community	Economically Disadvantaged	Students with Disabilities	English Learners
Craigmont HS	Raliegh	61%	12%	<5%
Memphis Business Academy HS	Frayser	55%	6%	14%
Memphis Rise Academy	Raleigh	56%	9%	36%
Raliegh-Egypt HS	Raleigh	70%	13%	7%
Trezevant HS	Frayser	75%	16%	<5%
Average		~63%	~11%	~13%

⁶ <https://tdepublicschools.ondemand.sas.com/>

While we used the above demographic information the basis of our projections, we will be serving a very specific subset of the general student population – Opportunity Youth. Given that research shows that students who are economically disadvantaged are significantly more likely to be at-risk for academic failure and dropping out, we expect that virtually all of our students will be economically disadvantaged. We also expect to serve more students with disabilities as these students are often more vulnerable to being underserved and becoming disengaged from school than their non-disabled peers.

Table 2. Anticipated Demographics	
Student Population*	Estimated Percent of Total Enrollment at Capacity
Economically Disadvantaged	92%
Students with Disabilities	18%
English Learners	10%
At-Risk (<i>for opportunity public charter schools only</i>)	At least 75%

*See the [Glossary of Terms](#) for definitions

9. Describe the proposed school’s plan to recruit students both before and after the school has opened.

We will implement a robust student recruitment plan to ensure that we meet our targets – the mechanisms below will work in tandem to build awareness about our school, enable us to connect with the population we seek to serve, and ultimately achieve our Y1 enrollment targets:

- **Targeted Marketing:** A key function provided by our ESP is support with marketing. Upon approval, we will finalize our marketing materials, which will highlight the purpose of our school and population we seek to serve. Materials will take an array of forms in both print and digital formats. We will post and disperse materials widely, targeting channels that will reach our intended student population.
- **Build and Leverage Community Relationships:** Our primary point of recruitment will be through the relationships we build with the community. We are currently forging relationships with local residents, as well as establishing partnerships with an array of organizations, with emphasis on those that serve and are connected to our target population. Through these relationships and partnerships, we will establish a referral pipeline where people who know disengaged young people and organizations that provide support to these young people and their families can connect us to them so that we can reach them and engage them in our school.
- **Attend Community Events:** We will attend community events to establish relationships (as described above), as well as to educate the community about Opportunity School and advertise

our specific school. During these events, we will provide real-time application support, as well as capture leads and referrals.

- **Community Canvassing:** Knowing the Frayser community is home to many young people who meet the criteria of being Opportunity Youth, we will canvass to share information about Opportunity Schools and our specific school. We will also provide real-time application support and collect information from families who have or know a young person who meets the criteria to attend an Opportunity School.

We will continue to employ the above mechanisms beyond Y1 to recruit students. Additionally, after we are operational, we will leverage the families we serve as key recruiters. Specifically, we will identify a core group of parents to serve as promoters of our school and recruiters of other students. We also anticipate our students being a source of recruitment referrals once we are operational. We will additionally host school tours and open houses once we are operational, allowing potential families and students to see the school, meet staff and other students, and ask questions.

Finally, as we become part of the Frayser and larger Memphis community, we anticipate partnering local high schools. Specifically, we intend to establish a referral process, where guidance counselors and other staff can connect us to students who are chronically absent, not attaining credit, and are about to or have dropped out. As outlined in the Mission and Model section, we are seeking to serve students who are on the cusp of disconnecting or who have already disconnected from school and, without intervention such as attending our school, would not otherwise graduate. We view potential partnerships with area high schools as being mutually beneficial in that they can connect us to a pipeline of Opportunity Youth while we can enroll them and provide the intensive supports that traditional high schools are simply not designed to deliver.

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

We will backfill any open seats throughout the year. Explained in detail below in the School Culture and Discipline section, as an Opportunity School serving students who have disconnected from their previous schools, we expect that some of our students will disengage from our school as well. To expound, some of our students will come to us after not being in school for years. Others will enroll having significant personal responsibilities such as parenting, caregiving for siblings or other family members, and/or supporting their family financially. These experiences and circumstances often result in some students disengaging again from school. In these cases, we stay connected to the student and encourage reconnection, but we will backfill any seats that become open throughout the year. Many traditional schools will not backfill past a certain point in the year because students new to the school would have missed too much instructional time at that specific school. However, we are seeking to serve students who have disconnected from their previous schools and, consequently, are very likely to have missed significant instructional time, maybe even years. Our model is specifically designed to meet every student where they are, no matter where we are in the school year, and provide an

individualized, mastery-based approach to teaching and learning. Given this, we will not have a cutoff point in the year for backfilling.

Family and Community Engagement and Support

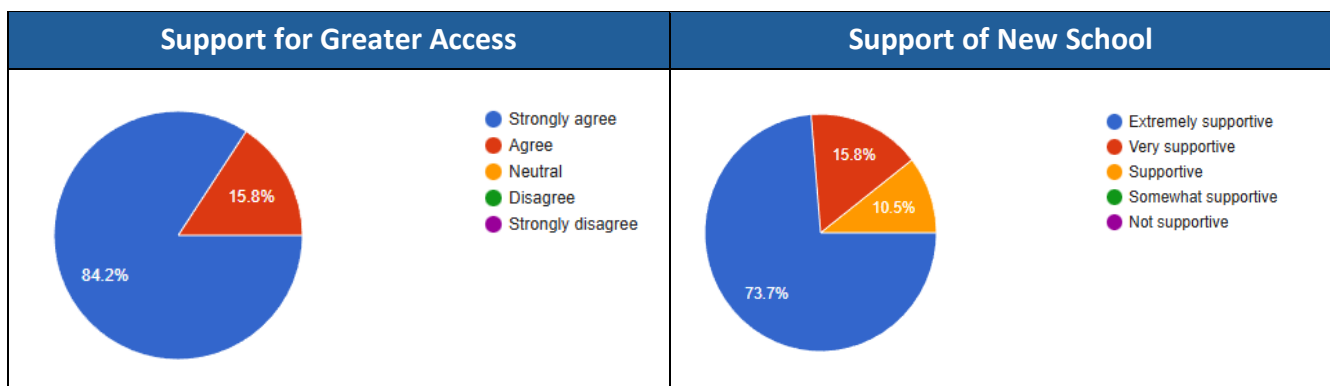
11. Explain how the sponsor has engaged with families and the community about the proposed school. Describe what the sponsor has learned through community engagement activities and how that engagement has informed the application and school design.

We have partnered with Groundswell Network as part of our family and community engagement efforts. Groundswell Network leads a growing national network of educators, thought leaders, and advocates working together to expand access to high-quality Opportunity Public Charter Schools. Through this partnership, we have engaged in sustained outreach to ensure that our school meets the needs of the community and the Opportunity Youth and families we will serve. Specifically, Dr. Bobby White, Vice President of Groundswell Network, has coordinated and facilitated outreach in the form of one-on-one meetings with leaders of community organizations, public town halls, and listening sessions. Dr. White is native to Memphis and is a prominent educator and leader in the community. His commitment to Memphis, the Frayser community, and Opportunity Youth position him well to support our engagement efforts.

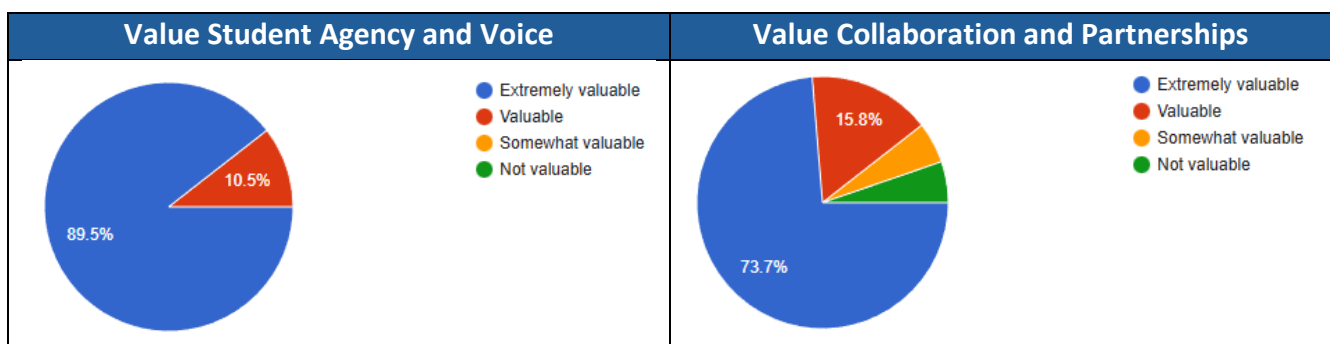
Through these efforts, input and feedback from the community, including from organizations that support Opportunity Youth and families who have a young person who meets Opportunity Youth criteria, was captured. The feedback reveals trends that indicate the community recognizes that traditional learning environments do not work for all students and that there is a lack of alternative options for those students to seek, causing many of them to disengage from their learning and schools.

While Groundswell Network has largely coordinated and facilitated engagement efforts, executive leaders from our ESP, YouthBuild Newark, have participated in these efforts as well. Namely, the Chief Executive Officer, Chief Academic Officer, and Chief Program Officer have engaged with members of the Frayser community, leaders of community organizations and businesses, and MSCS stakeholders. These engagements have served as opportunities to establish relationships, educate the community stakeholders about Opportunity Schools, introduce our mission and model, and collect feedback about community needs, especially those related to the Opportunity Youth who reside in and around the Frayser community.

We also surveyed members of the Frayser community to collect targeted feedback and to gain a clear understanding about what they would support and value in a new school. The results demonstrate that our mission and model align to the community's values and needs. Specifically, all respondents strongly agreed or agreed that young people in and around Frayser who have disengaged or are at-risk of disengaging from school would benefit from greater access to high-quality academic programming, workforce training, and college opportunities. All respondents also conveyed support of a new school where young people can earn a diploma, obtain industry credentials, participate in work-based learning experiences, and receive help with job placement – all of which are integral to our model.



Survey results also show that Frayser stakeholders value a school model that builds student agency and elevates student voice, as well as value the prospect of having a school that will partner and collaborate with Frayser-based community organizations to create new opportunities for students and families. Our model is designed to equip students with leadership skills and propel them toward post-secondary readiness through personalized learning experiences that build agency and promote student voice.



Survey results also reveal that respondents mostly attribute the following as the primary reasons young people struggle with and disengage from school:

- **Belonging and Relationships:** Young people do not feel connected to teachers and staff and think that no one at school really cares if they show up or not.
- **Mental Health Support:** Young people are dealing with emotional struggles and trauma, but schools do not recognize or prescribe supports to help young people navigate such challenges.
- **Life Challenges Outside of School:** Young people have significant responsibilities outside of school such as parenting or being a caregiver to a family member or having to help financially support their family or themselves.
- **Limited Career Pathways:** Traditional schools only push college and do not provide opportunities related to acquiring real-world skills, exploring careers, and pursuing pathways to good-paying jobs.

Our model is designed to address each of the above root causes of disengagement so that young people who have disengaged from their learning and are at-risk of not graduating are afforded with a second chance in a school that prioritizes strong relationships, delivers comprehensive case management and counseling services, provides supports and resources to overcome barriers erected by left challenges

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outside of school, and supports students in defining and pursuing career pathways after they graduate. In short, all of the input and feedback we have collected from the above engagement efforts affirm that our model addresses the reasons young people disengage from school and aligns to what stakeholders in the Frayser community value and support in a new school. Further, as outlined in the Mission and Model section, our school's implementation of CTE programming that will offer a Program of Study in Construction will help alleviate Tennessee's construction worker shortage. Tennessee workforce data indicates that an estimated 315,000 skilled tradespeople are needed in the construction industry by 2026.

We will continue our engagement efforts as we progress through the application phase and beyond (described below). Specifically, ESP executive leaders will be travelling to Memphis in January and February to continue to engage with MSCS stakeholders, community leaders and residents, and operators of local organizations and businesses. We are also in the process of coordinating a series of focus groups with specific stakeholders to form new relationships and continue to gather input and feedback. We anticipate convening young people, families who have a young person who meets Opportunity Youth criteria, and leaders of areas charter high schools.

- 12. Provide, as Attachment 1, evidence of community engagement and support for the school. Complete Table 3, adding rows as needed, to identify and describe each item submitted as part of the attachment. Sponsors have discretion over what types of community engagement activities they undertake and the supporting documents they submit; however, each piece of evidence should demonstrate authentic engagement with and investment in the community. For example, evidence could include letters of support from confirmed or potential partner organizations or photos and sign-in sheets from community meetings.**

Table 3. Evidence of Community Engagement and Support	
Briefly describe each piece of evidence included as part of Attachment 1.	Explain how and why the submitted item is evidence of the sponsor's engagement with the community and the community's support for the school.
Letters of support	We have 8 letters of support from leaders of community organizations and businesses who fully support the approval of our school. Their support stems from the engagement efforts described above and reflects the need for a school such as ours to give Opportunity Youth the support and services they deserve and need to change their trajectory.

Table 3. Evidence of Community Engagement and Support

Briefly describe each piece of evidence included as part of Attachment 1.	Explain how and why the submitted item is evidence of the sponsor's engagement with the community and the community's support for the school.
Log of meetings held by ESP executive leadership	The log details with whom we met and their role within the community. During these meetings, we shared information about our school, gathered feedback, and established initial points of contact that we continue to nurture.
Survey	We surveyed members of the Frayser community to collect targeted feedback and to gain a clear understanding about what they would support and value in a new school. The results demonstrate that our mission and model align to the community's values and needs.

13. Describe how the school will continue to engage parents and community members once it is open.

As outlined in the School Culture and Discipline section, we will implement an array of structures and practices that engage parents in our school, with relationships being the backbone of our culture and engagement efforts. To this end, parents will participate in our robust enrollment and intake process, where they will meet with school leaders and staff, which will serve as the starting point for relationship building within the school. Parents will also have on-demand access to their child's IDP and will receive consistent communication from the school about their child's progress. We will also conduct home visits and hold an array of school events, both of which will deeply engage parents in the school. We will also connect parents with needed resources such as food and housing assistance, job placement support, and medical referrals. We will also survey our families to collect feedback about our school, as well as to gain insight into how we can better serve our students and families. Additionally, as noted in the Governance section, we intend to add a parent to our board, which will serve as another layer of engagement.

We will nurture the value of improvement for self, for family, and for the community throughout all facets of our model and the learning experiences we will provide. Our mission and model also hinge on embedding within the community and forming authentic relationships and partnerships with community members and organizations based within the community. Accordingly, we will seek to partner with the community and leverage the local organizations and businesses that operate in and around Frayser to implement our CTE program and to provide wraparound supports to our students and their families. We also plan to partner with area traditional area high schools, forming relationships

that enable them to connect us to Opportunity Youth who are not finding success in their current schools.

School Culture and Discipline

14. Describe the culture or ethos of the proposed school and how it will promote a positive academic environment and reinforce the school's mission and goals.

Our school is founded on a belief in the transformative power of love. Love, expressed through high expectations, relentless support, authentic relationships, and unwavering belief in each young person's ability to transform themselves, their families, and their communities. This conviction, drawn from the Youth Build model, informs every aspect of our school culture, which centers on growth, learning as a lifelong pursuit, and deep respect for each young person's lived experience. As a school intentionally designed to serve opportunity youth ages 16-21 whose educational journeys have been interrupted, we prioritize building a culture that centers belonging, celebrates growth, and equips young people with the skills, habits, and mindset to transform their trajectories. In practice, this means creating a school culture that responds to the full complexity of students' lives.

Serving as an intervention for young people who have not found success in a traditional academic environment requires a cultural approach in which young people are positioned as the drivers of change. It requires an environment that creates conditions for learning. Many arrive carrying real-world responsibilities as parents and caregivers, navigating court or justice involvement, or experiencing housing instability, all while working to overcome academic gaps that resulted from their disengagement from traditional schools. This often results in a complicated relationship with formal education and a lack of trust or belief in the promise of education. Our culture honors each student's starting point academically, socially, and emotionally, and is designed to restore that trust by consistently showing up for young people in ways they may not be accustomed to. We accomplish this in a tailored, personalized way anchored in the Opportunity Youth five-component model. The interconnectedness of Love, Education, Career Pathways, Support Services, and Leadership Development allows for gathering an authentic understanding of each student's current circumstances and past experiences, providing relentless support, establishing trusting, mutually respectful relationships, and celebrating every point of growth. Through this integrated approach, we will work to ensure each young person enters an environment of love, respect, high expectations, community, and agency.

We also understand that "culture is not about any one person or event. It infuses everything and emanates from everything...the challenge, or we would say the opportunity, is to make it effective and positive. It is reflected and echoed in every decision made and every interaction and in the approach to all internal and external stakeholders." Knowing that it is ubiquitous, we ground all aspects of our culture in our school's core philosophy:

As a community, we are engaged in a united struggle to overcome the social, political, economic, educational, and spiritual inequities that threaten to destroy us as a people.

We recognize that, as young people, we are one of the greatest resources available to the survival of our community.

Therefore, we stand ready and willing and hereby pledge our commitment to:

- *Rebuild and improve the quality of life in our community through collective work, responsibility, and cooperative economics*
- *Educate, elevate, and raise the consciousness of ourselves and others along the way*
- *Develop our potential as leaders and positive role models so we can proactively pursue justice, equality, and peace for all*

All this we do with appreciation, love, dignity, respect, and faith that the collective will of the community is the greatest force conceivable.

We further animate and reinforce our philosophy through our core values of Validate, Educate, and Challenge.

- **Validate:** Young people arrive with skills, knowledge, and experiences that are assets. Our culture not only recognizes and celebrates these assets but empowers young people to recognize and embrace their value themselves. To achieve this, purposefully designed practices and experiences are embedded throughout daily activities, norms, and expectations. Morning Meeting, Advisory, Town Hall, and Policy Council are just a few of the spaces where young people's voices and agency are championed. Students have consistent opportunities to showcase themselves as leaders, whether in academic classes, seminars, or CTE, informing school policy, or participating in local community events. Throughout the school building, pictures, accomplishments, and growth of past and current students are displayed. Their work and stories of transformation will adorn the bulletin boards. Young people feeling seen, heard, and valued is at the heart of validation.
- **Educate:** We meet students where they are academically and provides individualized instruction and supports to ensure every student progresses. Education at our school is not one-size-fits-all. Through Individual Development Plans (IDPs), students set academic, social-emotional, and post-secondary goals and work alongside staff to achieve them. Our CTE programming is critical to this value as it provides students with opportunities to learn high-demand, real-world durable workforce and leadership skills that they can apply in a myriad of postsecondary contexts. Classroom instruction is rigorous and relevant, connecting academic content to students' lived experiences and career aspirations. The learning environment prioritizes student voice, allowing young people to share their perspectives, challenges, and goals. By centering both academic mastery and leadership development, we prepare students not just to graduate but to thrive.
- **Challenge:** Validate and Educate lay the foundation for Challenge. We hold young people to high expectations because we believe in their ability to rise to them. Challenge is not about punishment or pressure; it is about pushing students to become their best selves while providing the support to get there. Part of this work involves challenging the decisions,

behaviors, and narratives that may have led to disengagement or falling behind, helping students rewrite their stories. Growth is documented through IDPs, celebrated, and used to set new goals. Students are challenged academically, professionally, and personally, whether through rigorous coursework, CTE certifications, or leadership roles in the school community. At our school, challenge is seen as an opportunity, an opportunity for growth and an act of love.

Our culture and climate will directly support Memphis-Shelby County Schools' Educational Priority of increasing Ready Graduate rates. Research demonstrates that students who feel a sense of belonging and connection to caring adults are significantly more likely to persist through graduation. By creating a school environment where every student feels valued and supported, we will contribute to MSCS's goal of reaching 80% Ready Graduate rates by 2030—particularly for the Opportunity Youth population that has been disconnected from these pathways

In short, our school philosophy and core values directly reinforce the school's mission to enable opportunity youth who have disengaged from traditional schooling to master essential skills for success in careers, post-secondary education, and community leadership. By centering the strengths and needs of young people through the five-component model, we create the conditions for success. These conditions enable young people to think critically, problem solve, and collaborate while earning their high school diploma, stackable industry-recognized credentials, and achieving post-secondary placement and persistence. The ultimate goal is transformation: young people who believe in themselves, take ownership of their futures, and excel beyond what they once thought possible. The positive academic environment emerges when students feel safe, supported, and believed in. Research consistently shows that belonging and trusting relationships are prerequisites for academic risk-taking and growth. At our school, culture is not a nice-to-have; it is the foundation for creating the conditions for learning.

15. Explain how this culture will be established for students, teachers, administrators, and parents from the first day of school, how it will be reinforced throughout the school year, and the plan for integrating students who enroll midyear.

We will establish and reinforce culture through interconnected structures and practices that engage students, staff, and families from the first point of contact through graduation. Culture is established through recruitment, enrollment, and intake processes; Mental Toughness orientation; Individual Development Plans; case management; and leadership development. Culture is reinforced through daily and weekly practices including Morning Meeting, Advisory, Town Hall, seminars, counseling sessions, Policy Council, community service, and home visits. Strong relationships among all stakeholders serve as the backbone of culture. Staff culture mirrors the investment made in students, and restorative practices create a community where conflict is addressed constructively. Mid-year enrollees receive the same intentional acculturation as students who begin in the fall.

- **Recruitment, Enrollment, and Intake:** We begin building culture and trust as early as the recruitment phase, forging connections with the Frayser community, families, and students to introduce our mission, philosophy, core values, and model. Through authentic relationship-

building, we convey our intended culture so that students are willing to consider reengaging in school. Once students are ready to enroll, we implement a comprehensive enrollment and intake process, enabling staff to develop a robust understanding of each student's specific circumstances leading to disconnection and their corresponding personal, academic, social, emotional, and health needs. This phase includes thorough assessments that identify each young person's unique abilities and strengths, which is essential information for creating personalized pathways aligned to their goals. Students and families participate in an orientation session and one-on-one meetings with the Enrollment Coordinator, Director of Student Support, Dean of Students, and their advocate counselor. These interactions establish foundational relationships and set the cultural tone of belonging, support, and safety.

- **Mental Toughness:** Mental Toughness serves as our acculturation period, an orientation for new students to focus on building interpersonal confidence and emotional fortitude. This YouthBuild tradition spans four full weeks and is a mix of team building, orientation, and career-readiness activities where the culture of love is first established. Mental Toughness propels students' readiness and creates the conditions for learning. During Mental Toughness, staff engage in specific behaviors to foster a culture of love, respect, belonging, and high expectations. Students are grounded in the philosophy and core values of the school and learn about expectations, with ample opportunity to understand, process, and practice these expectations with support from staff. Activities include diagnostic assessments, team-building exercises, critical thinking activities, and explicit instruction on school expectations and norms. Students engage in an array of relationship-building activities with peers and staff. Mental Toughness sets the tone for the year by immersing students in the school's cultural and behavioral expectations and orienting them to the school's norms while reinforcing the layers of support in place. The genuine care students experience from staff during Mental Toughness establishes the foundation for trusting relationships that make transformation possible.
- **Individual Development Plan (IDP):** Every young person develops an IDP in conjunction with their advocate counselor. The IDP serves as a comprehensive framework that defines their goals across three domains: academic, social-emotional, and post-secondary. IDPs are developed using multiple forms of diagnostic, formative, and summative data, ensuring that data are available in a user-friendly format and timely manner to drive the development of each student's plan and measurable performance outcomes. IDPs reflect students' interests and capture their challenges and needs across these domains. Students participate in the creation and monitoring of their IDPs, which nurtures their agency, self-direction, and metacognitive skills. IDPs are revisited consistently by advocate counselors and instructional staff. Parents have on-demand access to their child's IDP. Students' IDPs are living documents that serve as a roadmap showing where students are and where they want to go.
- **Case Management:** A core tenet of our educational program is sustained case management services. All students have a dedicated advocate counselor who serves as their case manager.

Advocate counselors work collaboratively with students to identify barriers to success and connect them to resources and supports. The intent of case management is to support and empower young people to address and overcome the obstacles that previously derailed their educational progress. Case management is delivered through multiple touchpoints, including bi-weekly individual counseling sessions, daily advisory periods, and ongoing informal check-ins. Advocate counselors maintain regular communication with families, providing updates on student progress and coordinating supports. This sustained, relationship-based approach ensures that students receive consistent guidance and advocacy throughout their time at our school.

- **Leadership Competencies:** Developing students' leadership skills stands as a critical component of our model and school culture. For us, leadership means that young people take responsibility to make sure things go right for themselves, their families, and their communities. This explicit goal inspires young people to fulfill their potential and take on major challenges, reinforcing their commitment to education, family responsibility, and career success. Leadership development also supports students in gaining agency around working toward their postsecondary goals. We develop students' leadership skills across three categories, each with defined competencies: Personal Leadership Skills and Knowledge, Small Group Leadership Skills and Knowledge, and Community Leadership Skills and Knowledge. Leadership skill development is woven into core instruction, Morning Meeting, and Advisory and reinforces our cultural commitment to growth and transformation by equipping young people with durable leadership skills essential for postsecondary life.
- **Daily, Weekly, and Monthly Practices:** We reinforce culture through intentional, recurring practices that create rhythm and predictability while centering student voice and agency.
 - **Morning Meeting (Daily):** Each day begins with the entire school community coming together. Morning Meeting sets the tone for the day, allows staff and students to take a temperature check, and provides space for young people to identify and articulate their feelings. Activities support culture-building, relationship development, and social-emotional growth. This time is also used to celebrate students and staff.
 - **Advisory (Daily):** Students attend advisory each school day with their advocate counselor. Advisory is leveraged for case management services, social-emotional and leadership skill development, college and career counseling, and IDP progress monitoring. Advisory provides a consistent touchpoint where students build deep relationships with their advocate counselor and a small cohort of peers.
 - **Town Hall (Weekly):** The full school community gathers weekly for Town Hall, where students and staff engage in dialogue about school-wide issues, celebrate achievements, and reinforce shared values. Town Hall provides a platform for student voice in the larger school community.

- **Seminars (Weekly):** During advisory time, students participate in seminars covering topics such as healthy relationships, financial literacy, civic engagement, conflict resolution, and other life skills essential for postsecondary success. Seminars are designed to build the whole person and prepare students for life beyond school.
- **Weekend Memo (Weekly):** The Weekend Memo is a weekly communication to the school community that highlights and celebrates young people and their growth, provides updates on upcoming school events, and shares community resources. This consistent communication reinforces OYA's culture of recognition and keeps families informed and engaged.
- **One-on-One Counseling (Bi-weekly):** All students receive individual counseling from their advocate counselor on a bi-weekly basis. This approach ensures students receive ongoing, targeted support responsive to their needs, allowing students and counselors to form deep, authentic relationships grounded in trust and mutual respect.
- **Policy Council (Monthly):** Students participate in Policy Council, a governance structure where young people have a voice and agency in shaping school policies and practices. Through Policy Council, students develop leadership skills, practice civic engagement, and experience the power of collective decision-making. Policy Council reinforces the cultural value that students are assets and drivers of change.
- **Community Service (Monthly):** Our philosophy opens with "As a community," reflecting the belief that young people and their neighbors share a common purpose. Students will engage in service projects throughout Frayser, connecting their personal growth to the well-being of their neighbors. Community service is not an add-on at OYA; it is central to the school's culture and identity. Through service, students will develop civic responsibility, build meaningful relationships with community members, practice leadership in real-world settings, and internalize the school's commitment to rebuilding and improving the quality of life in the community they call home.
- **Home Visits (Annually):** We will implement a robust home visit program, with all students receiving at least one home visit per year. Advocate counselors and teachers conduct home visits in small groups. Home visits are critical to establishing and maintaining trusting relationships, identifying needs, and connecting students and families to resources. Home visits are also used to celebrate student growth and success
- **CTE Culminating Community Project:** The CTE Culminating Community Project represents the fullest expression of our philosophy: young people rebuilding their communities. Through this capstone experience, students will have the opportunity to participate in restoring homes in Frayser, applying the construction skills and industry knowledge they have developed throughout their Career and Technical Education pathway. This phase of the program allows young people to develop workforce readiness skills and leadership competencies while making

a tangible contribution to their neighborhood. The project serves as a concrete example of the power of young people, giving them a sense of pride and ownership in their community. Students witness the direct impact of their work, transforming not only physical structures but also their own identities as builders, leaders, and change agents.

- **Relationships:** Strong, authentic relationships among school stakeholders serve as the backbone of our culture, working in complement with the school philosophy and core values. This triad shares the overarching priority of providing an unconditionally loving environment where all students feel seen, heard, valued, and supported. At our school, relationships are not ancillary to the educational program; they are central to it. Every structure, practice, and interaction is designed to build and strengthen the connections between students and staff, among students themselves, and between the school and families. These relationships create the foundation of trust that enables young people to take academic risks, embrace challenge, and persist through difficulty.
- **Family Engagement:** We view families as essential partners in students' success. Family engagement begins during recruitment and enrollment, when staff build relationships with parents and caregivers and learn about each family's strengths, needs, and aspirations for their young person. Families are welcomed into the school community through orientation sessions, open houses, and ongoing communication from advocate counselors. Parents have on-demand access to their child's IDP and receive regular updates on academic progress and social-emotional development. OYA hosts family events throughout the year, including celebrations of student achievement, workshops on supporting young adults, and opportunities for families to connect with one another. Home visits extend the school's culture of care into students' homes, strengthening the partnership between school and family. OYA recognizes that many families of opportunity youth have had negative experiences with schools in the past, and staff work intentionally to rebuild trust and demonstrate that OYA is a genuine partner in their young person's success.
- **Restorative Practices and Parallel Process:** We function as a restorative community, using restorative practices to build and maintain positive relationships, address conflict constructively, and create a safe environment where students can take risks and grow. Central to this approach is the understanding that culture operates as a parallel process: the way adults treat each other mirrors the way they treat young people, and the expectations held for young people must first be modeled by staff. If we expect students to be vulnerable, take risks, and embrace growth, staff must do the same. This parallel process requires creating an environment where staff feel trusted, valued, and supported in their own development.
- **Staff Culture and Development:** Strong student culture requires strong adult culture. We invest in staff through structures that mirror the investment made in students. Staff participate in school-wide summer professional development, Summer Institute, and weekly Wednesday professional development sessions. They also participate in Professional Learning Communities

(PLCs) that promote collaboration, shared ownership of student success, and continuous improvement. PLCs provide space for reflective practice, data analysis, and collective problem-solving. We prioritize ongoing professional growth through coaching, instructional rounds, and targeted professional learning sessions. Staff receive regular feedback and have opportunities to develop leadership skills. We ensure staff feel knowledgeable and prepared by providing comprehensive onboarding, clear protocols, and resources aligned to our model. Staff are trained on key frameworks that guide their practice, including the Leadership Competencies framework for developing student leadership skills, the Workforce Readiness Tool for preparing students for career success, and the Framework for Effective Teaching for delivering high-quality instruction. These essential tools, ongoing training, and continued support equip staff to implement ours philosophy and core values with fidelity. The result is a staff culture that is supportive, consistent, and committed to continuous growth, mirroring the values instilled in students.

Mid-Year Enrollment: We will backfill open seats throughout the year. Longitudinal data reveals distinct enrollment patterns, with backfilling often occurring in October and January. Students who enroll mid-year participate in our robust recruitment, enrollment, and intake process and engage in Mental Toughness as a small cohort, providing them with the opportunity to acculturate into the school community. Regardless of when young people enroll, we ensure they receive the time and support needed to build trust, develop relationships, and become fully integrated members of the school community.

16. Describe any goals related to student attendance and describe the structures the school will put in place, including collaboration with families and the community, to support student attendance and address chronic absenteeism.

As an Opportunity School seeking to serve students who have already disconnected from school, our entire school model is designed to re-engage young people in education. We will partner with an ESP that currently manages two schools that serve opportunity youth. The ESP has over 20 years of experience working with this population and has a robust understanding of their attendance patterns. Our approach to attendance is informed by 20 years of longitudinal data demonstrating how to effectively set and monitor goals and respond accordingly.

The first step in our approach to attendance is gaining a clear picture of each student's history. During the recruitment, enrollment, and intake process, we identify each student's attendance baseline by examining historical attendance data. Our students will enroll with different needs, in different places in their learning, and with different attendance histories. Some students may come to us not having been in school in years; others may have only attended school for 10 days the previous year; still others may have attended more frequently but were still chronically absent, nonetheless.

Once we establish a student's baseline, an individualized attendance goal is set for each student, captured in their IDP and monitored closely. Attendance goals are reflective of each student's prior history, which allows them to be realistic and attainable while also setting high expectations for Tennessee's Charter School Application

engaging in school. For instance, if a student has not been in school for two years, we may set an initial goal of that young person consistently coming to school at least once a week, which represents a significant improvement for that particular student. As students meet their goals, we celebrate with the student and their family. This approach of setting individualized attendance goals based on each student's prior history and then consistently celebrating attendance wins helps to keep students motivated and engaged. As students progress, we increase goals to consistently attending at least twice a week, then three times a week, and so on. Longitudinal data from the ESP demonstrates that students who consistently attend at least three times a week successfully progress in the model, meet their IDP goals, and attain credits.

As part of the monitoring process, we identify students as being in the following attendance tiers:

- Tier 1, Minimally Engaged: 1% - 24%
- Tier 2, Partially Engaged: 25% - 59%
- Tier 3, Fully Engaged: 60% - 100%

We recognize that this attendance tier system may appear unconventional compared to traditional chronic absenteeism frameworks, which typically define chronic absenteeism as missing 10% or more of school days. However, for Opportunity Youth who may not have attended school in months or years, celebrating attendance of even one day per week represents genuine progress. Research on Opportunity Youth engagement demonstrates that incremental engagement goals, combined with celebration of growth, are more effective for this population than punitive attendance policies that contributed to their initial disconnection. As students progress, goals increase until they achieve consistent attendance aligned with traditional expectations. While our overarching intent will always be to meet attendance expectations aligned with state requirements, our target is that by Year 3, 60% of students achieve Tier 3 engagement.

To reiterate, some students' initial goals fall into Tier 1, so they could meet their goals and still be classified as being minimally engaged. The end goal is always to move students to Tier 3, but we know that with Opportunity Youth, the school must meet students where they are and build motivation and engagement to reach Tier 3. We cannot reasonably expect every young person to start there.

We utilize a 4-8-12 data cycle to monitor enrollment and attendance trends at the individual, cohort, and whole school levels. Every four weeks, advocate counselors review individual student attendance data and intervene as needed. Every eight weeks, instructional teams analyze cohort-level patterns to identify systemic issues. Every twelve weeks, school leadership conducts a comprehensive review of whole-school attendance data to inform programmatic adjustments. This structured data cycle enables us to identify attendance patterns at the trend level and respond proactively.

If a student is not meeting their attendance goal, it is immediately flagged and outreach is conducted. The student's advocate counselor provides the first layer of support with consistent outreach to the student and their family. Additional layers of outreach are conducted if the student continues to not come to school and shows signs of disengagement. Specifically, a home visit is conducted so that we

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can understand the cause of disengagement and provide supports accordingly, with the goal of reengaging the young person. However, as explained throughout, we know that students come with complex personal situations that may prevent them from coming to school. For instance, young people who must help financially support their families often need to take jobs during the holiday season, so they may disengage so that they can provide for their families. In cases such as this, where disengagement is imminent, we follow a supportive protocol that entails staying connected to the family and student and encouraging them to reconnect when their personal situation allows.

17. Describe the proposed school's discipline approach. Discuss how this approach aligns with the school's mission and state law and will meet the needs of the anticipated student population.

As described above, we will cultivate a school culture characterized by simultaneously holding high expectations and providing intensive support so students can meet those expectations. The school's philosophy and core values articulate our foundational cultural tenets, supported by strong, trusting relationships across the school community. The focus on developing students' leadership skills further advances our cultural value of improvement for self, family, and the community. Taken together, these define our core behavioral expectations for students. As noted above, students participate in four weeks of Mental Toughness to orient them to these behavioral expectations. During this time, they are given ample time to develop a full understanding of these expectations, as well as time to observe them being modeled and to practice them in a supportive, low-stakes environment.

A cornerstone of our school culture is our commitment to restorative justice as the primary approach to discipline. Rather than relying on exclusionary practices such as suspension or expulsion, we use restorative circles, mediation, and relationship-building strategies to help students reflect, repair harm, and re-engage with the learning community. Our school and model are designed to meet young people where they are and support them in their growth for themselves, their families, and their communities. Implementing a restorative, rather than punitive, approach to discipline aligns with our emphasis on growth as it allows the young person to reflect on and understand the root cause of their behavior and repair any harm that their behavior caused to the school community. All staff receive intensive and ongoing training on trauma-informed and restorative practices so that they are equipped to support students in uncovering the root causes of their behavior and repairing any harm. Students also receive training in restorative practices, initially being introduced to the approach during Mental Toughness, so that they themselves gain agency around reflecting and repairing. Rather than issue punitive consequences, we provide intervention to treat the identified root cause of the behavior. Possible interventions may include development around impulse control or anger management support, among others. We target a suspension rate fewer than 2%, aligned with our ESP's demonstrated outcomes serving a similar population.

In compliance with the Tennessee Safe Schools Act (TCA Section 49-6-4503), we implement comprehensive bullying prevention and intervention procedures. All staff receive annual training on recognizing and responding to bullying, cyberbullying, and harassment. Students learn about bullying prevention during Mental Toughness and through ongoing advisory sessions. We establish clear

reporting mechanisms and investigate all allegations within five school days. Consistent with our restorative approach, responses to bullying behavior prioritize repairing harm, addressing root causes, and restoring relationships while ensuring the safety of all students. We maintain records of bullying incidents and responses as required by Tennessee law and report annually to the authorizer on bullying prevention efforts and outcomes.

Our restorative model will operate in full compliance with mandatory suspension and expulsion requirements, including zero tolerance provisions, while achieving a suspension rate of less than 1% sustained over nearly a decade at the two existing Opportunity Schools our ESP operates. This outcome reflects not a lower compliance threshold, but a higher intervention threshold: staff are trained to identify and address the root causes of behavior before they escalate to conduct requiring mandatory action. Tennessee's zero tolerance statutes and MSCS disciplinary policy will govern our practice in the same way, and we will maintain all required reporting, documentation, and due process procedures. The 1% figure demonstrates that a restorative approach and full statutory compliance are not in tension. They are mutually reinforcing when implemented with fidelity.

In sum and to reiterate, the results of this approach are powerful: The two Opportunity Schools managed by our ESP consistently reports extremely low rates of exclusionary discipline, with fewer than 1% of students suspended in recent years and no expulsions. This stands in stark contrast to traditional high schools serving similar populations, where exclusionary discipline often fuels disengagement and dropout. By centering student voice and accountability, restorative justice at our school not only sustains a safe and supportive climate, but also strengthens students' ability to manage conflict, build resilience, and contribute positively to their school and community.

Curriculum and Instruction

18. Provide an overview of the academic plan and program of the proposed school, including any non-negotiables of the school model (e.g., advisory model, instructional methods, length of school day). Explain how this plan supports the school's mission, anticipated student population, and planned outcomes.

Our school will deliver culturally responsive, trauma-informed instruction designed specifically for young people ages 16-21 who are ready for an alternative pathway to graduation and career success. Our students bring resilience, life experience, and determination that position them for success in our accelerated, career-integrated program. Many of our students will have navigated significant life responsibilities, including parenting or caregiving, housing instability, supporting their families financially, or managing involvement with foster care or the justice system, that call for a purposefully designed educational approach. These experiences have equipped them with maturity, resilience, and real-world perspective that our model leverages for academic and career success. Additionally, our students will come to us with having prior negative experiences with school, likely having felt unsuccessful, unseen, and/or pushed out from their previous learning environments. Our model, created by our ESP, is designed to meet students exactly where they are and deliver the academic and social-emotional support they need to reengage, reframe their perceptions about themselves and school, close gaps, accelerate learning, and, ultimately, change their trajectory. However, we understand that such a change in trajectory will not occur linearly. As such, our model is specifically designed to flexibly meet each student where they are on any given day and respond accordingly.

At the core of our model is meeting the young people we will serve exactly where they are and propelling them toward readiness for graduation and their postsecondary pursuits. This starts during the enrollment and intake process, where students and their parents progress through a series of steps that enable us to gain a full, comprehensive picture of each student's unique circumstances, learning levels, current credit attainment, and, ultimately, pinpoint their specific academic, social-emotional, behavioral, health, and personal needs. This process and resulting data coalesce to give us a baseline of readiness and informs their grouping and placements.

Students will then participate in our Mental Toughness program, which will span the first four weeks of school. As explained in detail in the School Culture and Discipline section, Mental Toughness will propel students' readiness and will serve as the foundational culture building mechanism for students and staff. During Mental Toughness, students will be grounded in the philosophy and core values of the school and learn about the school's expectations and will engage in an array of relationship building activities with their peers and with school staff. Mental Toughness will set the tone for the year by immersing students in the school's cultural and behavioral expectations and orienting them to the school's norms while reinforcing the layers of support in place to ensure that students know that they are in a safe, supportive environment designed for their specific needs.

In essence, Mental Toughness primes students to reengage in their academic learning by providing ample time for relationship building and culture setting and by consistently reaffirming that the school

is a safe, supportive space with staff who are dedicated to relentlessly supporting young people in changing their high school and post-secondary trajectory. Mental Toughness also nurtures students' soft and social-emotional skills, which are critical to students' readiness to transition to the school's daily schedule and engage in personalized academic learning. This is complemented by access to Career and Technical Education pathways, the consistent delivery of support services, and dedicated time for social-emotional development – all of which allows for the development of students' leadership skills to ensure that they attain the knowledge, skills, and credits to graduate and are ready to pursue postsecondary pathways.

To this end, we will implement five key design elements that are non-negotiable to our model and will work in tandem to provide a continuum of services that will holistically support our students' unique and changing needs and ensure their readiness for graduation and life after high school. Below outlines these key design elements, which, as noted above, have been proven to effectively serve Opportunity Youth:

Education

As Opportunity Youth, our students will come to us already disengaged from school for a myriad of reasons and, as such, will enroll with distinctly different needs. Some students may come to us not having attended school for years, while others may have parenting or other caregiving responsibilities that caused them to be chronically absent from their previous schools. Given that each of our students' personal and academic histories will be nuanced and unique, we will implement a robust enrollment and intake process so that we are able to gain a full understanding of each of our students' specific circumstances, strengths, and needs so that we can deliver an educational program that is personalized to meet their individual needs and propel them to readiness for graduation and their postsecondary pursuits. Accordingly, the critical practices that support the implementation of our Education key design element are as follows:

- **Individual Development Plan (IDP):** Every student will have an IDP, which will serve as the anchor of each student's personalized educational plan. IDPs will contain critical student information such as personal information (e.g., age, employment status, parent status, home language, etc.), graduation plan (i.e., required credits, attempted credits, earned credits, completion rate, progress bar), diagnostic assessment results and targets, short-, mid-, and long-term academic and social-emotional goals and progress toward meeting them, and data related to CTE (e.g., pathway, progress, grades). IDPs will be living documents that are updated frequently, allowing staff, students, and their parents to see where students started, where they are, and where they need to go, providing a visual roadmap of students' progress to being ready for graduation and postsecondary life. IDPs will also be used to inform student groupings and to inform core instruction and intervention.
- **Comprehensive Assessment Program:** As outlined in detail in the Student Evaluation and Assessment section, we will employ a comprehensive, multi-step assessment system designed to understand each individual student's academic, social, and personal needs at their point of

entry and throughout their time in our program. As Opportunity Youth, our students will come to us already disengaged from school, meaning that they are likely to have experienced interrupted and incomplete schooling, as well as will enroll with nuanced and complex personal histories and experiences. To this end, we must collect layers of quantitative and qualitative data to enable us to ascertain a full picture of each student's academic, social, emotional, and personal needs. Screeners will initially be administered during the intake process, with subsequent administration occurring throughout the year so that we can monitor growth and needs, which informs the delivery of instructional and social-emotional supports. We will also regularly assess students with formative, classroom-based assessments, as well as authentic and project-based assessments to pinpoint students' understanding of standards-based content and to determine when students demonstrate mastery and are ready to progress in their learning. As Opportunity Youth who have not experienced success in traditional academic environments, we must implement an array of assessments to provide our students with varied ways to demonstrate mastery. All of these assessments will be complemented by frequent classroom-based assessments such as daily checks for understanding that will be embedded throughout the learning process, allowing teachers to make instructional adjustments, clarify misunderstanding, and extend students' understanding in real time. In short, our assessment program aligns our core values – Validate, Educate, and Challenge – and will enable both students and staff to glean a full understanding of where students are in their readiness. All students will participate in TCAP assessments in accordance with Tennessee requirements. Our data-driven instructional planning uses diagnostic, formative, and summative assessment data to identify where students are and where they need to be. Teachers conduct in-depth analysis of assessment results to identify mastered skills and plan lessons targeting skills needed for Tennessee Academic Standards mastery. Students with disabilities receive TCAP accommodations as specified in their IEPs, and English Learners participate in annual WIDA ACCESS assessments to measure English language proficiency growth.

- **Mastery-Based Learning:** The crux of our Education key design element is mastery-based learning, which will enable us to meet each student where they are in their learning and deliver the instructional supports they specifically need. Mastery-based learning allows students to progress in their learning at their own pace and ensures that students are not “left behind.” More specifically, in most traditional academic environments, teachers are bound by prescribed pacing and must move on to the next set of standards and lessons, even if students have not yet mastered content that was just taught. Mastery-based learning takes the opposite approach in that students only progress in their learning once they have demonstrated mastery of the standards and skills they are currently learning, ensuring that students are not left behind and preventing unfinished learning. As summarized by Salman Khan, “mastery learning simply suggests that students should adequately comprehend a given concept before being expected

to understand a more advanced one.”⁷ To this end, students will be provided with personalized learning experiences, informed by the layered assessment program described above, that allow them progress in their learning at their own pace. While all students will attend academic classes, will learn from a common set of instructional materials (described below in the Curriculum prompt), will be assessed on the same Tennessee Academic Standards, they will access content and engage in lessons and learning experiences in alignment with their specific needs and work at their own pace.

Career Pathways

As Opportunity Youth, our students will come to us already disengaged from school, having not found success in their previous learning environments for an array of reasons. As such, our students will enroll with nuanced and complex personal situations such as having parenting or other caregiving responsibilities, needing to financially support themselves or their families, or being involved in foster care, among others that erect barriers to acquiring the hard and soft skills and knowledge needed to meaningfully pursue career pathways. Many of our students will arrive at our school unable to even visualize attending college or trade school and then seeking a career of their choice. As such, our Career Pathways key design element is designed to provide students with a clear vision for their life after graduation and equip them with the knowledge and skills needed to realize the visions they build. The programs and practices below are integral to this:

- Career and Technical Education (CTE): To support our students in achieving post-secondary readiness and providing them with access to post-secondary pathways, we will implement a robust CTE program in which all students will participate. Specifically, we will implement Programs of Study in Construction and in Health Science. All students will participate in CTE and will progress through stages based on their readiness to engage in increasingly more rigorous and intense CTE coursework and experiences. Specifically, students will start in the exploration stage, where they will learn about the Programs of Study available to them in Construction and Health Science, as well as their own interests and strengths through surveys and other exposure activities. In alignment with our mastery-based approach to learning described above, when students demonstrate readiness, they will progress to stage 2 of their CTE studies. In stage 2, young people concentrate on their chosen Program of Study and will engage in more rigorous course work related to their selected program. During this stage, students will also start to gain certifications. Once students demonstrate that they are ready, they will progress to stage 3, during which they will engage in externships and other forms of on-the-job training such as job shadowing and mentorship to equip students with the durable and real-world skills they need in college and career after they graduate from our school.

⁷ https://aurora-institute.org/cw_post/the-one-world-schoolhouse-by-salman-khan/

- **Post-secondary Counseling and Supports:** As part of our comprehensive support services, students will be provided with individualized post-secondary counseling to initially support them in developing a framework for their post-secondary plans. This support will be intensified and more targeted as students progress in their readiness and through the stages of our CTE program. As such, students will receive ongoing counseling to help them identify pathways available to them after graduation and the steps they need to take to ensure they are equipped to pursue and succeed in them. Counseling will be complemented by seminars that students will participate in during advisory time. Seminars will cover an array of topics, including post-secondary readiness. Specifically, all young people will complete our graduate success seminar, where they will acquire hard and soft skills such as learning about resume writing, engaging in mock job interviews, practicing test-taking skills and strategies, and learning about business etiquette and the importance of presence in professional contexts, among other relevant topics. As another layer of college and career exposure, we will host college and career days at our school, where we will invite colleges and trade schools to engage with our young people about their programs. We will also visit colleges and trade schools so that students can have in-person experiences. In short, we know that most of our students will come to us without viable postsecondary plans for an array of reasons. To change students' trajectories and ensure that they are equipped with the knowledge and skills they need to succeed in college and career, we will embed college and career exposure and support across our model.

Support Services

Our students will arrive at our school with an array of personal, academic, social, emotional, and behavioral needs. As explained above, students will progress through a comprehensive enrollment and intake process during which we will collect an array of qualitative and quantitative data so that we can ascertain a full understanding of students' needs and prescribe supports accordingly. As Opportunity Youth, our students will have already disengaged from school, and our mission lays in reengaging them and equipping them with the essential skills they need to graduate and successfully navigate post-secondary life. To achieve our mission, providing students with comprehensive support services that are responsive to their ever-evolving needs is critical. Accordingly, among the supports and practices we will provide include the following:

- **Advocate Counselors and Case Management Services:** All students will have a dedicated advocate counselor, who will serve as their case manager. Advocate counselors will loop with their students, so students will have the same advocate counselor the entire time they are enrolled in our school. Advocate counselors will serve as the point person for their students, monitoring attendance and other indicators, coordinating with their students' team of teachers and other staff, and serving as the primary communicator with their students' families. Advocate counselors will also conduct home visits, connect students and families with wraparound services and community resources, as well as will provide targeted one-on-one counseling their students on a biweekly basis. Ensuring that each student has one adult who is

specifically tasked with monitoring their progress, identifying emerging needs, and heading up communication and collaboration with other staff members is critical to ensuring that each of our students receives the individualized supports they need as they need them.

- **Support Structures:** We have designed our daily schedule to ensure that we can implement our model with fidelity. To this end, we have built in protected time for the delivery of support services. Namely, every school day will start with a 25-minute morning meeting period and will include a 45-minute advisory period. During morning meeting, the entire school will come together to participate in an array of relationship and culture building activities, as well as to engage in social-emotional and leadership skill development. During advisory, students receive individualized counseling from their advocate counselor, receive career counseling, engage in college and career exposure and readiness activities, participate in seminars focused on an array of topics relevant to our students' lives and needs such as having healthy relationships. These structures are protected in our daily schedule, even on early release days, to ensure that students consistently receive the support services they need to reengage and stay engaged with school and acquire the hard and soft skills they need to be successful during and after their time at our school.
- **Wraparound Services:** We will partner with an array of community-based organizations to be able to provide our students and their families with access to a myriad of wraparound services such as food and housing assistance, childcare support, and job placement assistance, among others. Advocate counselors will be positioned to identify needs as they emerge and facilitate the connection of services and resources accordingly so that our students and their families have timely access to services that we will not provide internally.

Leadership Development

Developing students' leadership skills stands as a critical component of our model and school culture. As outlined in the School Culture and Discipline section and described more below, for our school, leadership means that young people take responsibility to make sure things go right for themselves, their families, and their communities. Leadership development also supports students in gaining agency around working toward their postsecondary goals. To this end, we will develop students' leadership skills across three categories, each with defined competencies: Personal Leadership Skills and Knowledge, Small Group Leadership Skills and Knowledge, and Community Leadership Skills and Knowledge. Leadership skill development will be woven into all facets of our programming, including during core instruction, CTE studies, morning meeting, advisory activities such as seminars, and post-secondary counseling. Through our intentional focus on equipping students with defined leadership skills, we will give students the tools they need to become agents of their own learning and pursuits inside and outside of school and after graduation when they transition to postsecondary life.

Alumni Supports

Once our students graduate, we will provide them with ongoing support to ensure that they have what they need to persist in their post-secondary pursuits. Specifically, we will actively monitor and support students for up to 16 months after they graduate from our school. This may include helping students acclimate to their new college environments, assisting with job placement, or mentoring them as they enter the workforce. We recognize that the transition to postsecondary life is a fragile transition for all students, especially those who are former Opportunity Youth and likely still carry many of barriers and conditions that contributed to them disengaging from school. To this end, we will actively monitor our graduates on a prescribed cadence and provide responsive supports accordingly. Graduates will also be able to reach out between monitoring touchpoints should they have a need emerge with which we can assist. Ensuring our alumni are formally supported during the pivotal, and often fraught, transition period after graduation will ensure that our graduates continue on their transformed trajectories and continue to improve for themselves, for their families, and for their communities.

19. Describe the basic learning environment for a typical student (e.g., classroom-based, independent study), including class size and structure. Explain how this plan supports the school's mission, anticipated student population, and planned outcomes.

We designed our learning environment and schedule to allow us to effectively implement our model, which has proven to produce successful outcomes for Opportunity Youth. As such, we will serve students in a classroom-based learning environment, with students moving from class to class throughout the school day. To support the delivery of our personalized education program and to effectively implement mastery-based learning (as described above), our average class size and ratio will be 25:1 but special educators and the ELL teacher will push into classes as needed by their students' specific needs, lowering ratios in those classrooms. Core instructional blocks will span 85 minutes, allowing ample time for students to engage in Tier 1 instruction and hands-on learning opportunities and to receive individualized intervention support as needed. Students will also participate in a daily elective block; this block will be used for CTE, which, is integral to our model. Students will start their day with a 25-minute morning meeting, where the whole school community will come together to engage in positive activities that nurture relationships, build culture, and celebrate individual and collective successes and achievements. Morning meeting time also ensures that all students and staff participate in a positive experience prior to transitioning to time for core instruction. After lunch, students will go to a 45-minute advisory period where, as described above, they will receive counseling as part of our case management services, engage in small group sessions, receive career counseling, and participate in seminars, among other activities. Throughout all these structures, students' leadership skills will be developed as our defined leadership competencies will be woven throughout all portions of the school day and embedded in all learning experiences.

20. Describe the primary instructional strategies that the school will expect teachers to use and why they are well-suited for the anticipated student population. Describe the methods and systems general education teachers will have for providing differentiated instruction to meet the needs of all students.

We will implement a mastery-based approach to learning, which will allow us to meet every student exactly where they are in their learning and deliver differentiated instruction accordingly. The core tenet of mastery-based learning is that students progress at their own pace and do not move on to the next set of standards until they have demonstrated mastery of the set being currently taught. As outlined in detail in the Student Assessment and Evaluation section, we will implement an array of assessments that will enable us to collect multiple data points about where students are in their learning. Among these will be classroom-based assessments where teachers will continually assess students to pinpoint if they are ready to progress to the next set of standards, as well as to make real-time adjustments to instruction and lessons and provide actionable feedback to untangle misunderstandings and extend students' understanding. Staff will also have regular, protected time to meet, analyze data, and make decisions accordingly to ensure that each student is getting exactly what they need to progress in their learning and readiness.

To allow for further personalization and to be responsive to our students' specific needs, we will also implement the following primary instructional practices that will be embedded within our core instructional practice of mastery-based learning:

- **Aligned Learning Objectives:** All students will have individualized learning objectives that are aligned to Tennessee Academic Standards. To ensure that each student knows what mastery looks like, success criteria written in student friendly language will accompany every learning objective. Aligned objectives will anchor students' learning each day.
- **Daily Leadership Objectives:** Leadership development stands as one of the key design elements of our model, and we embed opportunities for students to develop these skills across all facets of the school day, including during core instruction. As outlined in the School Culture and Discipline section, we have defined leadership competencies that fall across three categories: Personal Leadership, Small Group Leadership, and Community Leadership. Students will learn critical skills such as keeping and using a schedule and a calendar, listening well to others, and being able to research and advocate for issues of personal importance. Each competency has an articulated leadership benchmark so that students and staff know what success in each competency looks like. For example, keeping and using a weekly schedule and calendar is defined by the corresponding benchmark of students conducting spot checks of their calendar and keeping their weekly schedules up-to-date with program activities and appointments. Like aligned learning objectives, students will have a defined leadership objective that they are working to achieve.

- **Post-Secondary and Career Readiness Indicators:** Each leadership competency in each category is further defined by benchmarks that articulate indicators for post-secondary and career readiness. For instance, the benchmark indicator that defines postsecondary readiness for keeping and using a weekly schedule and calendar is the ability to maintain a calendar for short- and long-term scheduling for all classroom assignments while the benchmark indicator for career readiness is the ability to maintain a calendar with worksite, internship, and job placement schedules. Accordingly, students will work to master basic leadership competencies and corresponding skills needed to be successful in college and career. Students will have daily leadership objectives that will also include post-secondary and career readiness indicators.
- **Relevant Academic Content:** Described below in detail, we will utilize a core set of curricular materials and resources that will be backwards mapped and adapted to meet each student's needs. We will also infuse relevance throughout lessons and learning experiences to ensure that our young people see themselves and their experiences in the content that they are learning. We do this by ensuring the texts our students read are culturally relevant, as well as by connecting content to timely events and issues. As Opportunity Youth, our students will come to us already disengaged and disconnected from their learning, our primary goal is to reengage them in their learning so that they persist and achieve readiness for graduation and then college and career. Providing relevant learning experiences will be critical to sustaining our students engagement – a myriad of research clearly shows that when students can relate personally to what they are learning, they are significantly more likely to meaningfully engage with it and progress in their learning.
- **Hands on Learning:** Working in complement to relevant academic content, we will anchor many learning experiences in hands on learning opportunities. Hands on learning will be infused across CTE courses, where students will complete projects and engage in experiences aligned to our Construction and Health Science Programs of Study. Hands on learning will also be embedded in core instruction and advisory activities like seminars. During core lessons, students may conduct experiments, build models, and make dioramas, among other activities that facilitate hands on learning. Research demonstrates that hands on learning promotes active engagement, critical thinking, collaboration, knowledge retention, creativity, and problem-solving skills, as well as is well suited for our personalization.⁸ Additionally, hands on learning gives our students, who did not find success in traditional learning environments, choice and varied methods to master standards, as well as provides opportunities to development leadership skills to further their readiness.
- **Scaffolded Lesson Progressions:** To provide each student with the support they need to master standards and meaningfully learn content, we will employ scaffolded lesson progressions, which are critical to effectively implementing mastery-based learning. In essence, teachers will

⁸ <https://www.structural-learning.com/post/hands-on-learning>

determine each student's needs and will break down complex standards into manageable, bite sized steps that are sequenced to support progression toward mastery. This may entail employing gradual release of responsibility through the I do, we do, you do structure, as well as may include the use of chunking and support tools like graphic organizers, checklist, and detailed guides, among others to ensure that each student gets what they need to master standards and make progress toward readiness.

21. Identify the curriculum the school will offer in alignment with T.C.A. § 49-6-2206 and explain the process for selecting these materials, including a description of why these materials are appropriate for the anticipated student population. If the sponsor plans to apply for a waiver to use textbooks and materials that have not been approved by the State Board, identify the high-quality instructional materials the sponsor plans to use and describe the research demonstrating that they will meet the academic needs of students. *Note that all anticipated waiver requests should be included in the [Waivers section](#) of this application.*

We will be contracting with an ESP that currently manages two schools that serve Opportunity Youth. Under this contract, we will implement the ESP's proven model, which includes the curricula we will implement. As a school that will serve Opportunity Youth, we must meet our students where they are in their learning. Additionally, because our students will come to us having at-risk status and already disengaged from their learning for an array of complex reasons, they will enroll in varied places in their learning, with some students not having attended school for years and having substantial gaps that need to be filled and others being ready for rigorous, advanced coursework. Accordingly, we must personalize students' learning experiences to ensure that they match where students are in their learning and provide them with the instructional support they need to come to mastery and to achieve readiness for graduation and beyond.

To effectively personalize each student's learning, we will employ the following core curricula, all of which have been selected from the Tennessee Textbook Commission's official approved list. EdReports ratings reflect independent, educator-led curriculum quality reviews. MSCS adoption status reflects alignment with Memphis-Shelby County Schools' 2025-2030 Academic Plan. The 'Alignment to OYA's Instructional and Workforce Development Model' column draws on the instructional design features most relevant to young people ages 16-21 who have experienced disrupted schooling and are re-engaging in their education.

Program	Publisher	TN Approved	Rationale
enVision Mathematics Tennessee	Savvas Learning Company	2023	- Problem-based entry points allow students to engage with grade-level content from day one without requiring prior mastery, removing the gatekeeping that has historically pushed Opportunity Youth out of math. - Adaptive digital practice on Savvas Realize personalizes skill-building across students

Program	Publisher	TN Approved	Rationale
			who may span 4-5 grade levels of prior knowledge in the same classroom. • A/G/A structure (Algebra I, Geometry, Algebra II) maps directly to Tennessee graduation requirements, supporting our credit accumulation goals for over-age, under-credited students. • MSCS alignment means incoming students may have prior exposure to enVision routines and vocabulary, reducing cognitive load during re-engagement. • Mathematical reasoning, collaboration, and problem-solving components support workforce readiness by strengthening the quantitative and analytical skills needed within OYA's Construction and Allied Health CTE pathways.
myPerspectives English Language Arts	Savvas Learning Company	2020	• Essential Question anchors honor student voice and lived experience, a critical design feature for young people who have felt unwelcome in academic discourse. • High-interest, culturally diverse text selections re-engage students who disengaged from traditional anthologies. Practitioners report that students who gave up on reading return to it through myPerspectives texts. • Writing scaffolds are embedded throughout, allowing students to write analytically from day one without requiring entry-level mastery first. • MSCS adoption means incoming students recognize the program's structure and routines, lowering re-entry friction in Year 1. • Literacy, communication, analytical writing, and evidence-based reasoning components support workforce readiness skills connected to OYA's Construction and Allied Health CTE pathways, where technical reading, documentation, collaboration, and professional communication are critical for long-term success.

Program	Publisher	TN Approved	Rationale
STEMscopes Tennessee Science	Accelerate Learning Inc.	2025	• Phenomenon-based design anchors every unit in a real-world problem students want to solve, making scientific relevance self-evident rather than something students must be convinced of. • Scaffolded inquiry structure allows students at varying levels of prior science knowledge to participate meaningfully, which is essential for a classroom where students may have years of missed instruction. • Strong digital platform with built-in differentiation tools enables teachers to personalize science instruction without creating separate tracks. • Aligned to Tennessee's new 2022 Academic Standards for Science effective 2025-26, meaning OYA launches already current with the updated standards cycle. • Most widely adopted science program across Tennessee districts, reducing teacher ramp-up time and increasing the availability of local professional development support.
Tennessee Networks (US History and Geography; World History and Geography; Economics; US Government and Civics)	McGraw-Hill Education	2019	• Covers all four Tennessee graduation requirements in one program: US History and Geography, World History and Geography, Economics, and US Government and Civics, critical for over-age students who need efficient credit accumulation. • Tennessee-specific design: written explicitly to meet Tennessee Social Studies Standards and Framework, with no alignment gap between curriculum and state expectations. • Essential question structure and primary source analysis develop historical thinking and civic literacy skills relevant to students who will be navigating workforce and community leadership. • Inquiry-based approach connects historical content to present-day issues students live with, making social studies relevant to opportunity youth rather than abstract or disconnected.

In addition to the core curricula outlined above, we will also implement the following in alignment with our model:

- Career and Technical Education: NCCER curriculum, which integrates workplace readiness skills, industry certifications, and pre-apprenticeship training
- Social-Emotional Learning: Career Fluency curriculum, which addresses our Leadership Competencies and community issues relevant to Opportunity Youth

Curricula will be adapted to meet students' needs through implementation of a backwards mapping process for each unit of learning inspired by the core tenets of Understanding by Design.⁹ This process has also been successfully implemented at the two schools our ESP manages, effectively allowing teachers to personalize unit and lesson plans according to their students' specific needs. Teachers will be supported in this process by trained instructional leaders from our ESP, which will be anchored in a codified template that requires teachers to move through the following stages and address specific adaptation and personalization prompts within each stage, as outlined below:

- Stage 1: Identify Desired Results
 - Broad Areas of Learning (BAL): Teachers will identify how BAL are incorporated in each unit, with BALs focusing on relevancy (related content-specific knowledge and skills to students' daily life and concerns).
 - Cross-Curricular Competencies (CCCs): Teachers will indicate how each unit promotes CCCs, including in the areas of CTE, PE, arts, and SEL, among others. CCCs will also be connected to our defined leadership competencies to support our commitment to improvement for self, for family, and for community.
 - Learning Outcomes: Teachers will articulate the learning outcomes that will be addressed in each unit, including overall objectives and leadership competencies. Outcomes will be personalized and based on each student's learning assets and deficits as documented in students' IDPs.
 - Enduring Understandings: Teachers will outline desired understandings of big ideas, which must be relevant to students' lives and include postsecondary and career goals. Teachers will also identify anticipated misunderstandings.
 - Essential Questions: Teachers will document questions that will provoke inquiry and thought by students. Questions will be open ended and foster inquiry into self, family, community, and postsecondary goals.
 - Knowledge: Teachers will identify the knowledge students will acquire as a result of each unit, which must be aligned to the TAS, relevant to postsecondary education and career

⁹ Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development, ISBN # 0-87120-313-8
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goals, personalized according to student's learning assets and deficits, and foster deepening of knowledge of self, family, and community.

- Skills: Teachers will pinpoint the specific skills students will acquire as a result of each unit. Specifically, teachers will indicate what social, emotional, and life navigation skills and leadership competencies students will be able to demonstrate at the conclusion of each unit.
- Stage 2: Assessment Evidence
 - Performance Task: Teachers will identify through what authentic performance task students will demonstrate desired understanding, knowledge, and skills and by what criteria will demonstrations of learning be evaluated to assess if proficiency is achieved. Assessment evidence will reflect each student's goals as documented in their IDPs and will encompass leadership competencies. In short, teachers will determine the following:
 - Goal: What should the student accomplish?
 - Role: What role (perspective) will the student be taking?
 - Audience: Who is the relevant audience?
 - Situation: What context or challenge will be provided to the student?
 - Product/Performance: What product/performance will the student create?
 - Standards and Criteria for Success: What standards must be mastered, and what indicators will show success?
 - Other Evidence: Teachers will indicate other sources of evidence that can demonstrate mastery such as work samples, conferences, observations, and quizzes, among others. Teachers will outline the formative and summative assessments that will be used throughout the unit to arrive at the desired outcomes.
 - Student Self-Assessment: Teachers will determine how students will reflect upon or self-assess their learning, including how they will be incorporated into advisory activities, counseling, and the IDP process.
- Stage 3: Learning Plan
 - What: Teachers will indicate what teaching and learning experiences they will use to achieve the desired results identified in Stage 1 of the process and to equip students to complete the assessment tasks outlined in Stage 2, including how the plan will be augmented to accommodate for students' diverse needs.
 - Where: Teachers will outline where their students headed and where they have been, which will entail close collaboration with students' advocate counselors and use of

students' IDPs to fully understand the struggles, challenges, barriers, and gaps students will bring to the unit. Teachers will consider students' unique perspectives and experiences, as well as how improvement for self, family, and community will be integrated. Teachers will reflect on how student agency and leadership can be developed, as well as consider the learning environment to determine where this learning can best occur.

- How: Teachers will identify how students will be engaged at the beginning and throughout the unit.
- Events: Teachers will outline the learning events that will help students experience and explore the enduring understandings and essential questions in the unit. Teachers will indicate how events will equip students with the needed skills and knowledge to demonstrate mastery and should encompass leadership competencies and improvement for self, family, and community.
- Stage 4: Assess and Reflect
 - Required Areas of Study: Teachers will evaluate their mapped unit plans, assessing whether the content encompasses leadership competencies and the concept of for self, family, and community. Teachers will evaluate alignment among student outcomes, performance assessments, and learning experience, as well as relevance to students' lives.
 - Adaptive Dimension: Teachers will consider if they have made purposeful adjustments to the curriculum content (rather than outcomes), instructional practices, and learning environment to ensure relevancy and reflect leadership development, the concept of for self, family, and community. Teachers will assess if they have sufficiently differentiated content and instruction, including provisions for rigorous accommodations and modifications for diverse learners.
 - Instructional Approaches: Teachers will evaluate whether they use variety of teacher-directed, student-directed, and student-centered instructional approaches, as well as if they have embedded sufficient opportunities for student leadership, agency, and discussion.
 - Resource-Based Learning: Teachers will assess if students have ongoing access to various resources to support learning, as well as if skill building opportunities are available to students.
 - Perspectives, Equity, and Cultural Relevance: Teachers will evaluate if they have nurtured and promoted diversity, empathy, and tolerance while honoring each student's identity. Teachers will assess if the content is relevant to students' lives and if

it reflects the concepts of self, family, and community, as well as encompasses current racial and social justice topics.

22. For schools that will serve any of grades K-5, explain how the proposed school will incorporate foundational literacy instruction in accordance with T.C.A. § 49-1-905. *If the proposed school will not serve any of grades K-5, indicate N/A.*

Not applicable.

23. For schools that will serve any of grades 9-12, describe the proposed school's plans for ensuring students have opportunities to meet college and career readiness indicators (e.g., early post-secondary opportunities, work-based learning, ACT, advanced coursework, dual enrollment). *If the proposed school will not serve any of grades 9-12, indicate N/A.*

Our college and career readiness strategy centers on a robust CTE program. We will implement TDOE-approved Programs of Study in Construction and Health Science, utilizing NCCER curriculum for construction pathways. All students will participate in CTE and, as they progress, will have opportunities to earn industry-recognized credentials, including NCCER Core certification and OSHA 10-Hour safety certification, and will engage in work-based learning through participation in externships, job shadowing, and mentorships, among other opportunities. Pre-apprenticeship training provides hands-on experience with industry-standard equipment, preparing students for direct entry into union apprenticeships and career-track employment. Additionally, our students will come to us in very different places in their learning and with very different needs. Some may need intensive intervention to close gaps while others may be ready for advanced and college-level coursework. To be able to meet all of our students' needs, we will utilize Imagine Learning (formerly Edgenuity) a TDOE-approved adaptive platform, to provide students who are ready with access to credit recovery, AP courses, and other advanced coursework. The platform adjusts in real-time to student progress and provides immediate feedback. Additionally, all students will take the ACT.

We are also developing dual enrollment partnerships with Southwest Tennessee Community College, enabling eligible students to earn college credit while completing high school requirements. Dual enrollment opportunities extend beyond grade-level expectations while maintaining engagement and providing a head start on post-secondary credentials.

Special Populations

24. Describe the proposed school's plans to ensure adequate numbers of appropriately certified staff to support the anticipated population of students with disabilities, English Learner students, and gifted students (e.g., contract with a vendor, hire staff member(s) internally).

We have designed a comprehensive staffing strategy to ensure adequate certified personnel for all special populations we will serve. We will contract with an ESP who will provide us with intensive support around identifying and hiring staff. In collaboration with the ESP, we will employ an array of recruitment mechanisms such as utilizing the ESP's well-developed pipeline and national reach, leveraging job boards and social media, attending job fairs, partnering with local teacher preparation programs, and, once operational, growing our own internal pipeline by supporting instructional staff in obtaining the required credentials to serve students with disabilities and students who are English learners (ELs).

We intend to hire for the following positions to serve our special populations of students:

- **Director of Student Support:** This role will oversee identification processes and procedures to ensure that students are appropriately identified and evaluated for special education and EL services and supports. The Director of Student Support will also oversee the delivery of services to special populations, ensuring IEPs, 504 plans, and ILPs are implemented and monitored with fidelity. The Director of Student Support will also be responsible for ongoing data analysis and will conduct formal evaluations of the school's special education and EL programs annually to determine effectiveness and to inform programmatic and service delivery adjustments. This role will provide ongoing professional development to all staff to ensure that they effectively deliver supports and services, as well as will directly oversee and support CST social workers, special education teachers, the ELL teacher, and advocate counselors.
- **Child Study Team (CST) Social Worker:** This role will be responsible for leading the implementation of our special education programming across the school and will execute case management functions. The CST social worker will be integral to identification, evaluation, classification, and placement processes and procedures and will lead the coordination, development, monitoring, and evaluation of students' IEPs, including coordinating specialized internal and related services. This role oversees preparation of reports, records, and other documentation to ensure compliance. The CST social worker also works with families and connects them to relevant resources, as well as provides counseling to students as needed. The CST Social Worker reports to and is supported by the Director of Student Support.
- **Special Education Teachers:** Special education teachers will be responsible for providing students with learning experiences and activities in alignment with their IEPs and that support them in achieving their IEP goals, accessing the general education curriculum, and fulfilling their potential. Special education teachers will collaborate with CST social workers and general educators to modify or design lessons and other instructional materials as relevant to the

students' IEPs, as well as to support general education teachers in providing in-class modifications and accommodations. Special education teachers will report to and will be supported by the Director of Student Support.

- **ELL Teacher:** The ELL teacher will support students who are ELs to help them achieve English language proficiency as quickly as possible. The ELL teacher will provide language support and services and will collaborate with and assist general educators to deliver instruction that meets the needs of students who are ELs in alignment with students' ILPs. The ELL teacher will report to and be supported by the Director of Student Support.
- **Advocate Counselors:** Advocate counselors will be certified guidance counselors and/or social workers and will work in close coordination with the Director of Student Support, CST social workers, special educators, and ELL teacher, as relevant to each student. Advocate counselors deliver social-emotional support, intervention, and services in alignment with each student's specific needs. Advocate counselors embody our core belief that every young person possesses untapped potential; they build trusting relationships that enable students to overcome barriers and achieve their goals. Advocate counselors will report to and be supported by the Director of Student Support.

We plan to contract for related services such as speech pathology, occupational therapy, physical therapy, and for any other service mandated by a student's IEP or 504 plan that we cannot provide through internal staff. Below outlines our staffing plan to serve our special populations of students in alignment with our enrollment projections:¹⁰

Role	Y1	Y2	Y3	Y4	Y5
Director of Student Support Services	1	1	1	1	1
CST Social Worker	1	1	2	2	2
Special Education Teachers	1	2	2	2	2
ELL Teacher	0.5	0.5	0.5	0.5	0.5
Advocate Counselors	2	2	4	4	4

Should more students with disabilities and/or more students who are ELs enroll than we projected, we will immediately adjust our staffing plan as needed to ensure that we deliver all legally required supports and services. The 0.5 FTE ELL teacher allocation reflects our projected EL population; should enrollment exceed projections, we will adjust to maintain our 35:1 EL student/ELL teacher ratio commitment.

While our target population consists of Opportunity Youth who have disengaged from traditional schooling, we recognize that giftedness exists across all student populations and is not negated by

¹⁰ Should more students with disabilities and/or more students who are ELs enroll than we projected, we will immediately adjust our staffing plan as needed to ensure that we deliver all legally required supports and services.

academic gaps or prior disengagement. We will implement identification and service procedures in compliance with Tennessee State Board of Education Rule 0520-01-09 for intellectually gifted students.

Identification: We will screen all students for potential giftedness using multiple measures, recognizing that prior academic records may not reflect students' true intellectual capacity. The identification process will include TDOE-approved assessment instruments, teacher observations, and performance-based evidence. The Director of Student Support will coordinate the gifted identification process, following required timelines for evaluation and placement decisions.

Services: Students identified as intellectually gifted will receive differentiated instruction within our extended learning blocks, including acceleration opportunities, enrichment activities, and access to advanced coursework. Our small class sizes and individualized approach naturally support differentiation. Gifted students will have Individualized Education Plans documenting their specific learning goals and the strategies used to meet them.

Staffing: General education teachers will receive professional development in gifted education strategies. Should the number of identified gifted students warrant, we will pursue additional staffing with gifted endorsement or contract with gifted education specialists.

25. Explain how the school will identify and meet the learning needs of students with disabilities, including students with higher needs, in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including the following:

- **Methods for identifying students with special education needs (and avoiding misidentification);**
- **Specific instructional programs, practices, strategies, curriculum, and materials the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; abide by required minutes; and ensure academic success for students with special education needs; and**
- **Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the Individualized Education Program (IEP) or 504 Plan.**

Identification Methods

We will adhere to all federal, state, and local requirements around implementing a process to locate, identify, and evaluate students in need of special education and related services. Accordingly, we will follow the procedures outlined below to identify students with disabilities:

Existing IEPs: We will serve students who are between the ages of 16-21; accordingly, we anticipate that a number of students will enroll having already been identified for specialized services and with existing IEPs. As part of our robust enrollment and intake process, we will obtain an array of documentation, including students' cumulative files, to ensure that we are able to identify the full scope of students' needs and are made aware of any documentation related to IEPs or 504 plans. During the enrollment and intake period, we will also meet with students and their parents and ask if Tennessee's Charter School Application

the student ever had an IEP and gather as much historical information as possible. In cases where students and parents indicate that specialized services have been provided in the past, we will make every effort to obtain the IEP or 504 plan from the young person's most recently attended school should we not already have it. As part of the enrollment and intake process, the IEP and/or 504 plan will be reviewed and plans to convene the student's team will be created, with the aim of the team convening during the first month of school to make any needed updates to the IEP or 504 plan. From there, IEPs and 504 plans will undergo formal review on an annual basis at minimum.

Referrals: Parents may request that their child be evaluated for specialized services; in these cases, the referral for evaluation will advance immediately and according to mandated timelines regarding notification and evaluation. External providers will conduct evaluations to ensure objectivity and fidelity.

School staff may also refer a student for evaluation should a disability be suspected but not yet identified. However, to avoid misidentification, the following steps will occur to ensure that the student has been properly screened and has received tiered interventions prior to a referral; specifically:

- **Universal Screening:** As outlined in the Student Assessment and Evaluation section, we will administer an array of assessments to gain a full picture of where each student is in their learning and their corresponding needs. As part of our assessment program, all students will take i-Ready assessments in ELA and math three times a year. The first administration will occur as part of the enrollment and intake process, allowing us to collect baseline data about students' academic needs. Ongoing administration of these assessments will enable us to individualize instruction and monitor progress. Additionally, we will administer the ACE survey and MeSH assessment to identify social-emotional needs. Like i-Ready, these screeners will also be initially given during intake with subsequent administrations occurring to monitor progress and pinpoint needs as they emerge.
- **Early Warning System (EWS):** As outlined in the TDOE's RtI² Manual, we will implement an EWS to collect varied sources of data (e.g., results of universal screeners and other assessments, attendance rates, behavioral data, etc.) to monitor students and act accordingly. As required by the manual, at minimum, an attendance, a behavior, and an academic competency indicator will be included in the EWS.
- **Intervention:** As explained throughout, as Opportunity Youth, all of our students will come to us with at-risk status. We have designed our model to deliver the supports, core instruction, and tiered interventions needed to close gaps, attain credit, and change their trajectory. While all of our students will enroll at-risk, we do recognize that they will have unique academic and social-emotional needs. Our staffing model and daily schedule allow us ample time to deliver tiered interventions throughout the school day. Staff will have regular, protected time to meet as a team to analyze data, collaborate, and make decisions about instruction and intervention.

Students who receive tiered intervention will be monitored, and interventions will be intensified or otherwise adjusted should progress not be evident.

If a student does not demonstrate sufficient progress after receiving the most intensive interventions, then staff will refer that student for evaluation. Parent permission will be secured prior to moving forward with the evaluation, which will be conducted by contracted external service providers.

If the results of an evaluation originated by parents or school staff demonstrate that a student does have a disability, we will secure permission from the student's parents to create an IEP, which will outline the student's personalized learning goals and all mandated modifications, accommodations, and services. The IEP will be implemented with fidelity and will be formally reviewed on an annual basis at minimum.

Continuum of Services

Our model is designed to reengage Opportunity Youth, meeting them exactly where they are in their learning and providing the individualized academic and social-emotional supports they need to accelerate their learning, close gaps, and attain credit. Accordingly, our model is designed to provide all students, including those with disabilities, with a continuum of services to meet the array of needs they will have. Given this, all students with disabilities will be educated in the least restrictive environment (LRE) possible and will have access to the general education program and curriculum. Students with disabilities will participate in TCAP assessments with appropriate accommodations as specified in their IEPs, or in alternate assessments where IEP teams determine this is appropriate.

Additionally, our daily schedule will include three extended learning blocks, each spanning 1 hour and 25 minutes. These extended blocks are specifically designed to accommodate IEP-mandated service minutes without reducing core instruction time, ensuring full compliance with IDEA requirements. Students whose IEPs indicate they must receive pull-out services will get them during these extended blocks so that they do not miss core instructional time. General education teachers will work in collaboration with special educators, with general educators providing accommodations and modifications in complement to the specialized services delivered by special educators through specially designed instruction and push-in and/or pull-out support.

Students with disabilities will have full access to our construction pre-apprenticeship pathway, with IEP-mandated accommodations and modifications integrated into technical instruction. Our hands-on, project-based approach to career training often benefits students with disabilities by providing multiple modalities for demonstrating competency and building skills that translate directly to employment opportunities.

Monitoring and Evaluation

As explained in the Student Assessment and Evaluation section, we will implement a layered assessment program to enable us to fully understand each student's strengths and unique needs, including students with disabilities. In addition to the suite of assessments that all students will take, students with disabilities' progress toward meeting their individualized IEP goals will be monitored

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through the use of norm-referenced and teacher-created assessments. Progress in mastery of academic standards and credit attainment toward graduation will also be regularly monitored. Additionally, as described in the Curriculum and Instruction section, providing postsecondary counseling and support is a core tenet of our Career Pathways key design element. As such, all students, including students with disabilities, will be provided with individualized counseling to support them in developing a framework for their post-secondary plans. As outlined in the Student Assessment and Evaluation section, staff meet regularly to analyze student data and to make decisions accordingly. IEP implementation will be monitored through biweekly case management reviews, monthly data analysis, and quarterly progress reports to families. This ongoing monitoring will culminate in a formal review of each student's IEP, occurring at a minimum on an annual basis.

26. Explain how the school will meet the needs of English Learner (EL) students, including the following:

- a. Methods for identifying EL students (and avoiding misidentification);**
- b. Specific instructional programs, practices, strategies, curriculum, and materials the school will employ to ensure academic success and equitable access to the core academic program for these students; and**
- c. Plans for monitoring and evaluating the progress and success of EL students to ensure the attainment of each student's goals as set forth in the Individualized Learning Plan (ILP), including exiting students from EL services.**

Identification Methods

We will implement the following identification procedures with fidelity to ensure that we comply with all federal, state, and local requirements, as well as prevent misidentification:

- **Home Language Survey (HLS):** As part of our enrollment and intake process, we will determine whether a newly enrolled student has attended another public school in the United States. If so, we will try to obtain the student's original HLS. If not, or in cases where we cannot secure the original, we will administer the HLS. The survey will contain three questions: 1) What is the first language your child learned to speak? 2) What is the language your child speaks most often at home? 3) What is the language that is most often spoken to your child at home? If any answer to these questions indicates a language other than English, then the student will be identified as having a Non-English Language Background (NELB).
- **Non-English Language Background (NELB) Assessment:** Students who are identified as having a NELB through the HLS process above will be evaluated to determine their level of English proficiency. As such, we will administer the TDOE-approved ELPA21 screener to determine EL status. Unless documentation that states that the student has achieved fluent English language proficiency is obtained from the student's previous LEA, all students identified as having a NELB will be assessed with the ELPA21 screener.

Supports and Services

To ensure that all students who are ELs receive the language supports and services they need to achieve English language proficiency as quickly as possible, we will not exceed a 35:1 EL student/ELL teacher ratio, reflecting research-based best practices for effective EL instruction. This ratio is 35:1. Additionally, we will support our general educators in obtaining certification in ESL. We will implement three extended instructional blocks during which students who are ELs will receive support. This support will be based on each student's needs as outlined in their Individualized Learning Plan (ILP) and occur in a whole class setting, in a small group, or one-on-one. While support will be differentiated, students who are ELs will receive at least 60 minutes of daily language support, which will be delivered through TDOE-approved service delivery models such as: Sheltered English Immersion, Co-Teaching English Instruction, and Structured English Immersion.¹¹

EL students will have full access to our construction pre-apprenticeship pathway, with language supports integrated into technical instruction. Research demonstrates that contextualized language instruction, learning English through hands-on career training, accelerates English acquisition while building marketable skills.

Families will receive all communications in their home language, and interpretation services will be provided for ILP meetings, parent conferences, and school events to ensure meaningful family engagement.

Monitoring and Evaluation

As outlined in the Student Assessment and Evaluation section, we will continually assess all students, including those who are ELs, through an array of academic and social-emotional assessments so that we can gain a clear and comprehensive picture of each student's specific needs. The ELL teacher will collaborate with general education teachers to closely monitor progress toward meeting language goals as outlined in students' ILPs. Additionally, all students who are ELs will take the ELPA21 annually to monitor progress toward achieving English language proficiency. The Director of Student Support will also conduct a formal review of our ELL program annually, which will include analysis of multiple sources of data in multiple ways, including an analysis that compares performance of students who are ELs as a cohort and in relation to their native English-speaking peers.

Every student who is an EL will have an ILP as required. With oversight from the Director of Student Support, ILPs will be created collaboratively with input from relevant stakeholders such as the EL teacher, general education teachers, advocate counselor, student, and parents. As required by State Board Rule, ILPs will contain the following:

- Assessment data from the English language proficiency assessment, achievement assessments, and any meaningful benchmark data

¹¹ <https://www.tn.gov/education/families/student-support/english-learners.html>
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- Short-term goals that help the student proceed to the next level in the four (4) domains of language: reading, writing, speaking, and listening
- Growth trajectories for English language proficiency based on individual student data
- Strategies, accommodations, and scaffolding used in the delivery of services

ILPs will be implemented with fidelity and will be reviewed every trimester. Parents will be provided with their child's ILP in their language of choice.

We will follow the exit criteria prescribed by State Board of Education Rule. We will also implement the TDOE's recommendations for students who are transitional ELs, including monitoring and supporting students during the transitional period; specifically:¹²

- Exiting will be based on a student's proficiency in all areas of language (i.e., listening, speaking, reading, writing)
- English proficiency determinations will be based on the student attaining fluent English proficiency on the spring ELPA21 Summative Assessment
- Students who are ELs who score a 4 or higher on all non-exempt domains on the ELPA21 Summative Assessment or score 3 or above in all non-exempt modalities of the Alt ELPA Summative Assessment will be exited from Direct or Indirect ESL Services
- Exited students' progress will be monitored for two calendar years

¹² [ESL Manual August 2024](#)

Student Assessment and Evaluation

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

27. In addition to all mandatory state assessments, identify other formative and/or summative assessments the school will use to assess student learning needs and progress throughout the year and describe the frequency with which those assessments will be administered. Explain how those assessments are aligned with Tennessee Academic Standards and the proposed school's curriculum and instructional model.

The response to this prompt is embedded in the response to the prompt below – our assessment and data practices are interwoven, so we addressed these two prompts together to reflect that relationship.

28. Describe how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community.

Our assessment and data practices will be intertwined, working in complement to allow us to fully understand and fluidly respond to each student's needs. Because our assessment and data practices share such a deeply interwoven relationship, we are addressing prompt 26 and 27 together, rather than as siloed practices.

Assessment Philosophy and Approach

We will employ a comprehensive, multi-step assessment system designed to understand each individual student's academic, social, and personal needs at their point of entry and throughout their time in our program. This process begins immediately during enrollment and continues as an ongoing cycle of progress monitoring and support. This approach matters so much because of who we serve and what we have learned about effective practice with Opportunity Youth.

Most of our students come to us after experiencing interrupted or incomplete schooling. Many are over-age and under-credited, and many have faced or are facing challenges like court involvement, foster care, and/or needing to work to support themselves or their families. A single test score or grade does not tell their whole story.

That is why we take time to look at the full picture, to understand where a student is academically, but also what supports they may need socially, emotionally, and personally to succeed. For some, that means filling in foundational academic gaps; for others, it is accelerating into college courses or career certifications. We want our students to see assessments not as barriers but as tools that make new opportunities available.

Aligned to our core values of Validate, Educate, and Challenge, we leverage both quantitative and qualitative assessments that include multiple layers of measurement, each serving a distinct purpose in supporting student success.

Data Systems, Accessibility, and School-Wide Use

Effective use of data is a school-wide priority at our school. From the way we gather, validate, and analyze data to how we use it to inform practice, our systems are designed to ensure that assessment information drives meaningful action at every level of the organization.

Data Validation and Interoperability

Assessment data are validated and uploaded into our Student Information System (SIS), which serves as a centralized hub for academic, behavioral, and social-emotional information. Our data systems are designed for interoperability, ensuring that information flows seamlessly across platforms and is accessible to those who need it. Data are presented in user-friendly formats, including dashboards and reports tailored to the needs of different audiences. Students can view their progress toward goals in their IDPs. Staff access real-time data to inform instruction and intervention. Families receive clear, accessible reports that communicate student progress without requiring technical expertise to interpret.

School-Wide Data Structures

To ensure data are used effectively and consistently, we implement structured data cycles every 4, 8, and 12 weeks. During these cycles, instructional leaders and teachers collaboratively analyze assessment results to identify trends in student performance, pinpoint areas of strength and need, and refine unit and lesson plans accordingly. The 4-week cycle focuses on immediate instructional adjustments; the 8-week cycle examines mid-term progress and intervention effectiveness; and the 12-week cycle provides a comprehensive review of student growth toward annual goals and informs strategic planning.

Complementing the 4-8-12 cycles, data use is embedded throughout our organizational routines:

- **IDP Planning, Development, and Progress Monitoring:** Advocate counselors and teachers use assessment data to develop individualized goals, track student progress, and adjust supports as needed.
- **Case Management and Counseling:** Advocate counselors use academic, attendance, social-emotional, and post-secondary goals data to inform case management strategies and provide targeted counseling supports.
- **Student Support Team (SST) Meetings:** Teams review individual student data to identify barriers to success and prescribe targeted interventions.

- **Professional Learning Communities (PLCs):** Teachers, staff, and administrators engage in collaborative inquiry, using assessment data to examine programmatic and instructional effectiveness and refine practice.
- **Instructional Planning:** Teachers use formative and summative data to differentiate instruction, adjust pacing, and design targeted supports.

Building a Data-Informed Culture with Students

We are intentional in creating a culture where young people understand how their individual outcomes shape their goals and recognize that monitoring progress is essential to growth. Students are active participants in data conversations, regularly reviewing their assessment results with advocate counselors and reflecting on their progress. This approach fosters agency and ownership, ensuring that assessment serves not just to measure but to empower.

There are also school-wide events to celebrate student growth. We celebrate milestones such as meeting academic growth targets, making progress toward IDP goals, earning industry-recognized certifications, and completing CTE modules. The goal is to have young people see these data points not as abstract metrics but as a constant reminder of their capacity and progress. It also allows staff not just to see numbers but the faces of individual young people that represent the impact of their work and the heart of our mission.

Intake and Initial Assessment

All potential students participate in a well-defined intake and assessment sequence that provides the critical information our team needs to start meeting their needs right away. This process includes:

- **Eligibility verification** to confirm student meets opportunity youth criteria
- **Transcript review and audit** to assess credits earned and identify graduation pathway
- **Administration of iReady assessments** in reading and mathematics within the first 14 days of intake
- **ELL screening** for students who indicate another home language to determine appropriate level of English language support
- **IEP documentation review** for students with disabilities to ensure accommodations and compliance within state timelines
- **Adverse Childhood Experiences (ACEs) survey** to identify social-emotional needs and inform support planning
- **Advocate counselor interview** to understand student goals, circumstances, and barriers to success

Assessment data are validated and uploaded into our Student Information System (SIS), enabling staff to track performance and needs in real time. Following intake assessments, advocate counselors and teachers convene with each new student to discuss goals, strengths, and barriers to success. These conferences combine quantitative and qualitative data, including ACEs survey results, iReady

diagnostics, and transcript audits, to inform the development of each student's Individualized Development Plan (IDP). The IDP is a living document that captures academic placement, social-emotional support needs, credit accumulation, and workforce pathway goals. We leverage multiple forms of diagnostic, formative, and summative data, ensuring that information is available in a user-friendly format and timely manner to drive IDP development and measurable performance outcomes. Guidance staff use transcript data to build a personalized graduation plan, aligning each student to appropriate pathways such as CTE certification, dual enrollment with local community colleges, or credit recovery.

Ongoing Assessment and Progress Monitoring

Assessment does not end at entry. Benchmark assessments are administered at regular intervals during the school year, with results disaggregated by grade level, cohort, and subgroup. This allows teachers, program managers, and leadership to review growth, adjust instructional strategies, and measure progress toward both state accountability standards and our mission-specific goals. Data is also used to connect students with enrichment opportunities and workforce experiences through our community partnerships.

In addition to all state-mandated assessments, we will administer the assessments described in the following sections. Our assessment array is intentionally selected and implemented in ways that promote student growth, strengthen instructional practice, and foster agency by making progress transparent to students, families, and staff.

Benchmarking and Growth Monitoring Assessments

All students complete benchmark assessments three times per year. These assessments provide nationally normed, standards-aligned measures of growth in reading and mathematics, allowing us to identify skill gaps, accelerate learning for those ready to advance, and provide targeted interventions for those needing support. Benchmark data is central to academic goal setting within students' Individualized Development Plans (IDPs), informing instructional grouping, curriculum adjustments, and progress monitoring.

Assessment	Frequency	Alignment to TAS and Curriculum/Model
i-Ready Diagnostic	3x per year (Fall, Winter, Spring)	Tennessee Academic Standards: An adaptive, computer-based assessment, iReady strongly aligns to Tennessee Academic Standards (TAS). Multiple studies have demonstrated strong correlation between iReady diagnostic scores and results of TNReady/TCAP scores in both ELA and math. The evidence base includes analysis conducted by Curriculum Associates across 11 school districts in Tennessee, as well as independent research. These assessments serve as

Assessment	Frequency	Alignment to TAS and Curriculum/Model
		skills-based screeners that pinpoint student deficits and strengths at the standard and sub-skill level. Curriculum and Model: Serving as a universal screener for all of our students, iReady aligns to TAS as outlined above. Since our curriculum is aligned to TAS, iReady will provide data aligned to both TNReady/TCAP and the standards and skills covered during core instruction. Our model is anchored in providing students with personalized, differentiated instruction and support, and iReady results will enable us to identify each student's specific areas of need and strength, allowing for targeted acceleration or intervention.

Formative, Classroom-Based Assessments

Daily instructional practices are grounded in frequent, low-stakes assessments that drive real-time instructional decisions. Teachers embed exit tickets, checks for understanding, student self-assessments, and reflective prompts to monitor learning and adjust instruction responsively. Leaders and staff analyze formative assessment trends in weekly meetings with teachers, using these insights to co-plan lessons, design targeted interventions, and improve pedagogical approaches.

Assessment	Frequency	Alignment to TAS and Curriculum/Model
Checks for Understanding (CFUs)	Daily, embedded throughout instruction	Tennessee Academic Standards: As part of daily instruction covering TAS, teachers will conduct embedded checks for understanding (CFUs), which will provide real-time data around students' current understanding of content and skills, enabling teachers to fluidly adjust instruction. Curriculum and Model: CFUs will be anchored in daily lessons from our curriculum. CFUs allow teachers to gather real-time data about where students are in their learning at that moment and make adjustments accordingly. Meeting students where they are, accelerating their learning, and closing gaps are hallmarks of our model, and CFUs are a foundational assessment component.

Assessment	Frequency	Alignment to TAS and Curriculum/Model
Exit Tickets	Daily	Tennessee Academic Standards: Exit tickets are brief assessments administered at the end of each lesson to measure student understanding of the day's learning objectives, which are derived from TAS. Curriculum and Model: Exit ticket data informs next-day instruction, allowing teachers to identify students who need reteaching or extension. This aligns with our commitment to responsive, personalized instruction.
Standards-Based Classroom Assessments	Ongoing (formative: daily/weekly; summative: end of unit)	Tennessee Academic Standards: Our curriculum is aligned to Tennessee Academic Standards (TAS), making classroom assessments and tests also aligned to TAS as they are anchored in measuring understanding and mastery of standards-based content. Formative assessments generate actionable data that guide responsive instruction, enabling teachers to identify misconceptions, adjust pacing, and provide targeted intervention or enrichment based on evidence of student learning. Summative assessments, such as unit tests and end-of-course exams, measure cumulative understanding and determine whether mastery has been achieved. These assessments provide a comprehensive picture of student learning at key instructional milestones and inform decisions about credit attainment, course completion, and readiness for subsequent coursework. Curriculum and Model: Derived from our TAS-aligned curriculum, these assessments generate standards-aligned data that enable continuous progress monitoring and track each student's trajectory toward mastery. Results inform instructional decisions, including reteaching, differentiation, and intervention. As an Opportunity School implementing a standards-based approach to teaching, learning, and assessing,

Assessment	Frequency	Alignment to TAS and Curriculum/Model
		these tools are critical to meeting every student where they are.

Authentic and Project-Based Assessments

We incorporate authentic assessments that allow students to demonstrate learning in multiple ways. These assessments recognize that our students bring diverse strengths and that traditional testing may not capture the full range of their knowledge and abilities. As an Opportunity School seeking to reengage students who have not been successful in other academic environments, we must offer varied ways to demonstrate learning and mastery of standards.

Assessment	Frequency	Alignment to TAS and Curriculum/Model
Project-Based Learning Products	Ongoing, with major projects each semester	Tennessee Academic Standards: Project-based assessments require students to apply TAS-aligned content and skills to real-world problems and scenarios. Projects are designed to address multiple standards simultaneously. Curriculum and Model: These assessments work in tandem with content-area assessments and provide students with multiple ways to demonstrate their learning. Examples include teacher observation, student reflection, demonstration of critical thinking, and portfolio development. This aligns with our model of engaging students through relevant, meaningful work.
Writing Portfolios	Ongoing collection with quarterly review	Tennessee Academic Standards: Portfolios contain student writing samples demonstrating progress toward TAS writing standards across genres and purposes. Curriculum and Model: Portfolios allow students to see their growth over time and take ownership of their learning. Students select pieces for inclusion, building metacognitive skills and agency.

Assessment	Frequency	Alignment to TAS and Curriculum/Model
Student-Led Conferences	2x per year (Fall and Spring)	Tennessee Academic Standards: During conferences, students present evidence of learning across content areas, demonstrating mastery of TAS through selected work samples and reflections. Curriculum and Model: Student-led conferences place learners at the center of the assessment process. Students reflect on their growth and present evidence of learning across multiple domains, building communication skills and self-advocacy. This aligns with our emphasis on student agency and empowerment.

Career and Technical Education Assessments

A key tenet of our model is Career and Technical Education (CTE) programming, specifically our construction pre-apprenticeship pathway. Students work toward industry-recognized credentials that provide immediate workforce value upon program completion.

Assessment	Frequency	Alignment to TAS and Curriculum/Model
TN Promoted Student Industry Credentials (including NCCER Core)	Ongoing, aligned to CTE course completion	Tennessee Academic Standards: Our CTE program will offer students access to career clusters, pathways, and programs of study, including course offerings, as outlined by the TDOE. Courses will prepare students to take promoted credentials as articulated in course plans. Credentials correlate directly to standards covered during CTE courses. Curriculum and Model: Industry credentialing exams, including NCCER Core and other construction-related certifications, align with our workforce development focus and mission to provide pathways to family-sustaining careers. Students earn stackable credentials that have value in the Memphis construction labor market.

Assessment	Frequency	Alignment to TAS and Curriculum/Model
CTE Performance Tasks	Ongoing, embedded in CTE coursework	Tennessee Academic Standards: Performance tasks assess student mastery of CTE standards through hands-on demonstration of skills. Curriculum and Model: Performance tasks in our construction program allow students to demonstrate workplace-ready skills. These assessments connect academic learning to real-world application, reinforcing the relevance of education.

Social-Emotional and Wellness Assessments

As an Opportunity Youth school, we know that our students will come to us with significant social-emotional needs, which is why case management stands as a core element of our model. Understanding that academic data provides only part of the student story, we intentionally collect qualitative and social-emotional data to evaluate the full impact of our program and ensure students receive holistic support.

Assessment	Frequency	Purpose and Alignment to Model
Adverse Childhood Experiences (ACE) Survey	1x per year at intake, with follow-up as needed	Most of our students will come to us with Adverse Childhood Experiences (ACEs), which carry consequences if left unaddressed. Research shows that children with ACEs experience toxic stress that eventually manifests into physical health conditions and leads to unhealthy coping mechanisms. If children and young people do not receive supports and develop the skills needed to process and heal from ACEs, they will carry the toxicity into adulthood. Knowing that our students are likely to come to us with untreated ACEs, we will administer the ACE survey as part of our intake process to establish a baseline and identify needed supports. ACE survey results, alongside advocate counselor conversations, inform each student's individualized service plan. Students will subsequently take the ACE one time a year so that we can collect

Assessment	Frequency	Purpose and Alignment to Model
		ongoing data about any additional ACEs and prescribe supports accordingly.
MeSH Risk Assessment	1x per year at intake, then annually	MeSH is a risk assessment that provides an estimation of the likelihood of adverse effects that may result from exposure to specified health hazards or from the absence of beneficial influences. Like the ACE survey, the MeSH assessment will be administered during the intake process to establish a baseline and identify needed supports and will be administered annually to enable us to continue to collect risk data and act accordingly.

Equity and Access in Assessment

Our assessment system is built to ensure equity and access for all learners:

Students with Disabilities receive a full continuum of accommodations aligned to their Individualized Education Programs (IEPs). These include extended time, preferential seating, reduced-distraction environments, oral administration of tests, scribing support, use of assistive technologies, and modifications to response formats. In-class, local, and state assessments are all adapted in alignment with student IEPs, and special education case managers ensure accommodations are implemented consistently and effectively.

Multilingual Learners are supported in alignment with language standards and individualized language development goals. Accommodations include use of bilingual glossaries, extended time, simplified language protocols, visual scaffolds, translated materials where appropriate, and small group or one-on-one test administration for classroom assessments. ESL-endorsed staff collaborate closely with content teachers to ensure accessibility during daily learning and formal assessments, including accommodations during TCAP testing.

Qualitative Measures, Program Evaluation, and the Individualized Development Plan

Understanding that academic data provides only part of the student story, Opportunity Youth Academy intentionally collects qualitative data to evaluate the full impact of our academic program. Individualized Development Plans (IDPs) serve as a living repository for both quantitative and qualitative indicators, incorporating:

- Benchmark assessment scores and growth targets (iReady)
- Advocate counselor notes from ongoing check-ins

- Student reflections on learning and progress
- Work samples demonstrating growth and mastery
- Feedback from internships, work-based learning, and community partners
- Attendance and engagement data
- CTE progress and credential attainment
- Credit accumulation toward graduation

This balanced approach ensures we track both measurable outcomes and holistic growth, allowing our team to support the whole student.

Evaluating Program Effectiveness

Beyond individual student progress, we use assessment data to evaluate the effectiveness of our overall academic program. Leadership analyzes aggregated and disaggregated data to identify trends, measure progress toward school-wide goals, and determine whether instructional strategies and interventions are producing desired outcomes. This analysis informs continuous improvement efforts and ensures accountability at every level of the organization.

School-Wide Yearly Goals and Strategic Planning

Each year, we will establish school-wide academic goals aligned to our strategic plan and the MSCS Educational Priorities and District Review (EPDR) framework. These goals are developed collaboratively with input from leadership, staff, and the board, and are grounded in baseline data from the prior year. Goals address key performance indicators including student growth on benchmark assessments, graduation rates, credit accumulation, industry credential attainment, and post-secondary readiness. Progress toward these goals is monitored throughout the year using our 4-8-12 data cycle structure, with formal reviews at the 12-week cycle informing mid-year adjustments and end-of-year strategic planning.

Alignment to MSCS Educational Priorities and District Review (EPDR)

As a Memphis-Shelby County Schools authorized charter, we will align our assessment and accountability practices to the MSCS EPDR framework. We will track and report on indicators including academic achievement, student growth, chronic absenteeism, and post-secondary readiness. Data from state assessments, benchmark assessments, and school-based measures will be used to demonstrate progress toward district priorities. Regular reporting to the board and authorizer will ensure transparency and accountability, while internal progress monitoring will allow us to identify areas of strength and opportunities for improvement in real time.

Communication Plan

We will implement the following communication plan to ensure data is communicated to all school stakeholders:

Stakeholder	Method	Frequency	Content
Students	IDP conferences	Biweekly	Individual progress on all goal areas
Students	Performance reports	Trimester	Academic growth, credits, credentials
Families	Advisor communication	Biweekly	Individual student progress
Families	Community Expos	Trimester	Student demonstrations, progress reviews
Families	Parent portal	Real-time	Grades, attendance, credit status
Staff	Data meetings	Weekly	Student progress analysis
Staff	Data reviews	Trimester	Schoolwide trends, programmatic/instructional adjustments
Board	Performance dashboards	Monthly	All mission-specific goal metrics
Board	Deep-dive presentations	Quarterly	Trend analysis, improvement strategies
Authorizer (MSCS)	Accountability reports	Annual, mid-year	Progress on all goals
Authorizer (MSCS)	Meetings	Quarterly	Updates, challenges, support needs
Public	School website dashboard	Quarterly	All goal metrics are in an accessible format
Public	Annual report	Annual	Comprehensive performance data
Public	Board meetings	Monthly	Performance discussions (Open Meetings Act)
Public	TDOE Report Card	Annual	State accountability metrics

Conclusion

We believe assessment must do more than measure. It must also empower students to track their own progress. By integrating robust quantitative data with qualitative insights, we maintain a responsive Tennessee's Charter School Application

and equitable academic program that continually evolves to meet student needs. Through layered accommodations and strategies, we ensure that students with disabilities and multilingual learners can demonstrate their learning fairly and meaningfully.

Through this integrated system, Opportunity Youth Academy ensures that assessment is an ongoing tool for student growth, personalized support, and post-secondary readiness. Our assessment array is intentionally selected and implemented in ways that promote student growth, strengthen instructional practice, and foster agency by making progress transparent to students, families, and staff.

29. Outline the school’s strategies to identify and address academic underperformance, including plans for Response to Instruction and Intervention (RTI2) that align with Tennessee guidelines pursuant to State Board Rule 0520-01-03-.03.

We will be an Opportunity Public Charter School, which is defined by T.C.A. §49-13-104 as “a public charter school serving any of the grades six through twelve for which at least 75% of the students, at the time of enrollment, are at-risk students.” Accordingly, virtually all of our students will come to us already with at-risk status. Our model is specifically designed to serve students who are at-risk, essentially making our school a Tier 2 intervention. While virtually all of our students will enroll being at-risk and in need of intensive intervention, we recognize that they will come to us with varied needs and on different levels. To this end, we will implement the TDOE’s implement the TDOE’s RtI² framework to ensure that we accurately identify and address each student’s specific intervention needs:¹³

RtI ² Framework Component	Description of Implementation
Universal Screening	• Universal screeners will be administered to all students in reading and math. • Assessment results will enable us to pinpoint students’ individual levels of performance, as well as allow us to examine data at the subgroup level to identify trends. • The results of the screeners will be analyzed in comparison with student outcomes on other assessments to ensure alignment of performance.
Early Warning System (EWS)	• EWS involves the collection of multiple data sources (e.g., assessment data, attendance rates, behavioral records, past intervention documentation, and past instances of retention, among other data points). • In alignment with guidance outlined in the TDOE’s RtI² Manual, at minimum, an attendance indicator, a behavioral indicator, and academic competency indicator will be included in the EWS.

¹³ <https://www.tn.gov/education/districts/instruction/tdoe-rti2/rti2-rediect/rti2-resources.html>

Rtl ² Framework Component	Description of Implementation
	• We intend to use a Student Information System (SIS) that offers an EWS as part of its platform, collecting, storing, and analyzing student data and information. • As part of this EWS platform, students who pass established thresholds are flagged as requiring follow-up.
Data Analysis	• The varied data points collected as part of the EWS will be examined at the beginning of the school year to initially determine where students are in their learning and identify corresponding needs. • As outlined above, data collection, analysis, and monitoring will be ongoing enabling students' specific and evolving needs to be identified and tracked to fluidly understand each student's intervention needs.
Data-Driven Intervention Decisions	• Students will be prescribed interventions based on the results of the ongoing data collection and identification efforts described above. • Leaders, teachers, and staff will convene regularly in data meetings to discuss students' needs and progress. • Since essentially all of our students will come to us in very different places in their learning due to an array of factors, our data collection and analysis will enable us to pinpoint students' specific and evolving intervention needs, ranging from intensive to just-in-time intervention supports.

As noted in the Special Populations section, students who do not make sufficient progress after receiving sustained, intensive intervention that is delivered one-on-one or in very small group settings, will be considered for referral for an evaluation for specialized services.

Educational Program Capacity

30. Complete Table 4, adding rows as needed, to identify all individuals who are part of the proposed school. The table should include all school-based staff, board members, and all members of the applicant team identified on the [Cover Sheet](#) of this application. For members of the applicant team, please indicate whether those individuals plan to continue with the school if authorized and if so, what their role will be.

Additionally, for each individual who will be part of the proposed school, if authorized, include:

- Attachment 2: Resumes for each school-based staff member
- Attachment 3: Resumes/biographies for each board member

Table 4. Team Members					
Name	City and State of Residence	Current Title and Employer	Area(s) of Expertise	Part of the Applicant Team? (Y/N)	Position in Proposed School (e.g., board chair, school leader)
Robert Clark	Newark, NJ	CEO, Newark Opportunity Youth Network	Opportunity Youth, Education, Finance, Human Capital, Fundraising, Community Engagement, Operations, Change Management	Yes	CEO of ESP
Daniel Croson	Newark, NJ	Chief of Staff, Newark Opportunity Youth Network	Opportunity Youth, Education, PR, Human Capital, Operations, Community Engagement, Change Management	Yes	Chief of Staff of ESP
Jasmine Joseph-Forman	Newark, NJ	Chief Program Officer, Newark Opportunity Youth Network	Opportunity Youth, Education, Operations, Human Capital	Yes	Chief Program Officer of ESP

Table 4. Team Members

Name	City and State of Residence	Current Title and Employer	Area(s) of Expertise	Part of the Applicant Team? (Y/N)	Position in Proposed School (e.g., board chair, school leader)
Reggie Jackson	Memphis, TN	Principal, Journey Community Schools	Education, Human Capital, Operations, Community Engagement	No	Board Member
Brittany Jones	Memphis, TN	MOA Lead, LeBonheur Healthcare	Healthcare, Wraparound Services, Community Engagement	No	Board Member
Ron Schuyler	Memphis, TN	Senior Vice President, Goodwill	Opportunity Youth, Education, Finance, Community Engagement, Operations, Human Capital	No	Board Member
Shabani Steward	Newark, NJ	Chief Academic Officer, Opportunity Youth Network	Opportunity Youth, Education, Human Capital, Community Engagement, Operations, Change Management	Yes	Chief Academic Officer of ESP
Dr. Bobby White	Memphis, TN	Vice President, Groundswell Network	Opportunity Youth, Education, Finance, Human Capital, Operations, Community Engagement	Yes	N/A
Kathryn Koerner	Chester, VA	Independent Consultant	Charter Application Development	Yes	N/A

31. If the sponsor has identified a proposed principal/head of school candidate, explain why this individual is well-qualified to lead the proposed school in achieving its mission, including:

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

Not applicable; we have not yet identified a Head of School candidate.

32. Describe the collective capacity and qualifications of the currently-identified team of school-based staff (not board members) to design and execute the academic plan in areas such as:

- a. School leadership, administration, and governance;
- b. Curriculum, instruction, and assessment;
- c. Meeting the needs of special populations including students with disabilities, English learners, homeless students, students in foster care, migrant students, at-risk students, and gifted students;
- d. Performance management; and
- e. Parent and community engagement.

Not applicable; we have not yet identified members of the school-based staff.

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

Although we are in the process of hiring a Head of School, we have not yet identified the individuals who will assume the roles that will comprise the school leadership team. Below outlines these roles and pertinent information regarding their hiring:

Head of School

The Head of School will have a target start date of July 1, 2026. To source high-quality candidates, our ESP has partnered with Groundswell Network to launch a recruitment campaign with national reach. We are currently accepting applications and will progress through a multi-step hiring process that will include participation in a series of interviews and completion of a rigorous performance task to ensure that we select the candidate best suited for the role. The Head of School will have the following qualifications and characteristics:

- High school, youth/workforce development, and administrative leadership experience
- Knowledge of alternative education and re-engagement models
- Experience with mastery-based and blended learning

- Tennessee Principal License (or eligibility)
- Master's degree in educational leadership or related field
- Demonstrated success in improving outcomes for historically underserved young people
- Strong commitment to opportunity youth, family and community engagement
- Experience building strategic partnerships
- Excellent communication, data analysis, and decision-making skills

Operations Manager

The Operations Manager will have a target start date of July 1, 2026. We will launch the hiring process for this role in Spring 2026 and will leverage our ESP and partnership with Groundswell Network to source and vet high-quality candidates. Candidates will participate in a multi-step hiring process, including a series of interviews and completion of a rigorous performance task. The Office Manager will have the following qualifications and characteristics:

- Bachelor's degree required in Education, Business Administration, Project Management, or related field; master's degree preferred
- Proven experience in project management, preferably in an educational or nonprofit setting
- Strong organizational and time-management skills to manage multiple projects simultaneously
- Excellent communication and interpersonal abilities to work effectively with diverse stakeholders
- Demonstrated ability to think creatively, solve problems, and adapt to changing situations
- Familiarity with budget management and resource allocation
- Passion for education, a commitment to excellence, and a forward-thinking attitude
- Proficiency in project management software and Microsoft Office Suite and Google Suite
- Demonstrated commitment to closing the achievement gap with an unwavering belief in the power of young people

Director of Student Support

The Director of Student Support will have a target start of July 1, 2027. We will leverage our partnership with our ESP, as well as implement the recruitment methods outlined in the Staffing section to source high-quality candidates. Applicants deemed viable through initial screening processes will progress through a multi-step hiring process, including participating in interviews and completing a rigorous performance task. The Director of Student Support will have the following qualifications and characteristics:

- Bachelor's degree required; master's degree in management, operations, counseling, mental health, or equivalent preferred
- Experience in the development and implementation of program management systems and procedures
- Three to five years of successful experience working in special education and/or related fields
- Demonstrated ability to work effectively with students, families, staff and community
- Familiarity with alternative education and school-to-career practices
- Successful in creating collaborative relationships or coalitions.
- Commitment to our school model and implementation with fidelity
- Excellent written and verbal communication skills, including use of office productivity software

CTE Coordinator

The CTE Coordinator will have a target start date of July 1, 2028. We will leverage our partnership with our ESP, as well as implement the recruitment methods outlined in the Staffing section to source high-quality candidates. Applicants deemed viable through initial screening processes will progress through a multi-step hiring process, including participating in interviews and completing a rigorous performance task. The CTE Coordinator will have the following qualifications and characteristics:

- Minimum of 3-5 years of experience with comparable work
- Experience working with at-risk youth and students in alternative settings to support and ensure their educational and social-emotional success
- Experience managing change in complex environments with multiple stakeholders
- Success managing and working as part of a team and leading teams to solutions
- Passionate belief that all students can achieve at high levels
- Personal accountability for serving all students and ensuring their academic achievement

Enrollment Coordinator

The Enrollment Coordinator will have a target start date of July 1, 2028. We will leverage our partnership with our ESP, as well as implement the recruitment methods outlined in the Staffing section to source high-quality candidates. Applicants deemed viable through initial screening processes will progress through a multi-step hiring process, including participating in interviews and completing a rigorous performance task. The Enrollment Coordinator will have the following qualifications and characteristics:

- Bachelor's degree in related field (*or equivalent experience*)
- Prior experience in an urban school setting or a demonstrated commitment to educational equity and closing the achievement gap

- Proficient in using office equipment and software, including Microsoft Office Suite (Word, Excel, PowerPoint, Outlook)
- Proven ability to build and sustain relationships with students, families, and community stakeholders
- Strong alignment with and dedication to our mission and core values
- Excellent verbal and written communication skills, with attention to detail and clarity
- Demonstrated ability to manage multiple priorities simultaneously and respond strategically to shifting demands
- Receptive to feedback with a proactive approach to personal and professional growth
- Collaborative team player with a strong sense of initiative and responsibility
- Ability to remain flexible and composed in a fast-paced and dynamic environment
- Comfortable navigating uncertainty and adapting to change

Instructional Supervisor

The Instructional Supervisor will have a target start date of July 1, 2029. We will leverage our partnership with our ESP, as well as implement the recruitment methods outlined in the Staffing section to source high-quality candidates. Applicants deemed viable through initial screening processes will progress through a multi-step hiring process, including participating in interviews and completing a rigorous performance task. The Instructional Supervisor will have the following qualifications and characteristics:

- Bachelor's degree required, Master's degree highly preferred
- Valid Tennessee teacher certification, ELA/Literacy highly preferred
- Valid Tennessee school administration certification
- A minimum of 2 years of urban classroom experience with proven, measurable, significant academic student growth
- Experience in strategic planning and leading adults
- Experience managing assessment data and using it to drive instruction and programmatic decisions
- Knowledge of state and national content standards
- Demonstrated ability to multitask effectively and prioritize strategically
- Excellent verbal and written communication skills
- Openness to feedback and a willingness to take personal responsibility for teacher and student success

- Demonstrated commitment to closing the achievement gap
- Attention to detail
- Comfort with ambiguity

Dean of Students

The Dean of Students will have a target start date of July 1, 2029. We will leverage our partnership with our ESP, as well as implement the recruitment methods outlined in the Staffing section to source high-quality candidates. Applicants deemed viable through initial screening processes will progress through a multi-step hiring process, including participating in interviews and completing a rigorous performance task. The Dean of Students will have the following qualifications and characteristics:

- Bachelor's degree required
- 3+ years of experience working with youth in an urban district or charter school setting with an explicit focus on building rapport and trust
- Ability to work with a diverse, multicultural staff and students
- Familiarity with alternative education and school-to-career practices.
- Proficiency in Efforts-to-Outcome (ETO) software
- Commitment to NOYN school model and implementation with fidelity
- Demonstrated success developing and evaluating program models and selecting and successfully implementing innovative programs
- Ability to effectively network with public and private sector stakeholders
- Experience in the development and implementation of program management systems and procedures
- Demonstrated ability to multitask effectively and prioritize strategically
- Excellent written and verbal communication skills, including use of office productivity software

34. Describe the collective qualifications of the current set of board members (not school-based staff) to provide effective oversight and strategic direction in the following areas:

- a. Governance and fiduciary responsibilities, including compliance with legal and regulatory requirements;**
- b. Oversight of academic performance, including holding the school leader accountable, monitoring progress toward academic goals, and ensuring alignment with the school's mission;**
- c. Financial oversight, including budget approval, financial controls, and long-term fiscal planning; and**
- d. Community engagement and stakeholder responsiveness, including maintaining trust and transparency with families and local partners.**

Our founding board consists of three individuals who possess the collective experience and expertise to effectively navigate the application development and submission phase and oversee the school during the pre-opening year and beyond. These board members also are deeply invested in expanding access to Opportunity Schools so that the Opportunity Youth who reside in and around Frayser have a viable school option that will enable them to successfully reengage in their learning and transform their trajectories. To this end, our founding board members believe deeply in our mission and are committed to providing the oversight needed to ensure that it is achieved. Below outlines the qualifications they bring to the board to provide effective oversight and strategic direction:

- **Governance and Fiduciary Responsibilities:** Mr. Reggie Jackson is an experienced board member and current charter school leader. He has robust knowledge of effective governance practices and a board's fiduciary responsibilities from both perspectives – as a board member providing the oversight and as a charter school leader being overseen by a board. Mr. Jackson fully understands the role of a board in hiring, evaluating, supporting, and, if need be, firing the school's top leader. As an experienced member of other boards, Mr. Jackson also brings expertise in core governance functions such as adhering to the Open Meeting Law and providing oversight of the school's academic, operational, and financial performance to ensure the school is faithful to its charter and effectively meets the needs of the Opportunity Youth it serves.
- **Oversight of Academic Performance:** Mr. Reggie Jackson and Mr. Ron Schuyler are career educators, serving in teaching, school leadership, and district leadership roles over the course of their careers. Mr. Jackson provided instructional leadership in his roles, overseeing principals and district-level academic functions before transitioning to a school leadership role at a local charter school. Mr. Ron Schuyler also held instructional leadership positions, including serving as a turnaround principal and manager overseeing programming that served Opportunity Youth in Florida, before transitioning to his current role of Senior Vice President of Goodwill. To this end, Mr. Jackson and Mr. Schuyler are well-equipped to provide robust academic oversight, as well as are able to view academic performance data through an Opportunity Youth lens.
- **Financial Oversight:** As high-level school and district leaders, Mr. Reggie Jackson and Mr. Ron Schuyler have experience working within and managing multi-million dollar budgets. Mr. Schuyler also brings past experience creating funding formulas to distribute a 16-million-dollar budget across education sites that served marginalized adults. As such, these members bring the experience needed to oversee the school's finances, including approving the school's annual budget.
- **Community Engagement and Stakeholder Responsiveness:** Ms. Brittany Jones' career is in healthcare, and a primary function as an MOA Lead is to participate in team-based care and patient education initiatives to support the health and wellness of patients. She also ensures patients have a positive experience and is responsive to their feedback and needs. To this end, Ms. Jones is well equipped with the skills needed to engage and respond to community and school stakeholders. Additionally, as high-level school and district leaders, Mr. Reggie Jackson

and Mr. Ron Schuyler have acquired the skills around authentically engagement community stakeholders and responding to feedback, input, and needs raised by engagement efforts.

35. Explain the process by which board members have been and will be selected, including the criteria that have been and will be used to evaluate potential board members. Identify any gaps in the current governing board and describe plans to fill those gaps with future recruitment efforts.

We have partnered with Groundswell Network, an organization dedicated to expanding national access to high-quality Opportunity School, to facilitate initial community engagement efforts, including sourcing founding board candidates who demonstrate alignment to our mission and commitment to expanding access to Opportunity Schools, possess the fundamental governance skills needed to implement effective oversight practices, and who bring relevant expertise. While our bylaws call for a minimum of three members, we intend to add at least two more members during the application phase to ensure that we have all needed skillsets and expertise as we enter our pre-opening year and then become operational. Specifically, the board recognizes that additional expertise in Opportunity Youth, finance, facilities, and law would strengthen the collective expertise of the board.

To identify candidates for board membership, Groundswell Network will continue to source potential applicants. Current board members will also leverage their vast personal and professional networks to identify potential candidates for board membership. Identified members will submit their resume, undergo an initial screening process, and then engage in a robust interview to ensure that they understand the role and commitment that comes with being a board member and to allow current board members the opportunity to assess candidates. Board members will evaluate candidates on criteria such as mission alignment, knowledge of Opportunity Youth, and needed skillsets, among other indicators. Once candidates have completed the process, the board will vote on approval of candidates.

Operations Plan & Capacity

Governance

36. Describe powers and duties of the board, specifically describing the board's role in academics, operations, and finance.

The board's primary role is to govern the school. The board will hire and manage the Head of School but will provide them with autonomy to lead the daily operation of the school. Additionally, the board will contract the Education Service Provider (ESP), overseeing the ESPs delivery of contracted services. To this end, as the school's governing body, the board holds broad powers and must carry out specific duties to ensure effective governance practices and oversight of the school's academic, operational, and financial performance, as outlined below:

- **Academic Oversight:** The board will receive regular reports outlining key data related to the educational program, such as assessment results, course completion rates, graduation rates, and postsecondary data such as college enrollment and persistent rates, among others. The board will be responsible for reviewing and discussing academic data, as well as for holding the Head of School and Educational Service Provider (ESP) responsible for academic outcomes, including requiring and monitoring corrective plans of action if needed. The board will be responsible for approving school-based policies related to the educational program, including curriculum and assessment selection. Additionally, the board will be responsible for ensuring the educational program complies with the terms of the charter, federal and state law, State Board rule, and the authorizer's requirements and performance framework.
- **Operational Oversight:** In addition to receiving reports containing data related to the school's academic performance, the board will also receive and review data related operations, including behavioral and cultural data such as suspension, attendance, enrollment, and teacher and student retention rates, holding the Head of School and ESP responsible for key aspects of operations. In addition, the board will be responsible for evaluating the Head of School and ESP annually, noting areas of strength and opportunity, as well as requiring and monitoring corrective plans of actions as applicable to evaluation results. The board also holds responsibility for issuing Request for Proposals (RFPs) and reviewing, selecting, and approving proposals, contracts, and legal agreements. The board will be responsible for approving policies related to the operation of the school, as well as will be responsible for ensuring operational compliance with the terms of the charter, federal and state law, State Board policy, and the authorizer's requirements and performance framework.
- **Financial Oversight:** The board will be responsible for approving and monitoring the school's annual budget. As such, the board will receive regular reports regarding the financial state of the school, reviewing financial data such as the school's balance sheet, profit and loss statement, financial statements, and budgeted versus actual expenditures, among others to ensure the fiscal health of the school. The board will approve the school's financial policies such as those related to

compensation and benefits and internal controls, among other fiscal policies. The board will be responsible for ensuring the school undergoes an external annual audit, holding the Head of School and ESP responsible for any weaknesses, deficiencies, or findings. The board will be responsible for monitoring any corrective plans of action. Further, the board will be responsible for ensuring fiscal compliance with the terms of the charter, federal and state law, State Board policy, and the authorizer's requirements and performance framework.

37. Describe plans to add a parent representative to the board within six months of the school's opening pursuant to T.C.A. § 49-13-109. Detail the process for recruitment, selection, and onboarding of the parent representative.

Recruitment and Selection. While not required of an Opportunity Public Charter School, we intend to add a parent representative to our board within six months of the school's opening. As explained throughout this application, community and family engagement is integral to achieving our mission and implementing our model. We will leverage our engagement with families as our primary recruitment strategy for identifying parent representative candidates such as during enrollment and intake, home visits, and school events. Once identified, candidates will meet with the Board Chair and another member to ensure that they understand and can commit to the responsibilities and duties, including preparing for and attending meetings, that come with being a board member. Candidates' areas of expertise will also be considered, with the board prioritizing candidates with backgrounds the board has identified as being areas of need. A selection rubric, which will be developed by the board upon approval of the application, that assesses multiple criteria such as mission alignment, understanding of the role and responsibilities, time capacity, and background will be completed by the Board Chair and other member. Candidates determined to be viable will be invited to tour the school and attend a board meeting so that they can observe the school and governance process. Selection rubrics will be shared with the full board, and candidates who wish to proceed after touring the school and attending a board meeting will be formally introduced to the board during another meeting. The board will engage in a question-and-answer session, with the candidates leaving the meeting at the conclusion of the session. The board will then come to consensus by discussing the criteria outlined in the selection rubric and, when ready, will vote.

Onboarding. Once approved by the board, the new member will be onboarded through the following support mechanisms:

- **Orientation Session:** The new parent representative will attend an orientation session with the Board Chair and Head of School during which time the board's bylaws, meeting protocols, officer structure, and key components of the charter and mission, among other relevant topics will be reviewed. The new parent representative will be provided with a suite of governance materials to keep for reference, including board policies and procedures, as well as will be granted access any electronic resources and platforms.
- **Mentor Board Member:** To provide ongoing, embedded support, the new parent representative will be paired with an experienced board member who will serve as a mentor for the first six months

of the new member’s term. The mentor will commit to meeting with the new member as needed, as well as being responsive to questions as they emerge.

- **Formal Training:** As required by law, the new parent representative will complete at least six hours of formal training within their first year of membership. Training will be approved by the State Board and coordinated by Tennessee Charter School Center, covering critical topics such as the Open Meeting Law and charter school finance.

38. Explain how the board will interact with the school leader, including how the board will support, develop, and evaluate the school leader each year. Include, as Attachment 4, an organization chart that shows the relationship among the school’s governing board, management, and leadership in:

- **Year 1; and**
- **At full capacity.**

Note the organization chart should clearly delineate the roles, responsibilities, and lines of authority and reporting among the governing board, school leadership, any related bodies (such as advisory bodies or parent/ teacher councils), and any external organizations that will play a role in managing the school and how these roles and responsibilities will evolve between Year 1 and full capacity.

Interacting with the Head of School. In alignment with the board’s responsibility of acting as a governing body to the school, the board will grant the Head of School autonomy to lead the daily operations of the school, as well as foster a professional relationship between the Head of School and board defined by consistent communication and clear expectations. Additionally, the Head of School will attend board meetings, delivering a Head of School report that details pertinent information about the school’s mission and academic, operational, and financial performance. These reports will be augmented by reports provided by ESP. Other points of contact with the board will be established if deemed necessary upon approval and operation of the school.

Supporting, Developing, and Evaluating the Head of School. The board will evaluate the Head of School on an annual basis, using a process and tool that will be formally approved and adopted upon approval of the application. The anticipated process (including likely timeline) is outlined below:

Timeline	Process
October	• The Head of School’s annual goals are finalized and approved by the Board • Goals will be SMART and will reflect any areas of opportunities from the previous year’s evaluation
November – July	• Data that aligns to established goals and criteria outlined in the evaluation tool is collected and tracked
August	• The Head of School completes a self-evaluation • Board members individually complete the evaluation tool
September	• Board members come to consensus on the evaluation ratings

Timeline	Process
	• Board members vote to approve the finalized evaluation • The results of the evaluation are formally shared with the Head of School • Any needed support for the Head of School is determined

The board will formally adopt an evaluation tool upon approval of the application. In addition to the Head of School's annual goals, the tool will evaluate the Head of School across relevant categories such as board relations, strategic planning, talent management, fundraising and financial management, public relations, and stakeholder engagement, among others. Each category will have defined indicators and will be evaluated on a point-based sliding scale, such as the following:

1	2	3	4
Failing	Approaching	Meeting	Exceeding

As part of the anticipated process outlined above, the board and Head of School will determine any needed support, such as executive coaching or other forms of professional learning, to ensure that the Head of School is fully supported in their role and is able to continually professionally develop. As applicable, plans for support will be reflected in the Head of School's annual goals. Additionally, the Head of School will communicate regularly with the Board Chair, as well as routinely attend and present at board meetings. These additional touchpoints will ensure that should the Head of School or board determine that additional support is needed at any point in the year, it can be discussed and provided as applicable.

39. Describe the board's policies related to:

- **Planned meeting frequency;**
- **Committee or advisory board structure(s);**
- **Ethical standards and procedures for identifying and addressing conflicts of interest; and**
- **Hearing and addressing complaints.**

Upon approval of the application, the board will formally vote on and adopt the policies that govern the board. All policies will comply with requirements outlined in the bylaws, as well as with federal and state law, State Board policy, and requirements set forth by the authorizer. Below outlines our anticipated policies for the following:

- **Planned meeting frequency:** While our bylaws do not prescribe a set meeting cadence, we anticipate meeting on a monthly basis, with the exception of meeting in June and July. Upon approval of this application, the board will finalize the meeting frequency and update the bylaws accordingly. Additionally, as required by our bylaws, we hold an annual meeting during which time we will elect officers and complete other key governance tasks.
- **Committee or advisory board structure:** Our bylaws do not currently require committees but do allow for the formation of them. The board will form a Finance Committee, which will be responsible for the governing oversight of the financial operations of the school and holding the

leadership team accountable for strong financial operations. The Finance Committee will meet at least quarterly to review the financial efficiency and health of the school and to ensure the school is in compliance with state and federal accounting and reporting requirements. Upon approval of this application, the board will determine if other standing committees, such as governance and academic committees, are needed and will form them accordingly. The board may also form ad hoc committees as needed. We intend to add a parent representative to our board and do not anticipate forming an advisory board.

- Ethical standards and procedures for identifying and addressing conflicts of interest: Upon approval of the application, the board will vote on and formally adopt a Code of Ethics Policy that will detail guidelines related to ethical matters such as disclosure of personal interests and acceptance of gifts and items of value, among others. Additionally, the board will vote on and formally adopt a Conflict of Interest Policy that will provide guidelines about real and perceived conflicts, including instances when members must recuse themselves from discussion and voting. As outlined in our bylaws, the Conflict of Interest Policy will satisfy applicable federal and state law. Both policies will be reviewed annually, with updates being made as deemed appropriate. Board members will be required to sign both policies on an annual basis.
- Hearing and addressing complaints: Upon approval of the application, the board will vote on and formally adopt a Complaint Policy. As indicated above, the board will provide the Head of School with autonomy to lead the daily operations of the school. As such, to the greatest extent possible, complaints should be heard and addressed at the school level. However, the board recognizes that there may be instances when a complaint must rise to the level of the board. To this end, we anticipate the policy to prescribe the following:
 - Parents, caregivers, and students should first bring the complaint to the relevant staff member(s) for discussion and remedy. If resolution cannot be achieved through informal discussion, a formal complaint can be filed.
 - A formal complaint must be in written form and clearly identify the following:
 - Who is filing the complaint and on behalf of whom if applicable
 - The person(s) involved in the complaint
 - The action or concern driving the complaint
 - What actions were taken to address the situation prior to filing
 - What outcome is being sought
 - The complaint should be filed in a timely manner with the Head of School, unless the complaint names the Head of School as an involved person – in such a case, the complaint will go straight to the board.

- The Head of School will investigate the complaint and issue a timely written response that outlines the outcome.
- Should the person filing the complaint not be satisfied with the Head of School's response, they can appeal to the board in a timely manner.
- The board will hear and investigate the complaint as needed and will issue a timely response.

40. Provide the following attachments:

- **Attachment 5: Articles of Incorporation**
- **Attachment 6: Proof of nonprofit* and tax-exempt status**
- **Attachment 7: Governing board bylaws**

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

See Attachments 5, 6, and 7.

Staffing

41. Describe the school's leadership and staffing structure.

Our ESP, which currently manages two Opportunity Schools that have been in operation for almost a decade, has a codified, proven leadership and staffing structure that we will replicate. This structure will enable all components of our model to be implemented with fidelity, ensuring that we are able to address the academic, social, emotional, behavioral, health, and personal needs of the Opportunity Youth we will serve. Specifically, the following roles will comprise the school's leadership team:

- **Head of School:** As the top leader of the school, the Head of School will be charged with the administration, supervision, and operation of the school program to maximize student achievement. It will be the Head of School's responsibility to see that the school functions within the framework of the policies of the Board of Trustees, the ESP, and the authorizer. The Head of School is expected to provide leadership to the staff and assist in interpreting the educational program in the community. The Head of School will report to and be evaluated by the board.
- **Director of Student Support:** The Director of Student Support will be responsible for student support services related to special education, alternative education, program development and evaluation and providing professional development for school level staff teams. This position will work closely with school and ESP leaders to design and implement high quality support and intervention programs necessary for all students to attain or exceed the standards for college and career readiness and to assure compliance with laws and regulations. The Director of Student Support will report to and be evaluated by the Head of School.
- **Instructional Supervisor:** The Instructional Supervisor will collaborate closely with the school's Head of School, Director of Student Supports, and other school leaders to ensure that teachers are planning/executing lessons and developing classroom-based cultures that promote high levels of student achievement and excitement for learning. The Instructional Supervisor will provide individualized instructional coaching to teachers in alignment with their Individual Development Plans. The Instructional Supervisor will guarantee that the curricula and assessments are held to a high standard and consistently revisited as necessary. The Instructional Supervisor will report to and be evaluated by the Head of School.
- **Dean of Students:** The Dean of Students will support student success by maintaining a positive school culture, implementing behavior and academic interventions, and addressing the unique needs of Opportunity Youth. This position is designed for a strong leader who can balance student-centered support with data-driven decision-making, ensuring that all students thrive academically and socially. The Dean of Students will report to and be evaluated by the Director of Student Support.
- **Operations Manager:** The Operations Manager will oversee the ongoing operations at the school in conjunction with ESP leadership. The Operations Manager will ensure implementation

and maintenance of clear systems that allow the Head of School, other school leaders, and teachers to focus on students. The Operations Manager will also work closely external partners, consultants, and vendors. The Operations Manager will report to and be evaluated by the Head of School.

- **CTE Coordinator:** The CTE Coordinator will work with the leadership and assessment team to provide site-based CTE programming, development, specific CTE assessments and operational support for alternative education programs, serving Opportunity Youth. The primary responsibilities of the CTE Coordinator will be project & data management, testing coordination, and CTE development. The CTE Coordinator will report to and be evaluated by the Instructional Supervisor.
- **Enrollment Coordinator:** The Enrollment Coordinator will often be the first staff member to welcome new students, families, and visitors to our school. The Enrollment Coordinator understands the interplay between students, parents, teachers and staff better than most on campus and therefore serves as a constant resource and guide to all. The Enrollment Coordinator will play critical roles on many teams including, student enrollment, registration, guidance, and operations. The Enrollment Coordinator will serve as a model for all students by bringing to life all the values and characteristics needed to educate our future leaders. Among the critical functions the Enrollment Coordinator will execute is leading the full enrollment cycle, including recruitment, application, intake, and enrollment to ensure the school meets its annual enrollment targets. The Enrollment Coordinator will report to and be evaluated by the Operations Manager.

In addition to the above leadership roles, we will hire CST social workers who will lead the implementation of special education processes and programming under the oversight of the Director of Student Support. We will also hire advocate counselors who will maintain a caseload of students, providing individualized counseling and other support. We will employ general educators, special educators, CTE teachers, and a part-time ELL teacher to ensure that we are able to meet all of our students' needs. The Operations Manager will be supported by office managers to ensure smooth school operations – all of which is outlined in the chart below:

		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Position	Salary						
Head of School	\$110,000	1	1	1	1	1	1
Operations Manager	\$65,000	1	1	1	1	1	1
Instructional Supervisor	\$80,000	-	-	-	1	1	1
Enrollment Coordinator	\$75,000	-	-	1	1	1	1
CTE Coordinator	\$80,000	-	-	1	1	1	1

		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Position	Salary						
Director of Student Support	\$80,000	-	1	1	1	1	1
Dean of Students	\$65,000	-	-	-	1	1	1
Office Manager	\$50,000	-	1	2	2	2	2
General Education Teachers	\$58,000	-	4	5.5	6.5	7	8
Special Education Teachers	\$60,000	-	1	2	2	2	2
ELL Teacher	\$60,000	-	0.5	0.5	0.5	0.5	0.5
CTE Teachers	\$60,000	-	1	2	2	2.5	2.5
Advocate Counselors (Guidance)	\$65,000	-	2	2	4	4	4
CST Social worker	\$55,000	-	1	1	2	2	2
Total FTEs		2.0	13.5	20.0	26.0	27.0	28.0

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

To ensure that we are able to recruit and hire highly qualified staff who are passionate about and committed to serving Opportunity Youth, we will implement a robust recruitment plan with support from our ESP. When recruiting teachers, we will emphasize that we will be the first Opportunity School to operate in Memphis. We will underscore the opportunity to work at a first-of-its-kind school with an innovative model that is completely unique and unlike any other model currently being implemented in Memphis. We will emphasize the impact that Opportunity Schools have on the young people they serve and highlight the opportunity to be instrumental in helping Opportunity Youth change their trajectories and transform their lives.

We will also highlight the robust professional supports our school and ESP will provide to train and develop teachers to effectively provide the instructional support our students will need. Namely, we will emphasize that, like students, every teacher will have an Individualized Development Plan (IDP) that will outline their personalized professional learning plan and goals. Every teacher will receive coaching, consisting of cycles of observation and feedback tailored to their IDP. Teachers will also receive consistent support in implementing our mastery-based approach to learning and to personalizing curricula to reflect students' unique learning needs, backgrounds, and lived experiences. Given this, we will also emphasize that we believe in autonomy with oversight; we will allow our

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teachers to innovate and adapt curricula and instructional plans as long as they do so within established personalization and backwards mapping guidelines and protocols. Since we believe in creativity and innovation as well as instructional oversight, we will also highlight that every teacher will have protected time for collaboration, planning, and professional learning.

Below outlines the specific strategies we will employ to ensure that we convey the points above and successfully recruit high-quality instructional staff:

- **Provide Competitive Compensation Packages:** We will offer compensation that is very competitive with Memphis-Shelby County Schools (MSCS).¹⁴ Namely, our average starting salary for general educators will be \$58,000, which exceeds MSCS' starting salary of \$50,811. Knowing that special educators and ELL teachers are in high demand and in short supply, we have those salaries starting at \$60,000, again exceeding MSCS' starting salary. As outlined in the Budget and Finance sections, we will also offer a competitive benefits package – all of which will be attractive to potential candidates.
- **Advertise Widely:** We will advertise open positions through numerous outlets, including in local print and online newspapers, on local radio stations, on our website, on our social media accounts, on other websites, including the Teach For America (TFA) Alumni site, and the Tennessee Department of Education's recruitment and referral site. We will also post vacancies on an array of jobs boards. Our ESP will also advertise our openings, which allows our advertisements to have a national reach.
- **Partner with Teacher Recruitment and Preparation Programs:** We plan to establish and leverage relationships with local organizations that can assist us in recruiting highly qualified teaching candidates such Teach901. We also intend to partner with local colleges, universities, and organizations such as Man Up that have teacher preparation programs. We will also leverage the partnerships our ESP has in place as an additional pipeline to source candidates.
- **Leverage Job Fairs and Community Events:** We will attend job fairs and community events to source candidates who possess the qualifications we seek, as well as to advertise our school, mission, and unique model.

We appreciate the importance of retaining highly qualified staff. We will ensure that our teachers feel sufficiently compensated through our competitive salary and benefits package. We will also ensure that our teachers feel supported through a highly respectful, collegial, and collaborative culture that values teamwork, diversity of thought and opinion, routinely seeks and acts on staff input, and gives teachers meaningful opportunities to make instructional and professional decisions. We will also provide robust, ongoing, intensive professional development for our teachers, to ensure that they are able to continue to refine their practice and acquire the skills needed to serve the unique needs of Opportunity Youth. Finally, our unique model and the demonstrable, life-changing impact it will have

¹⁴ <https://www.scsk12.org/hr2/page?PN=Salary%20Schedules&PID=1703&DID=243>
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on the Opportunity Youth we will serve will also function as an effective retention strategy as teachers will be able to directly see the drastic impact they have on the young people they will teach.

43. Describe the core components of the school's professional development plan and detail how those components will support effective implementation of the school model and instructional plan.

Our model is specifically designed to serve Opportunity Youth; as such, it is unique and unlike any model currently being implemented in Memphis. Staff will need to deeply understand Opportunity Youth, as well as will need be skilled practitioners of mastery-based learning and will need to know how to effectively personalize curriculum, analyze and act on data, and deliver individualized academic support to each of their students. They will also need competence in using restorative practices and developing students' leadership skills. We recognize that effectively implementing our model will require great skill, which is why we will provide robust, ongoing professional development to our staff to support them in expanding and refining their instructional practice accordingly. Below outlines the core components of our professional development plan:

- **Summer Institute:** All staff will attend a comprehensive professional development program every summer. Staff new to the school will receive three weeks of training, while returning staff will receive two weeks. Initially, summer service will provide an in-depth orientation to our mission and components of our model, as well as be used to ensure that staff have a shared understanding of the profile and needs of Opportunity Youth. Subsequent Summer Institute sessions will be used to onboard staff new to the school, as well as provide training in response to data collected the previous year.
- **Individual Development Plans:** Like students, every teacher will have an Individualized Development Plan (IDP) that will outline their personalized professional learning plan and goals. Every teacher will receive coaching, consisting of cycles of observation and feedback tailored to their IDP. IDPs will be living documents that teachers and coaches update regularly to track progress and iterate on professional development goals.
- **Instructional Coaching:** Every teacher will receive ongoing instructional coaching, initially from the Head of School and then from the Instructional Supervisor when hired in Y3, tailored to their IDPs. Coaching will ensure that teachers receive targeted, actionable, bite-sized feedback that they can implement into their instructional practice. Coaching will also support teachers in personalizing unit and lesson plans, differentiating instruction, and analyzing and acting on data. In addition to school-based coaches, the ESP will also provide coaching support to ensure high-quality instruction and curriculum personalization is evident across the school.
- **Collaborative Meeting and Planning Time:** As outlined in the Student Assessment and Evaluation section, the effective delivery of academic and non-academic supports and services hinges on effective collaboration across all the staff that serve our students. To this end, staff will have protected time to collaborate during structured meetings. For instance, staff will

participate in regular Professional Learning Communities (PLCs) that promote collaboration, shared ownership of student success, and continuous improvement. PLCs provide space for reflective practice, data analysis, and collective problem-solving.

- Professional Learning during Early Release: Every Wednesday, we will release students two hours early so that staff can participate in professional learning, which will be responsive to staff needs as a whole group, as a cohort, and as individuals as indicated by data. School and ESP leaders will lead professional learning sessions as dictated by need and the ESP's codified professional learning scope and sequence.

Facilities

44. Describe facility needs based on the educational program and projected enrollment.

The chart below outlines the minimum space requirements we will need to implement our model with fidelity and to accommodate our projected enrollment. The facility that we have identified offers enough space to house our school at capacity.

		Y 1	Y 2	Y 3	Y 4	Y 5
Space Description	Approx SF	FY 2027-28	FY 2028-29	FY 2029-30	FY 2030-31	FY 2031-32
Grades Served		9-12	9-12	9-12	9-12	9-12
Number of Students		100	175	250	275	300
Educational Space						
Classrooms	750	4	7	10	11	12
CTE Rooms	750	2	2	3	4	5
CST Room	750	1	1	1	1	1
Total Educational Space SF		5,250	7,500	10,500	12,000	13,500
Assembly Space						
Multi-Purpose Space ¹⁵	1,500	1	1	1	1	1
Total Assembly Space SF		1,500	1,500	1,500	1,500	1,500
Administrative Space						
Main Office	1,000	1	1	1	1	1
Admin and Support Staff Offices	150	1	2	3	3	4
Nurse Clinic	250	1	1	1	1	1
Teacher Work Room	900	1	1	1	1	1
Total Administrative Space SF		2,300	3,450	4,600	4,600	5,750
Other Space						

¹⁵ This space will be used for morning meeting, food service, school events, and other gatherings
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Student Restroom ¹⁶	400	2	4	4	6	6
Adult Restroom ¹⁷	100	2	2	2	2	2
Storage	250	1	1	1	1	1
Mother's Room	500	1	1	1	1	1
Total Other Space		1,750	2,550	2,550	3,350	3,350
TOTAL BUILDING SPACE		9,300	15,000	19,150	21,450	24,100

As outlined below, we will co-locate at the Westside Middle School facility, which is an operational school and thus is already in compliance with requirements related to zoning, occupancy, and ADA, as well as offers ample parking spaces. However, should we not co-locate at Westside for some unforeseen reason, we will ensure that we secure a facility that meets our space requirements, as well as will ensure compliance with all zoning, occupancy, and ADA requirements. We will also ensure that our facility provides needed parking spaces for staff and students.

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

We have identified a facility in Frayser that meets our space requirements as outlined in the above table. Specifically, we intend to implement a co-location approach and lease space from Westside Middle School. We have engaged in serious discussions with the leadership of Westside about leasing space and will codify the partnership once we are approved for authorization. The sale of Westside Middle School closed in Spring 2026, making approval of our application the outstanding factor in executing an agreement.

The facility is 133,852 square feet. Westside Middle School is currently using approximately half of the building's total square footage, leaving about 60,000 square feet of open space, which will more than meet our space needs. As outlined in the chart above, we will need a minimum of about 24,000 square feet at capacity. Additionally, the facility is a school building that is currently in use, which will streamline the renovation and occupancy process.

Our ESP initially enlisted the support of Groundswell Network to help assist us with the identification of viable facility options in and around Frayser. Prior to commencing formalized lease negotiations, we intend to partner with a commercial real estate agent, such as Daryll Cobbins, to guide us through the process. We will also continue to leverage the experience and expertise of our ESP's leaders, who led

¹⁶ May be adjusted per Code requirements

¹⁷ May be adjusted per Code requirements

the ESP's two existing schools through the facility acquisition process from identification to occupancy. Once our lease is executed, we will contract a reputable architectural firm to assist us with our renovation plans and will also contract an experienced general contractor to manage the renovations.

Transportation

46. Describe the plan to provide daily transportation to students, if applicable. Detail whether the proposed school will provide its own transportation services, contract out for transportation, or a combination thereof. If the school will not provide daily transportation services to and from school, describe how students will get to and from school and how the school will address any transportation barriers for student attendance.

We will provide daily transportation to students who live more than 2 miles from the school, which aligns to MSCS' transportation policy for students in high school. One bus has been included in the budget for Y1 and Y2 of operation, with additional buses being added as the school comes to scale. The budget also accounts for year-over-year inflation. We will implement an RFP process, which will be overseen by the Operations Manager, to secure the services of a reputable transportation service provider. The board will be responsible for final approval of the provider and proposal via vote.

The Operations Manager will oversee daily transportation. As part of the intake process, we will identify students in need of transportation. We will identify common geographic clusters among students who will ride the bus, which will inform our bus routes and pick-up and drop-off points. We will adjust these routes and points in response to on-going intake data, as well as changes to established students' places of residence. If it is determined that we need to provide transportation to students who live less than 2 miles away and/or add buses to provide adequate transportation for our students, we will adjust our transportation plan and budget accordingly.

47. Describe the plan to provide transportation to students whose individualized education plan (IEP) or 504 plan requires transportation to ensure the student receives a free and appropriate public education (FAPE) pursuant to 34 CFR § 300.34© and Section 504 of the Rehabilitation Act of 1973.

We will adhere to all legal requirements to provide transportation as prescribed by students' IEPs or 504 plans at no cost to families or students. As noted above, we will contract a transportation service provider to provide daily transportation to students and intend to also contract this vendor to provide transportation in accordance with students' IEPs and 504 plans, including providing transportation that accommodates students who require accessibility modifications. In addition to budgeting for daily transportation for our general student population, we have allocated additional funds for students with special needs, which are reflected in the budget. In the event that more students with specialized transportation needs as prescribed by their IEPs and 504 plans enroll than we anticipated and budgeted for, we will adjust our budget and specialized transportation plans accordingly to ensure that we are in compliance with all legally mandated transportation services for our students.

Health and Safety

48. Describe the plan for meeting the medical needs of students, including how the school will provide nursing services.

We will be an Opportunity Public Charter School seeking to realize our mission of ensuring students master the essential skills for success beyond high school. The student population we will serve will come to us having at-risk status and will likely have unique medical needs, such as those related to economic disadvantage, mental health, substance abuse, pregnancy, and parenting, among others. Given this, our model is designed to comprehensively support students' academic and non-academic needs, including students' medical needs in the following ways:

- **Enrollment and Intake Process:** We will implement a robust enrollment and intake process for every student who newly enrolls with us. A key function of this process is to proactively identify any medical needs students may have and design a plan of action for each student accordingly.
- **Adverse Childhood Experience (ACE) Survey:** During intake, we will administer the ACE survey to our students, with periodic subsequent administrations, to identify any adverse childhood experiences. Research definitively shows that children and young people who experience adverse events often carry toxic stress if they do not receive support in processing and healing from such trauma. This toxicity, if not treated, often manifests into physical health conditions, including diabetes, asthma, and depression, as well as leading to employing unhealthy coping mechanisms such as abusing substances.¹⁸ Many children and young people carry the consequences of experiencing adverse events long-term, with research showing a direct link between ACEs and negative health outcomes in adulthood, including early death. Research also indicates that children and young people who are economically disadvantaged are more vulnerable to experiencing ACEs than their non-disadvantaged peers. As noted in the Anticipated Student Population section, we project that virtually our entire student body will be economically disadvantaged. To this end, proactively identifying ACEs will enable us to determine and address students' corresponding medical needs, which will be documented in students' IDPs as explained above.
- **Case Management:** Every student will be assigned a dedicated advocate counselor, who will loop with the student throughout the entirety of the student's time at our school, allowing advocate counselors to form robust relationships with their students, as well as acquire deep knowledge of their students academic and non-academic needs, including those of a medical nature. Advocate counselors will maintain students' IDPs, providing oversight to ensure that students receive needed health supports and facilitating connections to external medical providers as needed.

¹⁸ https://americanspcc.org/understanding-how-stress-and-adverse-childhood-experiences-affect-childrens-development/?gad_source=1&gad_campaignid=22889481274&gbraid=0AAAAADywSu8gJD1WhCaW_zmzX39aB2qwx&gclid=Cj0KCQiAvOjKBhC9ARIsAFvz5lieKi_EMjt9DWwfFUWTmCx0FTOHIDk4nCig8cDL_aL8zg2NmABbzlaAhb4EALw_wcB

- **Home Visits:** We will implement a robust home visit program. Visits may be proactive (e.g., strengthening relationships with students and their families) or reactive (e.g., in response to students missing multiple consecutive days of school). Among the many benefits and outcomes of home visits is the ability for us to identify potential medical needs and support students and families in getting the medical care needed in response.
- **Advisory:** All students will participate in advisory time, which will be used to provide counseling at least two times a month. Students who require more support may receive more frequent or intensive counseling. To this end, counseling may be done in small groups or individually, as well as may be focused on proactive topics or may center on supporting students through issues or adversity they are currently experiencing.
- **Nursing Services:** We will contract a full-time registered nurse, who will be on campus at all times the school is in session. The nurse will be responsible for attending to students' medical needs, including following documented health plans and administering medication in compliance with all health regulations. The nurse will be overseen by the Operations Manager in addition to reporting to their contracted agency.
- **Medical Resources:** As explained throughout, our model is dependent on partnering with the community. We will establish an array of partnerships with community-based organizations, many of which will be focused on physical and mental health. As such, we will cultivate a vast network of partners to whom we can refer students who have specific medical needs that we are unable to meet in-house. Students' advocate counselors will work in close coordination with the larger Student Support Services Team and Operations Team to connect students to all needed resources to ensure that their medical needs are addressed.

In addition to the above, our model addresses each component outlined by the TDOE Division Coordinated School Health:¹⁹

- **Health Education:** As required, our students will take a health course. Additionally, students will participate in advisory time, which is also be used to educate students about functional health knowledge, cultivate positive attitudes and beliefs about health, and provide space to practice skills associated with healthy behaviors.
- **Physical Education and Physical Activity:** As required, students will take physical education. We will also promote physical activity, as well as embed movement throughout the school day.
- **Health Services:** As indicated above, we will contract a registered nurse, who will be on campus full-time and every day the school is session. Additionally, advocate counselors will provide case management services, overseeing students' IDPs. The nurse, advocate counselors, and larger Student Support Services Team will work in coordination and collaboration to address actual

¹⁹ <https://www.tn.gov/education/districts/health-and-safety.html>

and potential health problems (e.g., first aid, emergency care, management of chronic conditions such as asthma and diabetes), with each staff member with health-related tasks and responsibilities working within their defined scope of practice.

- **Nutrition:** As explained in the Food Service section, we will either contract with MSCS or a third-party food service provider to ensure our students have access to nutritious food daily. All students will have access to breakfast and lunch every day that the school is in session. Additionally, students will learn about nutrition in health and physical education classes, as well as during advisory.
- **Healthy School Environment:** Foundational to our mission and model and ability to reengage students in school will be providing an overall healthy school environment. We will ensure that the physical environment is clean, aesthetically pleasing, in good repair, and safe. We will ensure that the emotional environment is safe by fostering a positive school culture that nurtures sense of belonging and strong relationships between students and staff and among students.
- **School Counseling, Psychological, and Social Services:** Providing students with ongoing case management and counseling services is a core tenet of our model. Advocate counselors are trained social workers and/or guidance counselors – every student is assigned an advocate counselor who is responsible for overseeing the student’s IDP and providing regular counseling. Additionally, we will have a larger Student Support Services Team that will work in coordination to provide additional needed supports.
- **Student, Family, and Community Involvement.** Our model depends on engaging deeply and authentically with our students and families and the communities serve. As outlined in the School Culture and Discipline section, we will implement an array of mechanisms to establish and maintain rich relationships with our students and families, as well as will partner with community-based organizations.
- **Staff Wellness:** We will prioritize staff wellness as we appreciate that to educate and care for our students, most of whom will come with unique and significant needs, our staff must be supported in their own physical and mental health. In addition to cultivating a positive, collegial, and supportive professional culture, we will seek to promote staff wellness through opportunities such as participation in health assessments and physical activities. We will assess our staff’s health and wellness needs on a periodic basis and determine offerings in response to their feedback and input.

49. Identify the person or position responsible for school safety operations, detailing the responsibilities of this position, and providing the approach and timeline to develop a school safety plan in accordance with T.C.A. § 49-6-804 through T.C.A. § 49-6-808.

The Operations Manager will hold responsibility for daily school safety operations as detailed in the responsibilities listed below:

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- Oversees the ongoing operations at the school
- Maintains a safe, orderly, and efficient education environment
- Creates a detailed start-up checklist and ordering list to ensure that the school starts each year prepared and fully stocked
- Oversees the school's physical condition in coordination with the ESP
- Works with the ESP and outside service providers to ensure that the school has a fully functioning technology infrastructure
- Manages student information database system and generates reports as needed
- Manages food and transportation services
- Ensures school-wide compliance with health and safety laws, charter contracts, state education mandates (including staff fingerprinting), teacher certification, and all federal and state workplace regulations
- Ensures that school-based employees receive payroll and benefits in timely and accurate manner
- Works with appropriate staff to construct school schedules, class rosters, and testing rosters
- Manages relationships with all outside organizations and leads the school's efforts to partner with community leaders and organizations
- Manages visitor program
- Tracks student admission applications and maintains waitlist with the support of operations and recruitment staff
- Manages and oversee data reporting for various stakeholders at the school, local, state, federal, and private entity level
- Coordinates with the ESP to ensure smooth operations, identify needs, and facilitate flow of information
- Performs other related duties as required and assigned

As required by Tennessee Code and using the state's available template, we will develop a comprehensive school safety plan that details policies and procedures for crisis intervention, emergency response, and emergency management. The board, ESP, and school leadership will work in collaboration with the authorizer to ensure that the plan satisfies all requirements, including providing the plan to local law enforcement agencies, the TN Department of Education, and TN Department of Safety. Prior to formal approval and adoption by the board, the safety plan will be available for public comment for at least 30 days. We intend to complete the plan by the end of May 2028 but will modify our timeline to align with the authorizer's requirements as needed. Below outlines our anticipated timeline and approach for completing the plan:

Timeline	Approach
November 2026	- The Head of School presents template and requirements to the board - The board forms an ad hoc committee to complete the plan in collaboration with the Head of School and ESP leadership
December 2026 – March 2027	- The Head of School and ESP leadership work in collaboration to draft the plan - The Head of School seeks input and guidance from the authorizer as needed and/or required - The ad hoc committee holds regular meetings to iteratively review, discuss, and revise drafts - A final draft is completed by the end of March - The board votes to approve the final draft for public comment
April 2027	The final draft is open for public comment for 30 days
May 2027	- The ad hoc committee reviews public comments and makes revisions as deemed necessary - The revised draft is presented to the full board for review and discussion - The board votes to approve and formally adopt the plan - The plan is submitted to all required entities

We will utilize the state’s template and implement the above approach to ensure that the plan addresses all requirements, including the following:

- Designate an emergency response team and school safety team, appointed by the Head of School
- Provide policies and procedures for communicating with law enforcement and families about emergencies
- Outline policies and procedures for school building security
- Detail procedures for ensuring law enforcement and other relevant agencies have access to floor plans and other school mapping data that detail the facility and surrounding grounds
- Provide procedures for coordinating with mental health service providers and related agencies
- Identify violence prevention and intervention strategies
- Detail policies and procedures for students and all school personnel to complete safety training annually
- Outline evacuation policies and procedures

- Detail cyber security preparedness and protection policies and procedures
- Indicate the school's background check policies and procedures
- Require, at minimum, one armed intruder, incident command, and emergency safety bus drills to be conducted annually and as outlined in Tennessee Code
- Maintain the results of drills for a minimum of 5 years, making them available to local law enforcement and departments of education and safety upon request
- Conduct all other required drills (e.g., fire) as required by Tennessee Code

Insurance

State law requires that charter schools have appropriate insurance coverage. Types of insurance should include, at minimum, workers' compensation, employer liability, property, professional liability, surety bonds pursuant to T.C.A. § 49-13-111(n), and sexual abuse. If the proposed school intends to have school athletics, additional liability coverage will be required. Sponsors should check with their authorizer to determine the necessary coverage amounts.

50. Include, as Attachment 8, a letter of coverage from an insurance company that:

- **Lists the types and corresponding amounts of insurance coverage the proposed school will secure; and**
- **States that the company will provide the required coverage upon approval of the charter application; and**
- **Includes provisions for assuring that the insurance provider will notify the Tennessee Department of Education within ten (10) days of the cancellation of any insurance it carries on the charter school, pursuant to T.C.A. § 49-13-107(b)(19).**

See Attachment 8.

Food Service**51. Describe the plan to offer food service to the students, including how a food service vendor will be selected or, in the alternative, how the proposed school will provide meals in-house, including food preparation, storage, service, and staffing.**

We will provide food service to our students that fully complies with all applicable federal, state, and local regulations and guidelines and regulations, including those prescribed by the National School Lunch Program, the USDA, and Tennessee Code. As part of our food service plan, we will make breakfast and lunch available to every student, every day that school is in session. We will contract for food service, partnering either with MSCS or a third-party food service vendor. The Operations Manager will be responsible for daily oversight of the food service program.

Should we contract with a vendor, we will implement the Request for Proposal (RFP) process as required. Operations Manager will be responsible for overseeing the RFP process, including, once approved for release by the board, sharing the RFP publicly and receiving proposals. We will consider the following when selecting a vendor: service capability, experience, business practices, and pricing, with the board holding final approval of the vendor via vote. Our selected vendor will be responsible for planning, preparing, delivering, and serving meals.

Start-up Plan

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

The start-up plan detailed below will be refined upon approval of our application and will be updated to include any additional start-up functions and milestones required by our authorizer – it will be a living plan that is refined as we progress through our pre-opening year. Our founding Head of School and Operations Manager will have a start date of July 1, 2026, so the individuals in these roles will be responsible for executing many start-up functions in collaboration with the board and our ESP.

Category	Task/Activity	Responsible Individuals	Timeline
Governance	Finalize Board orientation handbook	Board	6/1/26 – 9/1/26
	Finalize Board policies	Board	6/1/26 – 9/1/26
	Select a parent representative	Board	Within six months of the school's opening
	Hold regular Board meetings	Board	Ongoing
Operations and Administration	Finalize safety manual and crisis and emergency plans and procedures	Head of School, Operations Manager, ESP, Board	11/1/26 – 5/1/27
	Finalize student/parent handbook	Head of School, Operations Manager, ESP, Board	1/2/27-7/1/27
	Identify vendors/service providers for supplies, furniture, equipment, etc.	Operations Manager, ESP	1/2/27 – 4/1/27
	Create an internal compliance calendar	Head of School, Operations Manager, ESP, Board	1/2/27 – 5/1/27
	Refine schoolwide procedures and policies to fully comply with charter contract	Head of School, Operations Manager, ESP, Board	1/2/27 – 5/1/27
	Secure food service vendor	Operations Manager, Board	1/2/27 – 5/1/27

Category	Task/Activity	Responsible Individuals	Timeline
	Negotiate and execute vendor/service provider contracts	Head of School, Operations Manager, ESP, Board	4/1/27 – 5/1/27
	Procure school start-up equipment, furniture, materials, and supplies	Head of School, Operations Manager, ESP	By 6/1/27
	Set up student information system (SIS)	Operations Manager, ESP	1/2/27 – 7/1/27
Community Engagement and Recruitment	Create marketing materials	ESP, Board	Underway
	Launch student recruitment efforts	Head of School, Operations Manager, ESP	Upon approval
	Accept and acknowledge student applications	Head of School, Operations Manager,	11/1/26 – 2/28/27
	Hold enrollment lottery (if needed)	Head of School, Operations Manager	March 2027
	Notify parents of lottery results and admission status	Operations Manager	March 2027
	Launch Enrollment and Intake	Head of School, Operations Manager, ESP	March – Opening
Human Resources	Launch Head of School hiring process	Board, ESP	Complete
	Target selection date for Head of School	Board, ESP	Spring 2026
	Target start date for Head of School	N/A	7/1/2026
	Recruit Operations Manager	Board, ESP	Spring 2026
	Target date for selecting Operations Manager	Board, ESP	Spring 2026
	Target start date for Operations Manager	N/A	7/1/26

Category	Task/Activity	Responsible Individuals	Timeline
	Finalize and adopt personnel policies and procedures	Head of School, Operations Manager, ESP, Board	7/1/26 – 10/1/26
	Coordinate benefits	Head of School, Operations Manager, ESP	7/1/26 – 10/1/26
	Recruit Director of Student Support	Head of School, ESP	10/1/26
	Target date for selecting Director of Student Support	Head of School, ESP	5/1/27
	Target start date for Director of Student Support	N/A	7/1/27
	Recruit Office Manager	Operations Manager	11/1/26
	Target date for selecting Office Manager	Head of School, Operations Manager	6/1/27
	Target start date for Office Manager	N/A	7/1/27
	Recruit Instructional Staff, Advocate Counselors, and Social Worker	Head of School, Operations Manager, ESP	1/2/27 – 5/31/27
	Target date for selecting Instructional Staff, Advocate Counselors, and Social Worker	Head of School, Operations Manager, ESP	5/31/27
	Target start date for Instructional Staff, Advocate Counselors, and Social Worker	N/A	7/1/27
	Create daily student and teacher schedules	Head of School, Operations Manager, ESP	6/1/27 – 8/1/27

Category	Task/Activity	Responsible Individuals	Timeline
Academics	Plan Summer Institute	Head of School, Operations Manager, ESP	By 7/31/27
	Plan fall professional development	Head of School, Operations Manager, ESP	By 7/31/27
	Hold Summer Institute	Head of School, Operations Manager, ESP	3 weeks prior to opening
Facilities	Finalize lease	Head of School, ESP, Board	Upon approval
	Complete renovations	Head of School, Operations Manager, ESP, Board	By 5/31/27
	Inspections	Head of School, Operations Manager	By 6/30/27
	Occupancy begins	N/A	7/1/27
Financial Management	Finalize fiscal management policies and procedures	Head of School, Operations Manager, ESP, Board	7/1/26– 9/1/26
	Create standard financial reporting package for the Board and leadership	Head of School, Operations Manager, ESP, Board	7/1/26– 9/1/26

53. Describe contingency plans for common startup challenges including:

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

We understand that as we progress through our pre-opening year, we will be faced with challenges. We will leverage the experience of our ESP, which led the successful founding of two other Opportunity Schools, and board members, one of which is a founding principal of a local charter school, to navigate the difficulties that come with start-up. Additionally, we are prepared to handle common start-up challenges, including the following:

- **Not meeting enrollment targets:** We will implement a robust student recruitment strategy that is anchored in leveraging relationships that we form with the community and with area high schools. We understand that to reach the population we seek to serve, we must implement a

relational approach to recruitment. Our ESP will provide robust support around student recruitment, implementing proven methods to reach and enroll students as demonstrated by both of the Opportunity Schools that our ESP manages consistently meeting targets and having waitlists. We will closely monitor the number of applications we receive as we progress through our application window and establish benchmarks for each month of our application window. Should we not meet our benchmarks, we will examine our recruitment methods and make adjustments accordingly. Should we continue to not meet our targets, we will continue to analyze our efforts and adjust and intensify them. Additionally, we have already modeled the budget to determine the minimum number of students we need to open and operate in Y1. Having this clear threshold allows us to more precisely plan for contingencies should we not reach that minimum number of students. Should this minimum threshold not be met, we will start to make adjustments accordingly. Specifically, the Head of School, Operations Manager, and ESP leaders will formulate contingency action plans to be implemented with oversight and approval from the board, which may include adjustments to staffing or other programmatic elements. Should we have to make such cuts, we will prioritize reductions that least impact our students.

- Not meeting fundraising goals: As part of an ESP, the school will have access to some startup capital to allow for startup activities. We have budgeted \$125,000 in the planning year for that purpose. We also plan to apply for CSP funds in the amount of \$750K. We believe there is a high likelihood of being awarded funds based on the experiences of other new charter schools. Should we not receive CSP funding, we would delay the hiring of an Operations Manager (and receive additional operating support from the ESP and our back-office service provider, as well as reduce expenses related to office supplies and materials, professional development, and travel. The ESP would also consider additional startup investment, as needed, to ensure a strong school start. In the budget model (Attachment 9), we have also developed a contingency scenario in year 1 that has a reduced amount of revenue and the cost reductions that would be made.
- Hiring challenges: As explained in the Staffing section, we will employ a robust approach to recruiting and hiring high-quality staff, including leveraging our ESP, which has a national reach and established pipelines from which to draw talent. We will also highlight our competitive compensation and benefits packages, which feature starting salaries higher than the district. We will underscore that our school will be a first-of-its-kind school in Memphis that will implement a unique model, which will draw talent interested in working in an innovative environment that is also highly supportive and provides robust professional learning. We will also partner with area teacher recruitment organizations and teacher preparation programs. We will formally launch our recruitment efforts at the start of 2027 and will monitor our progress, making adjustments to our strategy as needed. However, we appreciate that there is a shortage of educators. As needed, we will follow the TDOE's emergency credentials guidance,

so that we can seek temporary permits and endorsement exemptions, as well as examine options around contracting for specialized and language services.

- Facility delays: As outlined in the Facilities section, we have identified our intended facility and will start formal lease negotiations in the near future. However, we will continue to source other facility options throughout the application and pre-opening years to ensure that we have identified back-up options should our selected facility fall through. Once the lease is executed, we will contract with industry professionals to ready the facility for occupancy, including to plan, implement, manage, and oversee renovations and inspections, among other critical tasks to ensure that our facility is ready for occupancy on time. We will also use our ESP to support our efforts, leveraging their expertise and experience in securing, renovating, and preparing buildings for occupancy. Should an unforeseen and unpreventable event occur such as a natural or other disaster, rendering our facility uninhabitable, we would delay our opening for a year as we are legally allowed to – this option would be a last resort and would only be employed should circumstances totally out of our control occur.

Operations Capacity

54. Based on the team identified in Table 4, describe the sponsor's team's individual and collective qualifications for implementing the operational plan successfully. Identify any gaps in the sponsor's team and describe plans to fill those gaps with future hires. The discussion of both current team capacity and future hires should include a discussion of capacity in areas such as the following:

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

Collectively, the executive leaders of our ESP possess the experience and expertise needed to ensure effective operations. Similarly, our board members bring valuable knowledge around key operations functions – all of which is outlined below:

- **Professional development and performance management:** The ESP's Chief Academic Officer, Ms. Shabani Stewart, brings a wealth of knowledge and experience to her role and will be responsible for designing and delivering professional development at the ESP level, as well as will support with school-level professional development. Namely, over the course of her 20 years in education, she designed and delivered professional development as a lead literacy teacher, curriculum management coordinator, literacy supervisor, special assistant of teacher quality, instructional leadership and teacher quality consultant, and professional development manager at Curriculum Associates prior to assuming her role with our ESP. Ms. Stewart, along with Ms. Jasmine Joseph-Forman, who serves as the ESP's Chief Program Officer, are skilled in performance management, leading the process of goal setting, monitoring, and aligning supports accordingly to meet strategic goals at the ESP and school level. At the board level, Mr. Reggie D. Jackson and Mr. Ronald Schuyler have both held high level school and district leadership positions and are experienced in executing performance management functions.
- **Student health:** Mr. Robert Clark, the CEO of our ESP, possesses deep knowledge of how to meet students' health needs. As the architect of our model, he designed the model specifically to meet the varied needs of Opportunity Youth, including their health needs. Ms. Jasmine-Joseph-Forman also brings experience and expertise in this area as she is a former case manager and counselor to gang-involved Opportunity Youth. In her current role, she ensures case management and related services are implemented with fidelity. Further, our three board members are also experienced with students' health needs. As former school and district leaders, Mr. Reggie D. Jackson and Mr. Ronald Schuyler were responsible for ensuring that students' health needs were met, and Ms. Brittany Jones works in the healthcare industry, directly working with patients.

- School safety and security: As the executive leadership team that manages two existing Opportunity Schools, Mr. Robert Clark, Mr. Daniel Croson, Ms. Jasmine Joseph-Forman, and Ms. Shabani Stewart all possess experience and expertise around school safety and security. Additionally, as high-level school and district leaders Mr. Reggie D. Jackson and Mr. Ronald Schuyler have both been responsible for ensuring the safety and security of students.
- School operations such as food service and transportation: Our ESP will provide support to us around food service and transportation, drawing on their collective knowledge of lending such support to the two existing schools they manage as an ESP. Additionally, Mr. Reggie D. Jackson and Mr. Ronald Schuyler have both held school leader positions where they were responsible for ensuring effective food service and transportation for their students.
- Facilities acquisition and management: Our ESP will provide support around facilities acquisition and management. Specifically, we will leverage the expertise of Mr. Robert Clark and Mr. Daniel Croson, among other ESP leaders and staff to assist us through the process of acquiring and then maintaining our facility. Additionally, Mr. Reggie D. Jackson and Mr. Ronald Schuyler have experience with facilities from their current and previous leadership roles. We will also contract with experts such as a highly regarded commercial real estate agent, architect, and general contractor to support us in readying our facility for operation and occupancy.

55. Explain how organizational health will be measured, including performance in pre-operations, during early years, and as an established organization. If the board determines a need to intervene regarding organizational performance, what form(s) would that take?

With support from our ESP, which has successfully led the founding and operation of two existing Opportunity Schools, we will closely monitor organizational health through our pre-opening year, during our early years of operation, and as an established organization. Specifically, we will use our Start-Up Plan as an anchor to measure health during pre-opening. We will also measure organizational health in the pre-opening phase through the pre-opening tasks required by MSCS. As such, we will measure health by meeting targets articulated in our plan and by satisfying milestones outlined by MSCS, including those related to enrollment, hiring, and our facility. We will make adjustments in response to monitoring data to ensure that we progress through our pre-opening year successfully.

Once we are operational, we will collect an array of data that indicates levels of organizational health such as enrollment and waitlist data, student and staff retention rates, and data related to culture and safety, among other points. Our board will receive regular Head of School reports that will be complemented by data presented by our ESP, allowing the board to closely monitor these indicators of health. School leadership and our ESP will also continuously monitor these indicators, noting data that indicates a downward trend in health to which we will respond and course correct as needed. We will also look to our performance on MSCS' operational scorecard, which outlines satisfaction of an array of organizational indicators, allowing us to further monitor the health of our school. These data points and monitoring processes will be extrapolated as we progress in our term and become more Tennessee's Charter School Application

established to ensure that we consistently meet or take action to meet key indicators of organizational health, including enrollment, retention, and discipline rates, among others.

Should the board determine that intervention is needed, it may take the form of requiring a corrective plan of action by the Head of School or ESP, engaging in root cause analysis and making strategic planning adjustments accordingly, prescribing targeted supports in the area of deficiency, or requiring a change in leadership, among other interventions as appropriate to the specific deficit.

Budget and Finance

Operating Budget

56. Include, as Attachment 9, the completed budget using the [state's required template](#). At a minimum, the budget must include:
- A month-by-month accounting of anticipated revenues and expenditures in Year 0 and revenues and expenditures for two scenarios (minimum and planned/anticipated) for years 1-5 of the school's operation.
 - Anticipated budgetary assumptions for the following:
 - Student enrollment counts for years 1-5 of the school's operation;
 - Staff FTE counts for years 0-5 of the school's operation;
 - All anticipated funding sources, including state and local funding, secured grants, philanthropy, and fundraising; and
 - All relevant expenditures, expenses, and assumptions for each of the following expenditure/expense classification categories: salaries and benefits, contracted services, school operations, and facilities operations and maintenance.

See Attachment 9.

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

The following budget narrative includes a detailed description of budget assumptions, revenue, and expenditure projections.

Our board of directors understands that it has the responsibility of being an excellent steward of public resources and that it is imperative to maintain financial discipline as an organization. With that in mind, we have, wherever possible, attempted to underestimate revenues and overestimate expenses, which are consistent with conservative budgeting principles.

The board, annually, will develop a budget as well as cash flow projections, taking into account past experiences and known variables - as well as philanthropic resources and public grants available. On a quarterly basis, the board will monitor financial statements, including actuals vs. budget, and will hold the school's leadership team accountable for staying within the budget.

Most importantly, the board is committed to the following budget principles:

- Achieving positive operating income each year
- Developing and implementing a financial model that is sustainable on public revenues
- Maintaining a healthy fund balance – In the budget, cash reserve ranges from approximately 15 to 70 days of cash on hand (to effectively address any contingency expenses or delays in reimbursements from the local, state, or federal government)

We have developed a five-year financial model (with revenue and expenses detailed below) that supports the school’s model and academic program and that supports the school’s mission. Please note that the school will be in operation during the 2027-2028 fiscal year.

Student enrollment and TISA projections

The school’s budget is based on the following enrollment plan:

Enrollment Chart	YR 1	YR 2	YR 3	YR 4	YR 5
Enrollment	100	175	250	275	300

Anticipated funding sources

The school anticipates funding from the following sources.

Revenue	Amt.	Funding Notes
TISA	\$13,000	Per pupil funding amount – per guidance from the TN Department of Education and a reflection of current average per pupil funding levels in Memphis Shelby County Schools. The budget assumes zero growth year over year (for conservative budgeting purposes).
Title I	\$600	Per pupil – based on the operating history of existing charter schools. The budget assumes zero growth year over year (for conservative budgeting purposes).
Opportunity Youth Network	\$125,000	The school’s sponsor, Opportunity Youth Network, intends to invest initial capital in the planning year to ensure the school has the necessary resources for startup-related staffing and operating costs. The school will also utilize CSP funds to cover startup expenses.
Charter School Program Grant	\$750,000	We are planning to apply for the CSP grant in the spring of 2026 for \$750K. Based on the experience of other new charter schools, we believe the school has a high likelihood of receiving these funds.
NewSchools Venture Fund	\$250,000	The school has applied for grant funding in the amount of \$250K from NewSchools Venture Fund. While these funds have not yet been committed, we have

Revenue	Amt.	Funding Notes
		established strong relationships with funders and NewSchools has provided funding to new charter schools in Tennessee.
Charter School Growth Fund	\$300,000	The school has applied for grant funding in the amount of \$300K from the Charter School Growth Fund. While these funds have not yet been committed, we have established strong relationships with funders and The Charter School Growth Fund has provided funding to new charter schools in Tennessee.
Philanthropy	\$750,000	The school has a solid track record of fundraising from philanthropic partners and has built-in \$250K per year in years 3-5.

Overall, the school is anticipating total revenues of \$2M in fiscal year 2027-2028. Annual revenues are expected to increase based on additional grades served and increased student enrollment.

Anticipated expenditures

The school will have staffing positions as detailed in the table below.

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
Admin/Leadership						
Head of School	1.0	1.0	1.0	1.0	1.0	1.0
Instructional Supervisor				1.0	1.0	1.0
Director of Student Support		1.0	1.0	1.0	1.0	1.0
Dean of Students				1.0	1.0	1.0
CTE Coordinator			1.0	1.0	1.0	1.0
Social Worker		1.0	1.0	2.0	2.0	2.0
Advocate Counselors		2.0	2.0	4.0	4.0	4.0
Operations						
Operations Manager	1.0	1.0	1.0	1.0	1.0	1.0
Office Manager		1.0	2.0	2.0	2.0	2.0
Enrollment Coordinator			1.0	1.0	1.0	1.0
Teachers						
Teachers		4.0	5.5	6.5	7.0	8.0
CTE Teacher		1.0	2.0	2.0	2.5	2.5

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
SPED		1.0	2.0	2.0	2.0	2.0
ELL Teacher		0.5	0.5	0.5	0.5	0.5
	2.0	13.5	20.0	26.0	27.0	28.0

Personnel Compensation

We will have a competitive salary structure compared to peer charter schools as well as the surrounding district. The table below provides average salary levels for leadership, teaching, and staffing positions.

Role	Average Salary Levels
Head of School	\$110,000
Director, Supervisor, Deans	\$65,000 - \$80,000
Counselors	\$65,000
General Education Teachers	\$58,000
SPED Staff	\$60,000
Elective Teachers	\$60,000
Operations Staff	\$65,000

Should the school have the necessary financial resources, the school will consider higher increases or additional incentive compensation.

Employer Benefits and Liabilities

We have budgeted the following for employee payroll taxes and benefits:

- 6.2% and 1.45% on all wages each year for Social Security and Medicare employer contributions
- 0.3% of wages for unemployment insurance
- 0.15% of wages for Worker's Compensation Insurance
- Employer contributions for State Pension – Budget assumes average of 8.5% of salaries.
- Employer paid health insurance (medical, dental, vision) – Budget assumes average of 10.25% of salaries.

General Operating Expenses

General Operating Expenses are based on the operating history of the Sponsor and area charter schools. The assumptions driving expenses in this category are detailed below.

(Note: an annual inflation adjustment of 3% has been modeled in the budget in applicable line items).

Contracted Services		
Accounting/audit	Annual estimate	Audit + 990 Preparation.
Back-office Support	Annual estimate	Backoffice Accounting and Finance; escalates by 3% each year.
Legal	Annual estimate	Ad hoc legal needs (contracts reviews, employee contracts); escalates by 3% each year.
Share of ESP Office Expenses	Annual estimate	10% of revenue to ESP in yrs 1-3; 12% in yrs 4-5.
Payroll service	Annual estimate	~\$350 per employee.
School lunch/food service	Annual estimate	The school plans to contract food service through the district in which case revenue and costs will not hit the school's budget.
Special education services	Annual estimate	\$15K per year escalating by 3% each year. Includes expenses for monthly contracted services for speed-related services.
District Authorizer Fee	Annual fee	Authorizer Fee.
Copiers (lease + usage)	Per copier per month	Copiers - \$750 per month (1 copier in yrs 1-2; 2 copiers in yrs 3-4; 3 copiers in yr 5).
Phone/Internet Services	Per month	\$750 per month escalating by 3% each year.
Health School Services	Annual estimate	Nursing service - \$60K per year with 3% escalation each year.
Other Academic Contracted Services	Annual estimate	Imagine Learning (Edgenuity) - contracted sources for digital courses; escalates by 3% each year.
School Operations		
Board expenses	Annual estimate	\$5K; annual board training expenses; escalate by 3% each year.
Classroom / Teaching Supplies and Materials	Per student	\$25 per student per year.
Office Expenses	Annual estimate	Office supplies; \$10K per year with a 3% escalation each year.
Special Education Supplies and Materials	Annual estimate	\$15K per year for additional SPED materials (in addition to what has been captured in Textbooks/Workbooks line); escalates by 3% each year.

Staff Development	Per FTE	\$500 per FTE - includes expenses for professional development travel and fees.
Staff Recruitment	Annual estimate	\$10K per year - job postings, fairs, interviews; escalates by 3% each year.
Staff Travel	Annual estimate	\$5K per year for staff travel expenses (mileage reimbursement, lodging, food). Escalates by 3% each year.
Student Recruitment / Marketing	Annual estimate	\$10K per year - student outreach supplies and materials and media postings; escalates by 3% each year.
Student Testing and Assessment	Per student	\$100 per student for student interim and formative assessments.
Student Transportation	Per bus per year	1 bus in yrs 1-2; 2 buses in yrs 3-4; 3 buses in yr 5. (\$90K per bus). \$15K has also been added each year for SPED transportation.
Supplies and Other Materials	Annual estimate	\$10K per year; includes PowerSchool and software not directly related to instruction; escalates by 3% each year.
Student Laptops	Per student	\$300 per year for new students.
Staff Laptops	Per FTE	\$1,500 per device per new staff member.
Instructional Supplies and Materials	Per student	\$250 per student; includes textbooks, learning software, and other educational-related supplies and materials.
CTE Supplies and Materials	Annual estimate	Includes textbooks, learning software, and other educational-related supplies and materials.
Parent Meetings	Annual estimate	\$5K per year; food, supplies and materials for meetings; escalates by 3% each year.
Facility Related Expenses		
Facilities cost (rent/debt, interest payments, etc.)	Per sq. ft.	The school is planning to lease space at Westside Middle School in yrs 1-5 and will scale the number of sq. ft. leased based on enrollment. The school has assumed \$3 per sq. ft. with 10K sq. ft. in yr 1; 15K in yr 2; 20K in yr 3; 25K in yrs 4-5.

Furniture	Annual estimate	The Westside facility has furniture in the facility. The school has budgeted \$10K per year for replacements and additional furniture needed.
Insurance	Annual estimate	\$30K per year; General Liability, Umbrella, Building Insurance; escalates by 3% each year.
Janitorial Services	Per sq. ft.	The school has assumed \$2.50 per sq. ft. with 10K sq. ft. in yr 1; 15K in yr 2; 20K in yr 3; 25K in yrs 4-5.
Repairs and Maintenance	Annual estimate	Estimate of \$15K per year for routine maintenance and repairs.
Security Services	Annual estimate	\$25K per year for contracted security services; escalates by 3% each year.
Utilities	Per sq. ft.	The school has assumed \$2.50 per sq. ft. with 10K sq. ft. in yr 1; 15K in yr 2; 20K in yr 3; 25K in yrs 4-5.

Minimum Student Enrollment Needed to Operate in Year 1.

While we have conservative enrollment estimates in our budget model, we have developed a budget model that has reduced enrollment in the early years (25 students in year 1 and 25 students in year 2). In the first few operating years, enrollment could be lower than expected for which we have prepared. As the school develops awareness in the community and operating history, we expect to achieve the planned enrollment in the application in years 3-5.

The table below shows a comparison on a year-to-year basis.

	Year 1	Year 2	Year 3	Year 4	Year 5
	2025-26	2026-27	2027-28	2028-29	2029-30
Planned Enrollment	100	175	250	275	300
Minimum Enrollment	75	150	250	275	300
Variance	25	25	0	0	0

With a reduced enrollment scenario in the first few years of operation, we would make budget adjustments to ensure financial stability. These include the following:

- Staffing reductions:
 - Year 1
 - Reduction of 1 Advocate Counselor
 - Reduction of a teaching position
 - Year 2

- Reduction of Office Manager position
- Delayed hiring of Enrollment Coordinator position to year 3
- Other cost reductions would include:
 - Reduced contracted services (academic, SPED, health)
 - Reduced Instructional and CTE supplies and materials; testing and evaluation materials
 - Reduced technology devices
 - Reduced professional development costs

The minimum budget model in year 1 has a reduction scenario of enrollment of 25 students (or 25%). If enrollment was further reduced, the school would consider further staffing reductions, including teachers, in alignment with reduced enrollment numbers. Further cost reductions would also come from operating expense line items driven on a per pupil and FTE basis.

The budget model template details the cost reductions that would be made under reduced enrollment.

The school's contingency plans to meet financial needs for any year the school projects to be operating at a budget deficit.

Budget deficits are typically a result of under enrollment, and lower TISA revenue and potentially higher expenses for student support services and supplies and materials. Should TISA decrease (or be lower than expected, or the school has lower enrollment than expected, or the school has higher expenses than expected, we would utilize multiple strategies

- **Make strategic cost reductions** – The school would first make selective reductions in staffing around non-core-teaching positions and administrative positions (Deans, Coordinators, Counselors, Office Staff) as well as teaching positions if the number of classes were reduced with lower enrollment. The school would also reduce variable costs including office expenses, professional service contracts, professional development costs, instructional and CTE supplies and materials, and computer devices.
- **ESP Support** – The school is a partnered with an ESP. Additional resources could be provided by the ESP on a short-term basis (particularly in the first few years of operation) if needed to sustain operations while cost reductions were pursued and potential increases in revenue were generated through increased enrollment. If budget deficits were experienced in later years, the school would use cash reserves to sustain operations in the short term.

We have created a budget scenario in the Budget Template that uses lower enrollment and revenue in the first several years to illustrate financial viability.

The cash flow contingency, in the event that revenue projections are not met in advance of opening.

As part of an ESP, the school will fortunately have access to some startup capital to allow for startup activities. We have budgeted \$125,000 in the planning year for that purpose. We also plan to apply

for CSP funds in the amount of \$750K. We believe there is a high likelihood of being awarded funds based on the experiences of other new charter schools. Together, these funding streams will allow us to cover all pre-opening expenses.

Should there be any shortfalls in revenue, we would delay the hiring of an Operations Manager as well as reduce expenses related to office supplies and materials, professional development, and travel.

Budget and Finance Capacity

58. Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including the method for conducting annual audits of the financial, administrative, and program operations of the school. Describe how the school will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements. Identify the role and key responsibilities of the individual who will be responsible for overseeing day-to-day financial management and system oversight.

The school is planning to secure back-office services from GT3 Group to help the school manage accounting, purchasing, and payroll. GT3 Group has a strong track record and significant experience working with charter school organizations on finance and accounting systems and processes and is Tennessee-based. The school is seeking to have GT3 Group in place during the planning year, which is reflected in the budget.

The Head of School and Operations Manager will work with GT3 Group – as well as with the Finance Committee of the Board of Directors -- to develop and adopt financial policies for the school to ensure proper controls and that the school is being an excellent steward of public resources.

Financial policies will include, but will not be limited to, the following areas:

- Development and approval of the school’s annual budget (including protocol for any material budget changes during the fiscal year by the management team)
- Purchasing (required procedures, approvals, and signatures for various expenditure amounts and types)
- Internal controls (including invoices processing and documentation, proper segregation of duties)
- Cash flow management
- Entering into contracts or debt financing
- Bank reconciliations
- Annual audit

With GT3 Group – in combination with the Head of School, Operations Manager, and the Finance Committee of the Board of Directors, the school believes it will have the capacity to establish strong checks and balances, and policies, processes, systems, and segregation of duties to manage its financial resources effectively and efficiently.

In terms of an annual audit, which is required by state statute, the school will conduct an RFP process during the planning year to select an auditing firm. Criteria will include, but not be limited to:

- Experience working with charter school organizations
- Client references
- Contract Costs
- Geographic location of the auditing firm

Compliance with federal or state accounting and reporting requirements.

To ensure the school has and maintains a robust plan for compliance with state and federal accounting and reporting requirements, the Finance Committee of the Board of Directors, the Head of School, the Operations Manager, and GT3 Group (back-office services partner) will be dedicated to maintaining strong financial and operating systems at the school level.

- **Finance Committee** – The Finance Committee of the Board of Directors will be responsible for the governing oversight of the financial operations of the school and holding the leadership team accountable for strong financial operations. The Finance Committee will meet at least quarterly to review the financial efficiency and health of the school and to ensure the school is in compliance with state and federal accounting and reporting requirements.
- **Operations Manager and GT3 Group** – The Operations Manager, working with GT3 Group (back-office services partner), will be responsible for ensuring strong finance and accounting systems at the school and that the school is in compliance with all state and federal reporting requirements. These include, but are not limited to:
 - Development and maintenance of a financial policies manual that details financial processes and policies of the school.
 - Maintenance of the General Ledger and accounting systems
 - Development of monthly financials reports (actuals to budget) for the school leadership team and Board Submission of timely and accurate financial reports to the Authorizer and State as required by statutes and governmental policies
 - Submission of grant reports to local and state governments.
 - Submission of an annual audit to the Authorizer and State
- **Head of School** – The Head of School manages the leadership team as well as the Operations Manager and GT3 Group and serves as another check and balance to ensure the school is in compliance with state and federal accounting and reporting requirements.

59. Describe the procedures governing the deposit of idle funds, purchasing procedures, and comprehensive travel regulations.

The school will develop a financial policies manual that details the procedures for governing the deposit of idle funds, purchasing procedures, and comprehensive travel regulations.

Deposit of idle funds - Objectives include ensuring all received monies at the school are deposited in a timely manner (no longer than 3 business days) and recorded accurately in the accounting system with proper backup documentation. Cash reserves of the school will be maintained in interest bearing accounts with trusted and highly-regarded banking institutions. The financial policies manual will also outline the processes for deposits, proper documentation, and segregation of duties.

Purchasing Procedures - The financial policies manual will detail procurement processes that include RFP procedures, purchases orders, proper approvals (i.e. threshold amounts and individuals authorized to approve purchases), payment methods, timing of payments, backup documentation, accurate account coding and recording in the accounting systems, and verification procedures for received goods and services.

Travel Regulations - The school will have a specific travel policies manual that provides guidelines around travel-related planning and expenses (i.e. transportation, lodging, meals, incidental expenses, and conference related fees where applicable). The manual will also include proper authorization for travel and who is authorized to approve travel, and the processes and requirements for employee reimbursements.

While we summarize key financial and travel policies above, below outlines our proposed policies in detail:

Proposed Financial Policies

Opportunity Youth Academy

It is the intent of these Financial Policies and Procedures to implement both the letter and spirit of all applicable State and Federal regulations, authorizer policies and procedures, and the Tennessee Internal School Uniform Accounting Policy Manual regarding the expenditure of and accounting for all sources of funding. These Policies and Procedures may need to be modified as the school develops and regulations change. The Board of Directors ("Board") should approve these financial policies and revisit them periodically.

PROCUREMENT

I. **Authorization of Expenditures:** All purchases of goods and services shall be consistent with the Board-approved budget. These purchases shall not require Board-approved/executed contracts, with the exception of expenditures in total annual amounts greater than \$25,000. All other proposed expenditures must be approved by the principal, who will review the proposed expenditure to determine whether it is consistent with the Board adopted budget and sign the check request and purchase order forms (if applicable).

II. **Contracts for Goods and Services:** All contracts for goods shall be purchased in accordance with the policies and procedures of the school's governing body. All contracts shall also meet all requirements of state and federal laws, rules, and regulations. All professional services shall be provided for under a contract. Contracts for goods and services exceeding \$25,000 on an annual basis shall require a bidding process of sufficient duration to ensure fair competition and shall be presented to the Board for approval prior to signing. Length of contracts shall be at the discretion of the Board. For purchases less than \$25,000, the school will obtain at least 3 competitive quotes to ensure quality and cost efficiency.

The Head of School shall be the only employee of the school authorized to enter into contracts on behalf of the school and shall adhere to Conflict of Interest Policies detailed below as well as other school policies and procedures outlined in this document.

For purchases requiring a competitive bidding process, the school will issue a Request for Proposals (RFP) outlining the project scope, requirements, submission guidelines, evaluation criteria, and timelines. RFPs will be submitted to the school's existing vendor list as well as publicized on the school's website and other electronic media outlets.

The goal of the RFP process is to ensure:

- A. Transparency and competition
- B. Cost efficiency for the school in procuring services and goods
- C. Reduction of risk by evaluating multiple vendors and their qualifications
- D. Reduction of bias and to ensure objective assessment of vendors

After receiving vendor submissions, the school (leadership team and Finance Committee) will evaluate each vendor's proposal based on the defined criteria in the RFP (e.g., cost, technical capabilities, experience) and create a shortlist of potential vendors to narrow down the selection process. In the evaluation process, the school will verify (in sam.gov and/or other relevant databases) to ensure any vendor that has been suspended or disbarred is excluded from the selection process. The school leadership team and Finance Committee will present its recommendations to the Board for its consideration and vote. The Board reserves the right to select whichever vendor it deems most prepared to provide the required goods/ services without regard to the low bidder being the automatic selection. Once a vendor is selected, the school will move into the contracting phase with the selected vendor.

The school will ensure that contracts shall be made only with responsible and responsive suppliers with the following considerations:

- A. The supplier has the ability to perform successfully under the terms and conditions of a proposed procurement;
- B. A system for contract administration shall be maintained to assure supplier conformance with terms, conditions, and specifications of the contract and to assure adequate and timely follow-up of all purchases;
- C. Contracts shall contain such provisions or conditions which will allow for administrative, contractual, or legal remedies in instances where suppliers violate or breach contract terms and provide for such sanctions and penalties as may be appropriate; and
- D. All contracts and procedures governing the process of awarding and issuing contracts will meet all requirements of state and federal laws, rules, and regulations.

No work or delivery of goods shall be performed or accepted before the contract is fully executed.

The Head of School may make a finding to the Board for sole sourcing a contract exceeding \$25,000; in this case, the Board may also approve the contract in arrears at the time of contract execution. (The basis for such a finding may include time/ urgency issues; the absence of competitors; high service/quality from a particular contractor).

Additional Board approval is recommended in cases when the scope or cost of an approved contract has materially changed (more than 20%).

III. Conflicts of Interest: No person officially connected with or employed by the school may participate in the selection, award, or administration of a purchase or contract, including federal awards, if he or she has a real or apparent conflict of interest. A real or apparent conflict of interest arises when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a purchase or contract. Upon discovery of any potential conflict, the Head of School shall disclose, in writing, the potential conflict to the Board and any relevant agencies.

IV. Use of Federal Funds: The school shall comply with all regulations tied to such federal funds, including 2 C.F.R. 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), Individuals with Disabilities Education Act (IDEA), and any other applicable federal or state laws. In addition, the school shall comply with the authorizer’s policies and procedures for the implementation and oversight of federal programs.

V. Purchases with Federal Grants: Before federal grant funds are obligated or expended, the Head of School shall review the cost of a proposed expenditure and determine if it is an allowable use of federal grant funds, it is a necessary purchase for the school, and that is not duplicative of any items already purchased by the school. The Head of School will minimize the time that elapses between the transfer and disbursement of funds once an expenditure is approved.

VI. Purchase Cards: The school will not allow the use of purchase cards.

VII. Grievance and Complaints: The school will utilize the following grievance and complaint policy for any violation of the standards of conduct for contracts supported by federal awards.

Within thirty (30) days of encountering a violation of the standards of conduct that is the subject of the grievance, a grievant shall file a written notice with the Head of School via email or letter. The written notice shall identify the nature of the complaint and the date(s) of the occurrence; in addition, the notice must be signed and dated by the person filing the grievance. In the event a grievance is being filed by the legal guardian or parent of a student, the student and the legal guardian and/or parent shall sign and date the grievance.

The Head of School will immediately initiate an adequate, reliable, impartial investigation of the grievance. Each formal complaint will be investigated, and depending on the facts involved in each situation, will be decided after receiving information from the appropriate individuals. Each Tennessee’s Charter School Application

investigation will include interviewing witnesses, obtaining documentation, and allowing parties to present evidence.

Within thirty (30) business days of receiving the written notice, the Head of School shall respond in writing to the grievant (the “Response”). The Response shall summarize the course of the investigation, determine the validity of the grievance, and recommend the appropriate resolution.

If, as a result of the investigation, a valid grievance or harassment is established, appropriate corrective and remedial action will be taken.

VIII. Grant Management: The school is responsible for applying for and receiving desired grants. The school shall comply with the authorizer’s policies and procedures for the administration and implementation of federal programs. The school shall incur all obligations and responsibilities to expend the grant funds in accordance with the stated purposes and conditions of the award. Legally restricted donations or allocations to the school must be used in accordance with the stipulations placed on their use by the contributor. Any grant received by the school, with the exception of certain state or federal pass-through/sub-recipient grants (grants that are allocated to the authorizer and passed through to schools or grants that allow the authorizer to withhold a portion of funds for specified purposes), shall become property of the school and the authorizer shall have no title to the award. Receipt of any grants shall be reported to the authorizer as outlined in the adopted authorizer reporting calendar.

IX. Time and Effort: All employees who are paid in full or in part with federal funds must keep specific documents to demonstrate the amount of time they spent on grant activities. (C.F.R. § 200.430(i)(1)). In addition, employees who are paid from state and local funds, but whose salaries are used for cost sharing or matching, must also keep time and effort documentation. (2 C.F.R. § 200.430(i)(4)). Charges to federal awards for salaries and wages must be based on records that accurately reflect the work performed. In accordance with 2 C.F.R. § 200.430(i)(1), these records must:

- Be supported by a system of internal controls that provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
- Be incorporated into official records;
- Reasonably reflect total activity for which the employee is compensated, not exceeding 100% of compensated activities;
- Encompass both federally-assisted and all other activities compensated by the authorizer on an integrated basis; Comply with the established accounting policies and practices of the authorizer; and
- Support the distribution of the employee’s salary or wages among specific activities or cost objectives.

Budget estimates or other distribution percentages determined before the services are performed do not qualify as support for charges to federal awards, but may be used for interim accounting purposes

provided that the system for establishing the estimates produces reasonable approximations of the activity actually performed. (200.430(i)(1)(viii))

Procedures. In order to meet the above requirements, all employees who must complete time and effort forms must submit either a semi-annual certification or a personnel activity report (PAR) as required below. The type of form depends on the number of cost objectives that an employee works on. A cost objective is a program, function, activity, award, organizational subdivision, contract, or work unit of which cost data are desired and for which provision is made to accumulate and measure the cost of processes, products, jobs, capital projects, etc. (2 C.F.R. § 200.28)

All employees whose work is funded fully (100%) by a single cost objective or grant award must complete a semi-annual certification. The semi-annual certification must be:

- (1) Completed at least every six (6) months (twice a year);
- (2) Be signed by the employee or the supervisor with direct knowledge of the work being performed;
- (3) Reflect an after-the-fact distribution of the actual activity; and
- (4) Account for the total activity for which each employee is compensated.

A PAR must be completed if an employee is funded partially on one (1) or more grant cost objective(s). It provides a written record of an employee's work activities used to document that employee's time to grants or projects. It must be completed monthly and supported by a daily calendar of activities. All employees who work on multiple cost objectives must complete PARs that support the distribution of their salaries /wages that meet the following standards:

- (1) Reflect an after-the-fact distribution of the actual activity, not budget estimate;
- (2) Account for the total work activity for which each employee is compensated;
- (3) Are prepared at least monthly (a separate PAR for each month) & coincide with one (1) or more pay periods; and
- (4) Are signed by the employee.

X. Employee Separation: Employees funded by federal funds will follow the same employee separation policies as all other employees as described in the human resource policies/employee handbook. Upon termination, any leave balance paid to a federally-funded employee above the amount of leave earned in the current project shall not be paid from federal funds.

XI. Federal Cash Management: Generally, the school receives payments for federal grants on a reimbursement basis. However, in the event that federal funds are advanced to the school, the school will comply with applicable methods and procedures for payment that minimize the time elapsing between the transfer of funds and disbursement by the school, in accordance with the Cash Management Improvement Act. If the school receives an advance in federal grant funds, the school

will remit interest earned on the advanced payment quarterly to the federal agency. The school may retain allowable interest amounts for administrative expenses.

According to guidance from the U.S. Department of Education (USDE), when calculating the interest earned on USDE grant funds, regardless of the date of obligation, interest is calculated from the date that the federal funds are received until the date on which those funds are disbursed by the school.

XII. Record Keeping: All records and supporting documents related to the bidding and contracting process for purchases will be maintained for 5 years and until the resolution of any litigation, claim, negotiation, audit, or other action involving records.

XIII. Mandatory Disclosures: The school will properly disclose whenever, in connection with its Federal awards (including any activities or subawards thereunder), it has credible evidence of the commission of a violation of Federal criminal law involving fraud, conflict of interest, bribery, or gratuity violations found in Title 18 of the United States Code or a violation of the civil False Claims Act (31 U.S.C. 3729-3733). The disclosure will be made in writing to the Federal agency, the agency's Office of Inspector General, and pass-through entity (if applicable).

XIV. Invoices

A. Invoices under \$25,000 must be approved by the principal.

B. Invoices for \$25,000 or more that are not part of a Board-approved contract must be approved by the Head of School and the board treasurer.

C. Accounts Payable: The school shall adhere to the back-office provider's accounts payable policies and procedures.

D. Credit and Debit Card Usage: The School will have an approved combined credit card limit of \$50,000. Authorized card holders include the Head of School and the Operations Manager. Credit card statements will be reconciled on a monthly basis.

E. Other Electronic Payments: Other electronic methods (wire, ACH, transfer between bank accounts, etc.) shall not be permitted for payment of any expenses or reimbursements in excess of \$5,000 without the express written consent of the Head of School and board treasurer.

F. Employee Reimbursements: All staff are eligible to be reimbursed for appropriate, school-related expenses if the expenses have been approved by their supervisor prior to purchase and the item cannot be purchased through another, school-approved method. Reimbursements may not be approved for purchases which violate these guides.

Staff must submit personal receipts and appropriate documentation (including an expense report) to their supervisors for final approval. The Operations Manager should provide appropriate financial coding, so that all charges can be placed on a budget line. Once an expense report has been approved, it is routed to payroll and is paid out in the next pay period after it is received.

There should be documentation for staff which indicates ahead of time that the expenses were required and were unable to be purchased using traditional methods. Reimbursements may only be given for meals or incidentals not covered by the conference or event up to the IRS per-diem rate for that meal (i.e., if a conference provides breakfast and lunch, the only allowable expense is dinner, at or below the IRS rate stated on <http://www.gsa.gov/portal/category/104711>).

G. Personal Use of School Funds: Use of School funds for personal use is prohibited. Violation of this policy shall result in discipline up to and including dismissal or removal, including from the Board.

Compliance with these procurement policies will be monitored and reviewed annually, including a review of proper documentation for all purchases and contracting processes. Any school employee's non-compliance with these policies will result in potential disciplinary actions, including up to suspension or termination.

BANKING

I. General Checking Account

A. The Board shall authorize the establishment of commercial bank accounts for the purposes of School operations. Funds will be deposited in non-speculative accounts including federally insured savings and/or checking accounts and/or invested in non-speculative federally backed instruments and/or standard money market accounts.

B. The General Checking Account shall be the primary account for School needs. Authorized signatories to this account shall be the Head of School and the Board Treasurer. Checks above \$25,000, and checks payable to an authorized signer, must be signed by two authorized people. Authorized signers for checks above \$25,000 from this account shall be the Head of School and board treasurer.

C. The General Checking Account shall be reconciled monthly by an outsourced back-office provider that does not have the ability to approve expenses or disburse funds from the account.

D. Deposit of idle funds - All received monies at the school are to be deposited in a timely manner (no longer than 3 business days) and recorded accurately in the accounting system with proper backup documentation. Cash reserves of the school will be maintained in interest bearing accounts with trusted and highly-regarded banking institutions.

TRAVEL POLICIES

I. Reimbursements - All staff are eligible to be reimbursed for appropriate, school-related travel expenses as detailed in the school's travel policies document.

OTHER PRACTICES

I. Budget Adoption: A budget shall be adopted by the Board no later than June 30 prior to the start of each new fiscal year, or earlier if required by the authorizing entity. During the course of the year, the Board may adopt an amended budget as expenses and revenue projections change. Requests for a budget revision to federal grants must be approved by the Head of School or designee and

submitted for approval to the authorizer in accordance with budget revision procedures and timelines established by the authorizer.

The school shall adopt a budget and submit it to the authorizer by the authorizer's required deadline. The budget shall be presented on the chart of accounts for local education agencies (LEAs) and be a comprehensive accounting of all revenue and proposed expenditures of the school and include a projected enrollment number used as a basis of the revenue calculation.

II. Board Meetings: The Board shall review financial statements at scheduled Board meetings.

III. Conflict of Interest: Any Board member with a financial interest in a matter presented to the Board shall fully disclose such interest prior to Board discussion on the issue and shall recuse themselves from the discussion and voting on the matter. The Board shall develop a separate more comprehensive policy on conflict of interest, hiring of relatives, and compliance with Tennessee Code Annotated and IRS requirements.

IV. Payroll

A. New Employees: Requests for new employees shall be initiated by the Head of School and be consistent with the approved annual personnel budget. New employees shall complete an Application for Employment and all necessary paperwork for payroll. New employees shall be fingerprinted consistent with State law. Fingerprint and background clearance must be received by the school before any employee may start work.

B. Employees shall be paid on a bi-monthly basis via direct deposit

C. Employees shall accrue vacation and sick leave time based on the personnel policy of the school.

D. Timekeeping (for hourly staff): The Head of School or Operations Manager shall develop procedures to ensure accurate and timely preparation of timesheets for hourly employees.

E. The school shall not permit advanced payments for salary or hourly employees

F. Independent Contractors: The school shall only engage independent contractors if the following practices are followed:

1. The expense is within the approved budget or separately approved by the Board.

2. The contractor provides IRS form W-9;

3. IRS rules are followed regarding classification of staff as contractors versus employees; and

4. The work is done under contract.

V. Capitalization and Depreciation: The School will capitalize and depreciate all assets costing \$5,000 or more. All other assets are charged to expense in the year incurred. Capitalized assets are recorded at cost and depreciated under the straight-line method over their estimated useful lives which can range from:

A. Leasehold Improvement – Lease term or 5 years, whichever is shorter

B. Equipment – 3 years

C. Furniture – 5 years

D. Repair and maintenance costs, which do not extend the useful lives of the assets, are charged to expense. The cost of assets sold or retired and related amounts of accumulated depreciation are eliminated from the asset accounts, and any resulting gain or loss is included in the earnings in the year.

VI. Management of Property and Equipment (Including property and equipment secured by Federal Grant Awards)

A. Property records will be maintained that include a description of the property, a serial number or other identification number, the source of funding for the property (including the FAIN), who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the project costs for the Federal award under which the property was acquired, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.

B. A physical inventory of the property will be taken and the results reconciled with the property records at least once per year. A control system will be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated.

C. Adequate maintenance procedures will be developed to keep the property in good condition, which shall be conducted by internal personnel or through contracted technology services.

D. If the School is authorized or required to sell the property, proper sales procedures will be established to ensure the highest possible return.

VII. Disposal of Surplus Property and Donations:

A. Surplus property shall mean property that is no longer in use, is damaged beyond repair, or that the school feels will have no future value to the school's program, and that is declared to be surplus property by the Board. If the School wishes to dispose of equipment or other surplus property, the Board shall declare the property surplus and shall direct the staff on the actual means of disposal of the property, such as sale, donation, or destruction and disposal.

B. If the School wishes to donate equipment or other surplus property, the Board shall declare the property surplus and authorize the donation. Requirements for potential receiving organizations shall include: (1) the receiving organization is fully independent of the school, with none of the School's Board members or key personnel involved in the receiving organization; and (2) the receiving organization shall be a non-profit or governmental entity related to education. In addition, the school shall secure a receipt from the receiving organization for the donated property and shall remove the asset from the school's books and record the donation as required by state and federal audit guidelines.

C. Property Acquired with Federal Grant Funds: If the property in question costs \$5,000 or more at the time of acquisition and was acquired with federal grant funds, the School shall notify the federal contract administrator prior to donating or disposing of such property as provided above and will adhere to all Federal guidelines around property and equipment disposition (as outlined in Uniform Grants Guidance 200.33, 200.313).

VIII. Document Retention Policy: All financial records and programmatic records, supporting documents, statistical and other records of the school will be maintained for 5 years until the resolution of any litigation, claim, negotiation, audit, or other action involving records.

IX. Fees, Fee Waivers, and Fines: In keeping with the establishment of free public schools in Tennessee, all necessary elements of any school activity, which constitute an internal fundamental part of secondary education, shall be provided free of charge to students. In the event that it becomes necessary to collect fees from pupils enrolled in certain academic subjects or engaged in certain enrichment activities to maintain the desired instructional and activities program in each school center, school fees may be collected and then expended only for the purposes for which they were collected. No fees or tuition shall be required of any student as a condition to attend the school or use its equipment. No student shall be penalized for nonpayment of any materials fee.

A. Fee Waiver. The school will follow a process by which to waive all school fees for students who receive free or reduced-price school lunches. "School fees" means:

1. Fees for activities that occur during regular school hours;
2. Fees for activities and supplies required to participate in all courses offered for credit or grade;
3. Fees or tuition applicable to courses taken during the summer by a student, except that nonresident students regularly enrolled in another school system may be required to pay fees or tuition for such summer courses; and
4. Fees required for graduation ceremonies.

Students who qualify for free and reduced-price lunch may seek a waiver for fees, provided a Waiver Application is submitted, which may be available on the school website or from the school office. Applicants will need to provide documentation to verify their eligibility (e.g., proof of participation in free or reduced-price meal programs). The school administration will then review the application and supporting documentation and notify students and families of the decision regarding their Waiver Application.

X. Fines. Per Tennessee law, the school is entitled to recover damages in an action in assumpsit in an amount not to exceed ten thousand dollars (\$10,000) in a court of competent jurisdiction from the parents or guardian of the person of any minor under eighteen (18) years of age, living with the parents or guardian of the person, who maliciously or willfully causes personal injury to such person or destroys property, real, personal or mixed, belonging to the school. The recovery shall be limited to the actual damages in an amount not to exceed ten thousand dollars (\$10,000), in addition to taxable court costs.

XI. Internal School Funds: The school, as a public charter organization operating in the State of Tennessee, will adopt the policies of the Internal School Funds Accounting Manual developed and published by the TN Comptroller of the Treasury.

The purpose of the Manual is to provide uniform policies and procedures for the management of student activity and other internal school funds in Tennessee public schools. The 1976 Tennessee General Assembly amended Tennessee Code Annotated, Section 49-2-110, to require the Tennessee Department of Education to prepare a “Uniform Accounting Policy Manual,” subject to the approval of the Comptroller of the Treasury and the Commissioner of Finance and Administration, for use in individual schools. Specific policies adopted by the school include:

A. Internal School Fund Bank Account: The school will maintain a separate bank account for Internal School Funds revenues and expenses that will be reconciled on at least a quarterly basis and at year-end. These practices will be in accordance with the Tennessee Internal School Uniform Accounting Policies Manual.

B. Three Day Deposit: The school will deposit Internal School Funds receipts within 3 business days as required by the Tennessee Internal School Uniform Accounting Policies Manual.

C. Internal School Funds Documentation: The school will maintain all backup receipts and expense documentation related to Internal School Funds that substantiate recorded amounts received and paid. These practices will be in accordance with the Tennessee Internal School Uniform Accounting Policies Manual.

INDEPENDENT AUDIT

I. An annual audit by an outside firm shall be performed each year on the close of the prior year’s books. The audit shall be performed in advance of the statutory audit deadline for Tennessee charter schools. The audit shall include, but not be limited to, (1) an audit of the accuracy of the school’s financial statements, (2) an audit of the school’s attendance accounting and revenue claims practices, and (3) an audit of the School’s internal controls practices.

II. If the School receives over \$1,000,000 from federal sources, the audit shall be prepared in accordance with any relevant Office of Management and Budget audit circulars.

III. The audit firm shall be on the State approved list of auditors.

IV. At the conclusion of the audit, the back-office provider will review the audit with the Board and propose any changes necessary in operating procedures to comply with audit findings.

V. Form 990 Federal Tax Return: The selected audit firm will prepare the Form 990 tax return and send a copy to the school staff responsible for the audit. The school staff will review and send a copy to the Board of Directors for its review and approval before filing. Once approved by the Board, the school will notify the audit firm who will then prepare the final return for filing.

FISCAL ROLES AND RESPONSIBILITIES

- I. The following positions hold varied levels of responsibilities as it relates to school finances:
 - A. Operations Manager: In addition to overseeing daily business activities by managing resources and developing and implementing organizational plans for the school, this person will oversee and manage vendor relationships, manage grants (reporting, reimbursements, tracking offsetting expenses), manage procurement and resource allocation, work with the back-office provider to review monthly financials and submit coding, and back-up financial documentation to the back-office provider.
 - B. Board Treasurer: In collaboration with the Head of School and Operations Manager, the board treasurer will review fiscal and budget analysis and reconciliations for accuracy, support with preparation of financial reports as needed, review restricted budget and documentation for compliance and review the school's financial documentation monthly to ensure compliance with State and Federal regulations.
 - C. Principal: The Head of School will support with oversight, management and control of school budget, complete monthly reviews of school finances with the Operations Manager and back-office provider and review and approve financial reports to be submitted to the board monthly.
 - D. Back-office Provider: The School will contract with a back-office provider who will serve as an uninterested party to provide fiscal management resources.

WHISTLEBLOWER POLICY

- I. It is the policy of the school to fully comply with state and federal law regarding protection for individuals who report a violation or suspected violation of any federal or state law, or rule adopted pursuant to law.
 - A. The employee, or a person acting on behalf of an employee, in good faith, reports a violation or suspected violation, or planned violation of any federal or state law or common law or rule adopted pursuant to law to the school or Board, or to any governmental body or law enforcement official;
 - B. The employee is requested by the Board, or Head of School to participate in an investigation, hearing, inquiry;
 - C. The employee refuses an order from the Board, principal, or the employee's supervisor, to perform an action that the employee has an objective basis in fact to believe violates any state or federal law or rule or regulation adopted pursuant to law, and the employee informs the employer that the order is being refused for that reason;
- II. No employee or Board member who takes action as described above shall suffer harassment, retaliation or adverse employment consequences. An employee who retaliates against an individual who has reported a violation in good faith is subject to discipline up to and including termination of employment. This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within the school.

- III. Board members are responsible for investigating and resolving all reported complaints and allegations concerning violations of this policy and shall advise the Board Chair and/or form a committee.
- IV. The board treasurer shall address all reported concerns or complaints regarding corporate accounting practices, internal controls or auditing. The Head of School shall immediately notify the board treasurer of any such complaint and work with the committee until the matter is resolved.
- V. Anyone filing a complaint concerning a violation or suspected violation of any federal or state law, or rule adopted pursuant to law, must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a legal violation. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.
- VI. Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously to a school board member. Reports of violations or suspected violations will be kept confidential to the extent permitted by law and consistent with the need to conduct an adequate investigation.
- VII. All reports will be promptly investigated, and appropriate corrective action will be taken if warranted by the investigation.

Opportunity Youth Academy

Travel and Expense Reimbursement Policy

Overview

This policy provides guidelines for budgeting and administering travel funds, as well as reimbursement of expenses incurred by the school's employees while on approved official school business. All travel-related activities must comply with this policy to ensure accountability, cost efficiency, and proper documentation.

A. Guidelines for Budgeting and Administering Travel Funds

The following expenses are reimbursable if incurred for official business, seminars, conferences, or conventions:

1. Transportation
2. Lodging
3. Meals (subject to specific conditions)
4. Registration fees
5. Incidentals

B. General Guidelines

1. Employees must obtain authorization from their supervisor prior to scheduling any travel-related event. Estimated total costs must be provided at the time of request.
2. Expenses incurred for non-employee individuals will not be reimbursed.
3. Employees are encouraged to travel together when attending the same event to minimize costs.

C. Expense Reimbursement Procedures

1. All reimbursement requests must be submitted within 60 days of the travel date.
2. Reimbursement claims must be filed with attached receipts
3. Meal expenses are reimbursed based on actual costs incurred and must be supported by itemized receipts. Reimbursement for meals will not exceed the applicable federal per diem rate. The per diem rate represents the maximum allowable reimbursement, not a guaranteed or automatic payment amount.
4. Employees must obtain refunds for all advance payments of registration, lodging, and transportation if the employee cannot attend. Failure to do so without extenuating circumstances will result in personal responsibility for these costs.

D. Transportation Guidelines

1. Employees should choose the least costly method of transportation, considering travel costs, employee time, meeting schedules, and lodging and meal expenses.
2. Use of personal vehicles is limited to 500 miles round trip. If the total travel distance exceeds 500 miles round trip, a rental car must be used.
3. Reimbursement for mileage will be based on the federal reimbursement rate for authorized personal vehicle use.
4. For air travel, employees must book economy-class tickets. Business class is permitted only for ADA-approved accommodations.
5. Ground transportation costs, such as parking fees and tolls, may be reimbursed with proper receipts.
6. Rental cars may be reserved up to full size. (Except for group and student travel)
7. Commercial transportation (Uber/Lyft) is allowed, approval from finance department in advance is required

E. Lodging Guidelines

1. If lodging costs exceed the per diem allowance, only the per diem rate will be reimbursed. Hotels for conferences or meetings may be allowed at rates exceeding the per diem, subject to prior approval from the principal.

2. Lodging accommodations should align with the event duration and include standard room accommodations only.

F. Meal Reimbursements

1. Meal expenses will be reimbursed based on actual expenses incurred, supported by itemized receipts, and limited to the federal per diem rate.

2. The federal per diem rate represents the maximum reimbursement allowed; employees will be reimbursed only for the actual amount spent.

3. If meals are provided as part of a conference, training, or event, no additional meal reimbursement will be approved.

4. Per diem rates include an allowance for incidentals (e.g., tips, snacks, and fees).

5. Itemized receipts are required for all meal reimbursements.

6. alcoholic beverages are not reimbursable

G. Budgeting and Oversight

1. The operations manager, in collaboration with the back-office provider, is responsible for preparing and monitoring travel budgets for each fiscal year.

2. Following budget adoption, the operations manager will notify employees and departments of allocated travel funds.

H. Exception Approval

Any exceptions to this policy must be approved in advance by the principal or designee and documented in writing.

I. Unacceptable Items

- Vehicle maintenance, repairs, and fluids
- Alcoholic beverages
- Personal entertainment
- Rental car upgrades
- Personal expenses
- Fines and penalties
- In-room services
- Other non-work related expenses

J. Exceptions

Any exceptions to this policy must be approved in advance by the principal or designee and documented in writing.

K. Compliance and Monitoring

Failure to comply with this policy may result in denial of reimbursement or other disciplinary actions. Expenses and reimbursements will be reviewed and monitored by the principal or designee.

60. Describe any services to be contracted, such as business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such services.

The school will be working with GT3 Group to help the school manage accounting, purchasing, payroll, and the audit.

The school will have GT3 Group in place during the planning year, which is reflected in the budget.

The Head of School – in collaboration with the Finance Committee of the Board of Directors – will structure a contract with GT3 Group that specifically outlines the roles and responsibilities of the school's administration and GT3 Group. The relationship and performance of GT3 Group will be continuously monitored to ensure the school maintains strong financial and operating systems and procedures.

The Finance Committee will also have oversight responsibility of the relationship through its role of monitoring the financial and operating systems of the organization.

In terms of the audit, the school will conduct an RFP process during the planning year to select an auditing firm with the relevant expertise and experience to conduct the audit of a charter school organization.

Criteria will include, but not be limited to:

- Experience working with charter school organizations.
- Client references.
- Contract Costs.
- Geographic location of the auditing firm.

The Finance Committee of the Board of Directors, the Operations Manager, and GT3 Group will work with the auditing firm to ensure all information is provided in a timely manner, that the audit is completed accurately and on time, and that the organization responds and makes changes based on any deficiencies pointed out by the auditors.

61. Based on the team identified in Table 4, describe the sponsor's team's individual and collective qualifications for implementing the financial plan successfully. Identify any gaps in the sponsor's team and describe plans to fill those gaps with future hires. The discussion of both current team capacity and future hires should include a discussion of capacity in areas such as the following:

- a. Financial management;**
- b. Fundraising and development; and**

c. Accounting and internal controls.

The school will have an experienced group of professionals to help develop and implement a continued, successful financial plan:

- **Opportunity Youth Network (ESP) Executive Director, Robert Clark**, has been an organization leader for over two decades, and has developed and managed a city-wide, \$11M collective impact strategy in Newark, NJ to improve the health, education, and life outcomes of opportunity youth. His organization also operates charter schools, LEAD Charter Schools, in Newark that serve Opportunity Youth (16–21-year-old students). Mr. Clark has significant experience in overseeing multi-million budgets and effectively allocating resources. Mr. Clark will be involved in the startup operations of the school in Memphis and will work with the Head of School and Back-Office Provider to ensure strong financial policies and processes are put into place during the planning year.
- **Board Member, Reggie Jackson**, has been an Assistant Superintendent and Director of Academic Operations for Memphis Shelby County Schools and a founding principal within a Charter Management Organization and has led large scale initiatives around operations. Mr. Jackson has extensive experience in developing policies and procedures and overseeing budgets as well as collaborating among multiple stakeholders and departments. His experience within a large district and within a school startup environment will be instrumental in helping the founding team in Memphis to establish strong financial policies and systems and to execute the financial plan.
- **Board Member, Ronald K. Schuyler, Jr.**, has been a principal, and is a Director of Strategic Operations and Planning with Memphis Shelby County Schools. Mr. Schuyler has experience managing school budgets and allocating financial resources toward programmatic initiatives, analyzing data, and working collaboratively across multiple stakeholders. Mr. Schuyler will work with the school's founding team to help with development and implementation of the financial plan, drawing upon prior school leadership experience.
- **Back-Office Consulting Support** – the school plans to work with GT3 Group on short-term and long-term budgeting, financial management processes, and organizational growth. GT3 Group has extensive experience and knowledge working with charter school organizations and will provide support on the startup accounting and financial operations for the school.

The school's Head of School and Operations Manager, working with the Board and GT3 Group, will be responsible for and instrumental in the development of financial policies, processes, and plans during the startup year. The Board will ensure these new hires have strong experience in school leadership and operations and are prepared to execute an effective financial plan.

Collectively, we believe these professionals have the experience and knowledge to ensure that the school has the capacity to maintain a sound and successful financial plan.

62. Explain how the proposed school's financial health will be monitored and measured, including performance in pre-operations, during early years, and as an established organization. If the board determines a need to intervene regarding financial performance, what form(s) would that take?

The Board of Directors (working primarily through the Finance Committee of the Board) will have responsibility for monitoring the financial health of the school, both during the planning year and during operations. Monitoring will include:

- Approving financial policies and procedures of the school
- Overseeing the preparation of the annual budget and financial statements
- Overseeing the administration, collection, and disbursement of the financial resources of the organization, including establishing clear procurement procedures
- Monitoring actuals to budget on at least a quarterly basis, including financial dashboards with metrics aligned to the Authorizer's Financial Performance Scorecard
- Overseeing systems of internal control, including overseeing compliance by management with applicable policies and procedures and risk management
- Overseeing the annual independent audit process, including the recommended engagement of and receiving reports from the independent certified public accountants
- Advising the board with respect to making significant financial decisions

Should the school underperform in its financial operations, the Board would take a number of measures, including:

- Create an oversight committee, comprised primarily of finance committee members to monitor clearly defined financial metrics
- Outline actionable steps for improvement with measurable financial benchmarks (to be monitored on a monthly basis or more frequently if merited)
- Create communication briefs for the Board on progress
- If Board oversight is not adequate, bring in outside financial consultants to assist with improvement planning and monitoring
- Potentially make staffing changes if improvement does not materialize after prior efforts toward improvement (outlined above)



Attachment 1: Evidence of Community Engagement



January 12, 2026

To: Memphis-Shelby County Schools

Subject: Letter of Support for Frayser Leadership Academy

As the founding executive director of Libertas School of Memphis - one of the state's most successful turnaround schools - I am pleased to offer this letter of support for Frayser Leadership Academy to open as an Opportunity Public School in Memphis

Having served as an appointed member of the state's advisory committee in creating the Opportunity school pathway, I know that this is a means for schools to provide students who have not found success in traditional school environments with an innovative but rigorous and supportive path forward.

Frayser Leadership Academy is being designed to serve students in and around the neighborhood where I have led for 11 years, including as a two time Reward School. I have personally known students and families that I know would benefit from a program such as this. I will be glad to see the most at-risk students access academics, college and career support, and life skill development. I have gotten to know the team behind this school through many in-depth conversations over the last year as they have planned their application.

I hope you will give strong consideration to their proposal.

Sincerely,

A handwritten signature in blue ink that reads "Bob Nardo".

Bob Nardo
Executive Director
Libertas School of Memphis
bob.nardo@libertasmemphis.org



MEMPHIS MEDICAL DISTRICT

COLLABORATIVE

BOARD OF DIRECTORS

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MR. IKE ANAND

President & CEO, ALSAC/St. Jude
Children's Research Hospital

VICE CHAIR

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University

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Chancellor, University of Tennessee
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COO, City of Memphis

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Regional One Health

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President, Southwest Tennessee
Community College

MR. PITT HYDE

Co-Founder, Hyde Family Foundation

DR. JOHN LESLIE

Market Medical Executive, Cigna
Healthcare Tri-South

MS. ASHLEY MCDURMON

President & CEO, Orion Financial

MR. DOUG MCGOWEN

President & CEO, MLGW

DR. BRUCE RANDOLPH

Interim Director, Shelby County Health
Department

MS. CHANDELL RYAN

President & CEO, Downtown Memphis
Commission

DR. MICHAEL UGWUEKE

President & CEO, Methodist
Le Bonheur Healthcare

January 27, 2026

To: Memphis-Shelby County Schools

Subject: Letter of Support for Frayser Leadership Academy

As the Senior Director of the Memphis Medical District Collaborative, I am writing in support of Frayser Leadership Academy's application to open an Opportunity Public Charter School in the Frayser community of Memphis. As an Opportunity Public Charter School, Frayser Leadership Academy will serve high school students who have not found success in traditional high school environments. The need for this type of school is great as schools that serve students who live in and around the Frayser community have seen chronic absenteeism rise and graduation rates drop.

Frayser Leadership Academy's model, which focuses on accelerated academics, leadership development, life skills, and career and technical education, is proven to effectively serve students who have not been successful in traditional high school environments. More specifically, for the past twenty years, this model has been implemented successfully across multiple campuses that serve similar populations of students in Newark, New Jersey. With the recent passage of the Opportunity School legislation, the leaders of these schools are seeking to bring the model to Memphis, which I wholeheartedly support.

The mission and model of Frayser Leadership Academy hinges on collaboration with the communities the school will serve. With support from the leadership of the existing schools, the leaders of Frayser Leadership Academy will leverage existing resources and community organizations in Memphis to bring the model to life, allowing students who have not yet found success in traditional high schools the opportunity to attend a school designed to meet their unique needs.

To this end, I lend my full support to Frayser Leadership Academy and the positive impact on students and the larger community the school will bring.

In partnership,

Latasha Harris

Senior Director of Workforce Strategy
Memphis Medical District Collaborative
lharris@mdcollaborative.org
901-290-3461



Vanessa Caswell-Rodgers
CEO/Founder
I AM SHE
January 15, 2026

To: Memphis-Shelby County Schools

Subject: Letter of Support for Frayser Leadership Academy

My name is Vanessa Caswell-Rodgers, and I serve as CEO and Founder of I AM SHE. I am writing to express my strong support for the approval of Frayser Leadership Academy's application to open as an Opportunity Public School in Memphis.

Opportunity schools provide students who have not found success in traditional school environments with an alternative path forward. Frayser Leadership Academy is uniquely prepared to serve these students in and around the Frayser community.

The academy will serve students ages 16–21 in grades 9–12, helping them master essential skills for success in postsecondary education, careers, and community leadership within a global society. This will be achieved through accelerated academics, life and leadership skills development, and career and technical education.

At I AM SHE, we are eager to partner with Frayser Leadership Academy to provide mentorship and support in areas such as self-esteem building, character development, dress and table etiquette, public speaking, sex trafficking awareness, and future career planning.

We fully support Frayser Leadership Academy and the positive impact it will have on students and the Frayser community. We look forward to collaborating to help the school achieve its mission and vision.

In partnership,
Vanessa Caswell-Rodgers
CEO/Founder, I AM SHE



Dr. Michael C. Ellis, Sr.
4322 Old Forest Rd
Memphis, TN 38125

12 January 2026

To: Memphis-Shelby County Schools

Subject: Letter of Support for Frayser Leadership Academy

My name is Michael C. Ellis, Sr., and I serve as President of the Frayser Exchange Club. I am writing to express my full support for the approval of Frayser Leadership Academy's application to open as an Opportunity Public School in Memphis. Opportunity schools provide students who have not found success in traditional school environments with an alternative path forward, and Frayser Leadership Academy is prepared to serve such students in and around the Frayser community.

Frayser Leadership Academy will serve students ages 16-21 in grades 9-12, helping them master the essential skills for success in postsecondary education, career, and community leadership within a global society. The school will achieve this through accelerated academics, life and leadership skills development, and career and technical education. We are eager to partner with the school, offering Frayser stakeholder partnership opportunities.

I wholeheartedly support Frayser Leadership Academy and the positive impact it will have. The Frayser Exchange Club is eager to partner with Frayser Leadership Academy to help the school achieve its mission and vision for students and the Frayser community.

In partnership,

Dr. Michael C. Ellis, Sr.
President

To: Memphis-Shelby County Schools

Subject: Letter of Support for Frayser Leadership Academy

Date: January 12, 2026

I write to express Agape's strong support for the approval of **Frayser Leadership Academy's application to open as an Opportunity Public School** in Memphis.

Opportunity schools provide critical alternative pathways for students who have not experienced success in traditional school environments. Frayser Leadership Academy is well positioned to meet this need for students ages **16–21 in grades 9–12**, particularly within the Frayser community, by offering a rigorous and supportive model that integrates accelerated academics, leadership development, and career and technical education.

Agape Child & Family Services has served Memphis and Shelby County for 55 years, advancing human flourishing through a two-generation, place-based approach that integrates education, workforce development, family stability, and community partnerships. Our current poverty-fighting work in Frayser, Hickory Hill, Raleigh, and Whitehaven aligns closely with Frayser Leadership Academy's mission to reengage youth, build essential life and career skills, and support long-term success. Also, our current Out-of-School Youth (OSY) contract through the local Memphis Workforce Board serves youth, 16 to 24 years of age, who align, largely, with this population desired to be served through this proposal.

Agape is eager to partner with Frayser Leadership Academy through programmatic and systems-level support, including:

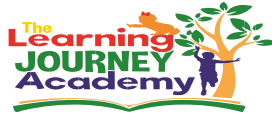
- Workforce readiness and career pathway alignment
- Family engagement and wraparound supports
- Connections to community-based services and employer partners
- Coordination with neighborhood and youth-serving initiatives

We believe Frayser Leadership Academy will serve as a vital educational and community anchor—providing students with renewed opportunity, strengthened agency, and a clear path toward postsecondary success.

Agape wholeheartedly supports Frayser Leadership Academy and looks forward to partnering with the school and Memphis-Shelby County Schools to help students and the Frayser community thrive.



David Jordan
President & CEO



January 21, 2026

To: Memphis-Shelby County Schools

Subject: Letter of Support for Frayser Leadership Academy

My name is Re-Chandra Chism, and I serve as Founder and CEO for The Learning Journey Academy. I am writing to express my full support for the approval of Frayser Leadership Academy's application to open as an Opportunity Public School in Memphis. Opportunity schools provide students who have not found success in traditional school environments with an alternative path forward, and Frayser Leadership Academy is prepared to serve such students in and around the Frayser community.

Frayser Leadership Academy will serve students ages 16-21 in grades 9-12, helping them master the essential skills for success in postsecondary education, career, and community leadership within a global society. The school will achieve this through accelerated academic, life and leadership skills development, and career and technical education. We are eager to partner with the school, offering support through mentorship, family engagement, leadership development, and community collaboration. We believe strongly in building strong pipelines of support that empower students to thrive academically and personally.

I wholeheartedly support Frayser Leadership Academy and the positive impact it will have. The Learning Journey Academy is eager to partner with Frayser Leadership Academy to help the school achieve its mission and vision for students and the Frayser community.

In partnership,

Re-Chandra Chism

Re-Chandra Chism
The Learning Journey Academy



Legacy of Legends CDC
2025 Clifton Ave.
Memphis, TN 38127

To: Memphis-Shelby County Schools

I am writing to express my strong and enthusiastic support for the approval of **Frayser Leadership Academy's** application to open as an **Opportunity Public School** in Memphis.

My name is **Charlie Caswell, Jr.**, and I am the **Founder of Legacy of Legends Community Development Corporation (CDC)**, a nonprofit organization dedicated to advancing educational equity, trauma-informed practices, youth leadership development, and community-based wraparound supports across Memphis and Shelby County.

Opportunity Schools play a critical role in providing students who have not experienced success in traditional educational settings with an alternative, supportive pathway toward academic achievement and long-term success. Frayser Leadership Academy is uniquely positioned to meet this need and to serve students and families in the Frayser community with excellence, innovation, and compassion.

Frayser Leadership Academy will serve students ages **16–21** in grades **9–12**, supporting them in mastering the academic, leadership, and life skills necessary for postsecondary education, workforce readiness, and responsible community leadership in a global society. The school's focus on accelerated academics, leadership development, and career and technical education aligns strongly with the mission and values of Legacy of Legends CDC.

Legacy of Legends CDC is eager to partner with Frayser Leadership Academy by providing **wraparound supports**, including trauma-informed and trauma-responsive services, leadership development programming, workforce readiness and life skills training, family engagement initiatives, and direct connections to community-based resources that support student success both inside and outside the classroom.

I wholeheartedly support Frayser Leadership Academy and believe it will have a transformative and lasting impact on students, families, and the broader Frayser community. Legacy of Legends CDC looks forward to serving as a committed community partner to help the school fulfill its mission and vision.

Thank you for your consideration and continued commitment to expanding high-quality educational opportunities for all students.

In partnership,

Charlie Caswell, Jr.

Founder

Legacy of Legends Community Development Corporation (CDC)

Email: legacyoflegendscdc@gmail.com

www.itsyourlegacy.org



Lawson Consulting, LLC
1141 Kings Park Road
Memphis, TN 38117
(901) 827-5647
brett@lawsonconsulting.llc

Date: 1/24/2026

To: Memphis-Shelby County Schools

Subject: Letter of Support for Frayser Leadership Academy

My name is Brett Lawson, and I serve as President/CEO for Lawson Consulting LLC. Additionally, I am the Sr. Dir. Of Operations at Leadership Memphis, a former teacher/principal/ILD of Memphis-Shelby County Schools, Executive Director of a Charter CMO. I am writing to express my full support for the approval of Frayser Leadership Academy's application to open as an Opportunity Public School in Memphis. Opportunity schools provide students who have not found success in traditional school environments with an alternative path forward, and Frayser Leadership Academy is prepared to serve such students in and around the Frayser community.

Frayser Leadership Academy will serve students ages 16-21 in grades 9-12, helping them master the essential skills for success in postsecondary education, career, and community leadership within a global society. The school will achieve this through accelerated academics, life and leadership skills development, and career and technical education. We are eager to partner with the school, offering Data Services and Leadership Coaching. I have personally visited schools using this model and was moved by the power they have to change the course of lives that otherwise would statistically end in the most dire outcomes in our society

I wholeheartedly support Frayser Leadership Academy and the positive impact it will have. Lawson Consulting, LLC is eager to partner with Frayser Leadership Academy to help the school achieve its mission and vision for students and the Frayser community.

In partnership,

Sincerely

Brett Lawson, President/CEO Lawson Consulting, LLC

Meeting Log

Organization/Company	Name	Title
MSCS	Sable Otey	Board Member
MSCS	Natalie Mckinney	Board Chair
MSCS	Stephanie Love	Board Member
MSCS	Tamarques Porter	Board Member
Agape	David Jordan	CEO
I Am SHE	Vanessa Caswell	Founder
Taking Back 901	Arieale Munson	Founder
Charlie Caswell	Charlie Caswell	County Commissioner
The Blueprint Collective	Sarah Stockell	Founder/CEO
Stand for Children	Cardell Orin	CEO
Excel Center	Ron Schuyler	CEO
City Fund	Dorsey Hopson	Partner
Pyramid Peak Foundation	Michelle Armstrong	Partner
Journey Community Schools	Dr. Nicholas Manning	CEO
School Board	Dr. Angela Whitelaw	Deputy Superintendent
School Board	Towanna Murphy	Board Member

Frayser Community Survey

Your input is essential in helping us understand the needs of young people in Frayser. This survey allows you to share your experiences and shape future opportunities for students and families.

* Indicates required question

1. What is your connection to the Frayser community? *
- (Check all that apply)

Check all that apply.

- ☐ Young person (16–24)
- ☐ Parent or guardian
- ☐ Educator
- ☐ Employer or business owner
- ☐ Community organization
- ☐ Resident

2. Do you believe young people ages 16–21 who have disengaged or are at risk of disengaging from school and work would benefit from greater access to high-quality academic programming, workforce training, and college opportunities in Frayser? *

Mark only one oval.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

3. How supportive would you be of a new school where young people can earn a high school diploma, obtain industry credentials, participate in pre-apprenticeships/apprenticeships, and receive job placement? *

Mark only one oval.

- ☐ Extremely supportive
- ☐ Very supportive
- ☐ Supportive
- ☐ Somewhat supportive
- ☐ Not supportive

4. *

A key component of the model is building student agency and elevating student voice. How valuable do you believe it would be for young people to share their needs and describe what they would want to experience in a new school?

Mark only one oval.

- ☐ Extremely valuable
- ☐ Valuable
- ☐ Somewhat valuable
- ☐ Not valuable

5. In Newark, 572 youth ages 14–24 shared why they struggle with school. Their top four reasons are listed below. Which of these do YOU think are the main reasons young people in Frayser disconnect from school? *
(Check all that apply)

Check all that apply.

- ☐ Belonging & Relationships: “I don’t feel connected to teachers or staff. No one at school really knows me or cares if I show up.”
- ☐ Mental Health Support: “I’m dealing with emotional struggles and trauma, but schools don’t recognize or help with what I’m going through.”
- ☐ Life Challenges Outside School: “I have family responsibilities, need to work, or face financial pressures that make it hard to attend regularly.”
- ☐ Limited Career Pathways: “School only pushes college—not real-world skills, career exploration, or pathways to good-paying jobs.”

6. How valuable do you believe collaboration between Frayser community-based organizations and the new charter school would be in creating opportunities for students and families? *

Mark only one oval.

- ☐ Extremely valuable
- ☐ Valuable
- ☐ Somewhat valuable
- ☐ Not valuable

This content is neither created nor endorsed by Google.

Google Forms



Attachment 2: School-based Team Resumes

ROBERT T. CLARK

Chief Executive
Officer

CONTACT

333 Ridge Street
Newark, New Jersey 07104
(973) 766-3141
rclark@oy-nj.org

EDUCATION

Bachelor of Arts | Adult Training
in Human Services
University of Massachusetts
College of Public & Community Service
Concentration: Community Planning

Executive Leadership Certificate
Rutgers University
Institute for Ethical Leadership

PROFESSIONAL AFFILIATIONS

-
- Victoria Foundation: Trustee
- Newark Workforce Investment Board: Trustee
- Newark Education Trust: Co-Chair & Trustee
- Newark City of Learning Collaborative Advisory Board Member
- Greater Newark Healthcare Coalition: Member
- YouthBuild Boston, Alumnus
- Public Allies DC, Alumnus
-

EXECUTIVE SUMMARY

Innovative nonprofit chief executive officer and strategist with 15-plus years of experience designing and implementing systems-level strategies to reengage, and improve long-term outcomes for opportunity youth in education and work.

SYSTEMS CHANGE AGENT

Created and manages Newark, New Jersey's city-wide, \$11M collective impact strategy to improve the health, education, and life outcomes of opportunity youth. Establishes and maintains public/private partnerships to facilitate communications, manage and share data, institute greater cross-sector efficiencies, increase supply of quality of education and workforce development programs, institute an interconnected system of accountability among public and private agencies serving and/or providing supports to young people, and develop and advocate policy change on behalf of opportunity youth.

SOCIAL IMPACT & COALITION-BUILDER

Social impact entrepreneur. Founder and CEO: Newark Opportunity Youth Network (NOYN). Founder of LEAD Charter School, NJ's first alternative charter high school designed to improve the life outcomes of opportunity youth. LEAD's charter was recently renewed for five years by the NJ Department of Education. Founder of My Brothers' Keeper (MBK) Newark, NOYN's advocacy arm, and vehicle to elevate the voices of young men of color. Founder, YouthBuild Newark (YBN). Founded in 2003, YBN continues to provide social and emotional supports, career and technical education, workforce development, training, and industry-recognized certifications to young people affiliated with NOYN.

PUBLIC POLICY DEVELOPER

In partnership with MBK Newark, Newark City Hall, Newark Police Department, and key stakeholders, developed a community policing model, and improved station-house policies to divert young people from incarceration.

CAPACITY-BUILDER

Oversees NOYN's partners' capacity-building and sub-granting initiatives with support from The Aspen Institute's Opportunity Youth Forum. The Forum was founded to scale multiple reconnection pathways to achieve improved outcomes in education and employment for opportunity youth.

EXPERIENCE

FOUNDER & CEO NEWARK OPPORTUNITY YOUTH NETWORK

2003 – PRESENT

Provides strategic direction and oversight of program development and implementation, fiscal management and operations, partnership development and maintenance, talent acquisition and development, human resources, public relations, and fundraising.

- Executes vision and oversight of public/private collaborative to advance collective impact among agencies and institutions serving opportunity youth.
- Serves approximately 480 students annually through NOYN's Reengagement Center, Restorative Center, LEAD Charter School, and community-based program partners. Achieves notable placement rates in higher education and employment, and low recidivism rates among Network students.
- Sustained a nine-year contractual relationship with the NJ Juvenile Justice Commission to provide education, workforce development and social services supports to youth offenders and awarded \$10M federal grant from U.S. Department of Labor to replicate the YouthBuild Newark (now operating as NOYN) model for young offenders in four cities.
- Partnered with the NJ Office of the Attorney General for a three-year, \$2.6M technical assistance project to build capacity in existing community based programs across the state.

EXPERIENCE

SENIOR ADVISOR, NEWARK PUBLIC SCHOOLS

2011 – 2014

Led strategic initiatives to accelerate district-wide reforms in alternative education and student support services.

- Re-organized the Office of Alternative Education to manage a portfolio of schools and programs serving opportunity youth. Coached principals, teachers, and staff in instructional and youth development best-practices for over-age, under-credited high school students.
- Developed "quality schools" rubric and adopted new data indicators for assessing the effectiveness of alternative schools and programs.
- Created and led the Office of College & Career Readiness to integrate and align the District attendance, guidance, student support services and career & technical education to improve cross-department communications and service efficiencies for student supports.
- Established the Office of Student Advocacy to provide a district-wide system of alerts, develop and oversee policy changes impacting historically marginalized populations of students. Produced a new student discipline code of conduct and centralized process for student enrollment and transfers.
- Restructured Newark Public Schools' Office of Alternative Education. Engineered district-wide change in policies related to student discipline, transfer and enrollment. Established the District's Reengagement Center, Restorative Center. Launched an alternative high school in partnership with community-based agencies.

NATIONAL PROGRAM ADVISOR, YOUTHBUILD USA

2000 – 2002

Supported the development and implementation of YouthBuild programs across the U.S. through technical assistance.

- Supported YouthBuild Program Directors in developing strategic community-based partnerships benefitting the young people served.
- Guided strategy planning and facilitated leadership development for Program participants and staff.
- Assisted in local Program community mapping to support student recruitment among existing community assets and agencies.
- Helped Program Directors execute effective staff recruitment, hiring, development and retention strategies.
- Provided ongoing support and coaching to Program case management staff and policy council members.

HEALTH EDUCATION COORDINATOR, ADOLESCENT WELLNESS PROGRAM BOSTON PUBLIC HEALTH COMMISSION

1999 – 2000

Engaged youth enrolled in Boston Public Schools to reduce risky behaviors.

- Developed curriculum and teaching resources to creatively engaged young adults in wellness education.
- Executed Wellness Program planning and training.
- Worked collaboratively with Boston Public Schools to help school-based health centers meet the needs of young men of color.

MEN'S PREVENTIVE HEALTH COORDINATOR, ACTION FOR BOSTON COMMUNITY DEVELOPMENT

1998 – 2000

Led health educators' team in raising awareness of public health issues facing inner-city men.

- Founding staff member of Boston's Men's Health CREW.
- Executed program planning and implementation. Recruited founding class, Developed community partnerships, and managed relationships with national foundations.
- Developed neighborhood outreach strategies to support men's health initiatives.
- Trained and placed young men in outreach roles within community health centers throughout Boston.

Daniel Croson

(908) 451-6910 | danielcroson@gmail.com
42 Fairfield Avenue Warren, NJ 07059
 /danielcroson

Education

Kean University | Union, NJ
B.S. Political Science

Professional Experience

Opportunity Youth Network | Newark, NJ 2020-present
CHIEF OF STAFF

- Oversee Home Office Team and affiliated departments, including Communications, Policy Advocacy, Data and Performance Management, and Grants and Development
- Manage relationships with all contractors and vendors
- Serve as an adviser to the Chief Executive Officer (CEO) and Leadership Team in facilitating effective decision-making and the coordination of strategic initiatives
- Serve as a liaison between the CEO and various stakeholders

Cresthaven Academy Charter School | Plainfield, NJ 2018-2019
FOUNDING DEAN OF STUDENTS

- Served as point person for school culture, government relations, and external communications
- Created and monitored school-wide systems, routines, and initiatives
- Supported and trained teachers in classroom management techniques
- Ensured all disciplinary action adhered to school policy

Cresthaven Academy Foundation | Plainfield, NJ 2015-2018
FOUNDING EXECUTIVE DIRECTOR

- Strategized and implemented plan for community outreach and government relations
- Planned and executed enrichment programming for 233 students
- Oversaw all external communication strategies, including copywriting for print and web
- Coordinated fundraising strategy and donor relations
- Developed and ensured adherence to \$1.7 million annual budget

Borough of Carteret | Carteret, NJ 2013-2015
DIRECTOR OF COMMUNITY DEVELOPMENT

- Managed \$2.1 million annual department budget
- Served as Executive Director of the Carteret Business Partnership
- Developed and managed constituent communication platforms

Civic Experience

Somerset Raritan Valley Sewerage Authority Bridgewater, NJ	COMMISSIONER	Jan. '24 – present
Warren Township Committee Warren, NJ	DEPUTY MAYOR, COMMITTEEMAN	Jan. '23 – present
Somerset County Young Republicans Somerville, NJ	VICE CHAIR	Dec. '22 - present
Warren Township Board of Education Warren, NJ	BOARD MEMBER / PRESIDENT	Jan. '22 - Jan. '23
American Enterprise Institute Washington, DC	LEADERSHIP NETWORK MEMBER	July '21 - present
NJ Commission on National & Community Service Trenton, NJ	GOVERNOR'S APPOINTEE	Oct. '14 - present
Carteret Board of Education Carteret, NJ	BOARD MEMBER	Jan. '14 - Jan. '16

Skills

Communications: Specializes in oral and written communication, including speech writing, press releases, campaign status presentations, new media management, press relations, and copywriting

External Affairs: Extensive experience in managing relationships with stakeholders, both on behalf of clients and as an elected official, through grassroots outreach and traditional/new media

Jasmine Joseph-Forman

5 Almond Drive
Somerset, NJ 08873

Wheelerj83@gmail.com

Home: 908-531-5339
Cell: 908-397-2650

Core Competencies

*Quality Assurance
Technical Assistance
Partnership Management*

*Project Management & Coordination
Coaching & Development
Policy & Protocol Development*

*Re-Entry(Adolescent)
Virtual Training
Program Design*

Professional Experience

Newark Opportunity Youth Network — Newark, NJ

8/19- Present

Chief Program Officer

- Directing the short and long term program and support activities necessary to efficiently operate an effective non-profit
- Implementation and oversight of NOYN programming
- Manage external partnerships critical to the success of the organization
- Work as part of the strategy team to implement the organization's strategic goals across the larger network
- Develop and manage the Newark Youth Workforce Collaborative towards systems for building effective pathways for opportunity youth
- Complete accurate and timely reports, proposals, materials, and contract submissions
- Review and analyze performance data to inform decisions and approach to support

Managing Director of Network Services

- Develop and uphold a system for total network support quality management that ensures the best possible network support products or services are provided to the end users
- Direct the execution of procedures and policies to make sure the company is compliant with all network support regulations and other relevant legislation
- Prepare the corporate and annual network support plans, and monitor progress against these plans to make sure the company's objectives are achieved in the most efficient way
- Make sure effective and informal and formal links to clients, stakeholders, key decision-makers, government agencies and local authorities are established and maintained
- Develop and maintain research and development programs that helps the company remain on top of its competitors, offering cutting edge network services and employing the most efficient network support approaches and methods
- Provide site-based coaching and operational support for network schools
- Support innovation in the network's alternative schools and programs

Newark Public Schools — Newark, NJ

1/14 – 8/19

Manager of Network Supports

- Provide site-based coaching and operational support for alternative education programs
- Monitor performance and attendance, collect data for programs and alternative schools within the network
- Strategic planning and implementation team for the Newark Opportunity Youth Network and Re-Engagement Center
- Leadership team member that manages daily operations and supervision of Re-Engagement Center and its staff
- Support innovation in the network's alternative schools and programs
- Research and disseminate best practices for schools and programs
- Review and analyze performance data to inform decisions and approach to support
- Work with programs and alternative schools to develop effective work methods

ST. PAUL'S COMMUNITY DEVELOPMENT CORPORATION — Paterson, NJ

3/13 – 1/14

Interim Program Director (Passaic YouthBuild)

- Manage all relevant licensing;
- Complete accurate and timely reports, proposals, materials, and contract submissions
- Research best practices to create systems that would improve program operations
- Administer all aspects of grants e.g. identify need, determining outcomes, and developing interventions.
- Create strategic plans in alignment with the mission of SPCDC and the principles of PYB to holistically develop students
- Plan and supervise student orientation and graduate and transitional services program models for students

- Manage education and counseling program and supervise teaching and counseling staff
- Foster positive and productive relationships with public and private stakeholders
- Developed systems to improve program operations, coordination and collaboration among staff and community

YOUTHBUILD NEWARK, INC. — Newark, NJ

4/12 – 4/13

Intermediary Coordinator

- Ensured adherence to the implementation of sub-recipient contractual agreements with YouthBuild Newark through provision of program-related webinars, site visits, conferences, and trainings
- Provided technical assistance to satellite locations including, but not limited to, program recruitment, implementation, and monitoring program objectives and performance measures
- Monitored reports and records of activities to ensure progress is being accomplished toward specified program objectives
- Served as liaison between the key site staff and local/regional community entities to ensure that program activities in general, as well as with key partners, detention facilities and public agencies, were done in accordance with contractual obligations
- Updated program priority plans in order to accommodate new statutory and/or contractual responsibilities
- Effectively compiled and analyzed data to enhance program performance and compile/prepare narrative reports
- Displayed a high level of commitment and effort to performing work; operated effectively within the organizational structure; understood and adhered to confidentiality

BRAND NEW DAY, INC. YOUTHBUILD ELIZABETH — Elizabeth, NJ

4/11 - 4/12

Asst. Program Director

- Oversaw service delivery to ensure that activities were carried out within applicable guidelines
- Executed the phases of overall program including but not limited to planning, organizing and directing and coordinating program activities
- Managed the general oversight of service provision
- Liaison between government and non-government agencies
- Analyzed reports and records of activities to ensure progress is being fulfilled toward program goals

YOUTHBUILD NEWARK, INC. — Newark, NJ

11/08 - 4/11

Re-Entry Coordinator, 4/10 to 4/11

- Served on an interdisciplinary team as a representative sharing insight and developing individualized re-entry plans
- Participated in intermediary team meetings and other special projects, as assigned
- Diligently gave technical support to the replicating intermediary programs
- Facilitated oral presentations to outside agencies and specific audiences within the Juvenile Justice Commission (JJC) that highlighted YBN's program services
- Coordinated professional trainings
- Operated effectively within the organizational structure
- Developed and completed assessment tools and record audits for intermediary sites
- Revised program policies and standard operating procedures (SOP)
- Managed, created and facilitated bi-monthly webinars to intermediary program sites

Case Manager, 11/08 to 4/10

- Consulted with other professional staff and outside agencies to harvest resources for students
- Provided direct service to students in the form of academic instruction, job readiness and civic engagement
- Lead peer-learning groups
- Documented student assessments and referrals
- Sustained family outreach programs and community partnerships
- Completed written reports required by Federal, State, and local agencies

- Developed and executed remediation plans
- Ensured programmatic integrity

JUVENILE JUSTICE COMMISSION — Bordentown, NJ

6/05 - 11/08

Senior Youth Worker, 7/06 to 11/08

Youth Worker, 6/05 to 7/06

- Promoted to Senior Youth Worker in 2006 upon successful completion of the JJC six (6) week Youth Worker training
- Supervised probation/committed residents in the program
- Established policies and procedures for residents
- Coordinated monthly college tours within the state of New Jersey for JJC residents
- Conducted weekly counseling sessions with assigned mentees
- Completed counseling notes and case plans for residents
- Transported residents to and from scheduled court hearings, family counseling, community service projects, and medical appointment
- Facilitated quarterly team buildings with JJC residents/staff

Gang Coordinator, 2/07 to 11/08

- Attended monthly commission-wide meetings in order to discuss and exchange pertinent information regarding juveniles in custody
 - Identified new or changing subsets and lingo of current street gangs
 - Chaired intake meetings for newly admitted residents
 - Reported any significant data and/or incidents which involved gang activity into the Gang Management System (GMS)
 - Attended gang trainings (as necessary)
 - Facilitated a weekly group using the Phoenix curriculum which targeted gang involved youth
-

Education, Training & Certifications

RUTGERS UNIVERSITY — Newark, NJ

10/20 - 10/21

Certified Public Manager (CPM), *N.J. State Issued Certification*

RIDER UNIVERSITY — Lawrenceville, NJ

9/01 - 5/09

M.A. Organizational Leadership, Area of Concentration: *Counseling*, 9/06 to 5/09

B.A. Psychology, Minor: *Law and Justice-Certificate attained*, 9/01 to 5/05

Trainings and Certificates

- Gang Training/Certificate
- Crisis Prevention and Intervention Training/Certificate
- Report Writing Training
- Blood Borne Pathogens Training
- Restorative Practices Training
- Gender Specific Training/Certificate
- Love Notes Curriculum

Shabani Stewart

204 Wagaraw Road • Hawthorne, NJ 07506
Email: sstewartla@gmail.com Cell: 973-356-3457

PROFESSIONAL PROFILE

Innovative Leader | Strategic Talent Developer | Results-Driven Collaborator

An innovative district leader with a passion for driving educational excellence and organizational growth. Proven track record of spearheading transformative initiatives in instructional and organizational leadership, curriculum development, and talent management. A reflective strategic thinker who understands leadership as the process of building capacity, creating opportunities, and removing barriers to ensure the highest quality educational programs, services, and instruction for all students.

CORE COMPETENCIES

Leadership Coaching and Development

Talent Acquisition and Development

Instructional Leadership and Curriculum Development

Strategic Planning and Execution

Data Analysis and Reporting

Relationship Building and Collaboration

LEADERSHIP EXPERIENCE

THE NEWARK OPPORTUNITY YOUTH NETWORK, INC.,

Newark, NJ

Chief Academic Officer & Talent Leader

10/19-Present

The Newark Opportunity Youth Network is a high-performing youth development and charter management organization in Newark, New Jersey. As the Chief Academic Officer and senior leadership team member, I spearhead the codification of the instructional and talent model, aligning high-quality curriculum, instruction, and teacher quality initiatives with organizational goals. Responsibilities and Results:

- Developed and implemented the academic strategic plan, resulting in increased student growth and proficiency scores across core subjects and CTE pathways.
- Led the development and implementation of a rigorous, standards-based curriculum, ensuring high-quality instruction across all grade levels, resulting in the highest academic and certification gains in the last two years in a row.
- Established a robust data analytics framework, enabling real-time tracking of student progress and targeted interventions; leveraged data insights to refine instructional strategies, leading to an increase in student growth metrics.
- Designed and executed a three-pronged network talent strategy to recruit, develop, and retain effective teachers and staff that resulted in a 150% increase in certificated staff and the highest retention rates in a three year span.
- Facilitated partnerships with community-based organizations and higher education institutions, expanding resources, opportunities, and post-secondary placement for students.

LEAD CHARTER SCHOOL

Newark, NJ

Chief Academic Officer

10/19-Present

LEAD Charter School is New Jersey's first alternative charter high school serving students ages 16 to 21. As the Chief Academic Officer, I lead the design, implementation, and oversight of the school's academic and programmatic systems, ensuring alignment with Board policy, the school's charter, and all applicable laws and code.

Responsibilities and Results:

- Led cross-functional teams, principals, and administrators through a successful charter renewal process.
- Develop and implement a strategic vision for instructional excellence, overseeing the creation and execution of the instructional model and curriculum; ensuring alignment of teaching practices with educational standards and goals.
- Pioneered initiatives for teacher recruitment, retention, and professional development; designed and facilitated training programs to enhance teacher effectiveness; and implemented evaluation frameworks to monitor and improve teacher performance.
- Utilize robust data analysis to inform instructional strategies and policy decisions while ensuring transparent reporting of academic progress and outcomes to stakeholders.

- Implement efficient processes, clear communication channels, and streamlined systems to ensure smooth operations in alignment with the school's strategic goals, resulting in exceeded enrollment targets, improvement in HR policies, and increased stakeholder and community engagement.
- Ensure all county, state, and federal reports are submitted in a timely manner, contributing to efficient regulatory compliance.

CURRICULUM ASSOCIATES

Billerica, MA

Professional Development Manager for the Northeast

2/2019 to 10/2019

Curriculum Associates is a nationally renowned educational resources company whose primary goal is to empower educators with tools, resources, and research to transform instructional outcomes. As the Professional Development Manager, I served as a part of the Northeast leadership team and as an expert in curriculum programs, resources, and diagnostic assessments. Responsibilities and Results:

- Led implementation planning and strategy meetings with school leaders in order to prepare professional development teams for successful program implementation.
- Served as a leadership consultancy trainer that provided district and school leaders with tailored, data-driven leadership coaching.
- Designed effective transition and communication models between sales teams, school leaders, and specialists, ensuring the professional development team was well prepared to deliver the training aligned to implementation and progress monitoring goals.

EMPOWERING SOLUTIONS/AQ CREATIVE SOLUTIONS,

Paterson, NJ

Instructional Leadership & Teacher Quality Consultant

2016-2019

Empowering Solutions and AQ Creative Solutions served as a consultancy group designed to provide tailored coaching to school leaders in the areas of talent, teacher quality, curriculum and instruction, and Career Technical Education.

Responsibilities and Results:

- Served as a teacher effectiveness evaluator and facilitated professional development workshops on formal evaluations, walkthroughs, norming and calibration protocols.
- Provided instructional leadership coaching to the leadership team in an ongoing effort to build capacity around curriculum, literacy instruction, assessment, and teacher quality.
- Designed and delivered training to support the use of student achievement and teacher performance data to drive curriculum and instruction decisions.

NEWARK PUBLIC SCHOOLS

Newark, NJ

Special Assistant of Teacher Quality: Office of the Deputy Superintendent (High School Network);

2013-2016

Special Assistant of Curriculum and Assessment: Office of the Assistant Superintendent (K-8 Network)

Newark Public Schools is the largest school district in New Jersey, serving over 36,000 students and is committed to providing high-quality education and fostering academic excellence. As a Special Assistant, I served as the point person for teacher quality in the Office of the Deputy Superintendent, High School Division (network of nineteen high schools); served as the point person for curriculum and assessment in the Office of the Assistant Superintendent (network of ten K-8 schools); and supervised network principals. Responsibilities and Results:

- Provided instructional leadership coaching to administrators to promote and sustain a school-wide focus on high academic achievement through impactful instructional and leadership practices. Served as a strategic advisor, instructional expert, and thought partner on teacher quality, curriculum and instruction, and talent acquisition and development.
- Developed and implemented strategies for attracting high-quality leadership and teaching candidates.
- Optimized and sustained a performance-based culture that aligned individual performance with organizational values, core competencies, and outcomes; trained evaluators on the Framework for Effective Teaching and the Leadership Framework, ensuring accuracy and consistency through norming and calibration sessions.
- Designed and facilitated targeted professional development to enhance coaching, observations, and feedback quality; built the capacity of school leaders to analyze performance patterns and student outcomes, fostering the analytical insight required to inform strategic, high-impact professional development initiatives.
- Developed and executed staffing initiatives that led to the high school network of nineteen of high schools being 95%-100% fully staffed prior to the start of each school year.

RAC School-Based Literacy Supervisor

2012-2013

Paterson Public Schools is a comprehensive New Jersey school district serving a diverse student population across 54 schools. As a School-Based Literacy Supervisor, Curriculum Manager, and Lead Literacy Teacher, I served to lead and support the district goals of delivering high-quality literacy and CTE programming. Responsibilities and Results:

- Collaborated with New Jersey's Regional Achievement Center to implement research-based turnaround principles with a primary focus on school leadership, effective instruction, curriculum, assessment, and interventions.
- Developed a learning-focused partnership with school leaders to deepen principals' instructional leadership practice around literacy achievement; ensured successful year one and year two rollout of the district's standards-based literacy curriculum.
- Co-developed and supported the district's strategic literacy improvement plan, and literacy action plan; aligned school-based literacy school improvement plans.

Curriculum Management Coordinator**Paterson Public Schools, Paterson, NJ**

2010-2013

- Managed the development process for 50 board-approved CTE curriculum guides.
- Established a robust quality assurance system to review the quality of written CTE curricula; provided ongoing training and feedback to teachers throughout the curriculum writing process.
- Scouted and secured prospective partners for curriculum review committees; established partnerships with institutions of higher education, corporate entities, and community-based organizations for the purpose of career mentoring and 21st Century Skills.

Lead Literacy Teacher

2008-2012

- Served as literacy content specialist in the development and implementation of district literacy initiatives; designed and provided professional development focused on improving the delivery of the written, taught, and tested ELA curriculum; worked with teachers, school, and district administration to analyze student data, diagnose instructional needs and successfully implemented research-based instructional strategies to remediate achievement gaps.
- Collaborated with the leadership team to develop and implement a school literacy action plan; created model classrooms to highlight effective pedagogical practices in literacy.
- Mentored and provided tailored coaching to new teachers in the areas of curriculum development, instructional planning, and delivery.

TEACHING EXPERIENCE

Instructor, Passaic County Community College, Paterson, NJ

2007 to 2013

Lead Teacher/Teacher, Paterson Public Schools, Paterson, NJ

2003 to 2012

Courses Taught

Elementary/Middle School: Language Arts, Social Studies, Science

High School: English, World Cultures, Cultural Anthropology, Criminology, Civics

EDUCATION & CERTIFICATIONS

Master of Administrative Science, Fairleigh Dickinson University, NJ

Master of Arts in Education: Administration and Supervision, St. Peter's University, NJ

Bachelor of Arts in Criminal Justice, Seton Hall University, NJ

The State of New Jersey Principal Certificate of Eligibility

The State of New Jersey Supervisor Certificate

The State of New Jersey K-8 Elementary Education Certificate

The State of New Jersey School Administrator Certificate of Eligibility-*In progress*

Fairleigh Dickinson Administrative Science Certificate

ACADEMIC/ PROFESSIONAL/ CIVIC DISTINCTIONS

The Record, Prudential, Herald News Outstanding Star Educator Award

Passaic Community College, Urban Consortium, Certificate for Excellence in Teaching

Certificate of Special Congressional Recognition for Invaluable Service to the Community

Mayor's Award for Outstanding Civic Contribution

Paterson Mayoral Recognition Award: Coach of the Year

Kappa Delta Pi Education Honor Society, St. Peter's University



Attachment 3: Board Member Resumes

Reggie D. Jackson

Executive Leader

Arlington, TN | rj7287@yahoo.com | 901-270-4507

Strategic and collaborative executive leader with extensive, proven experience overseeing critical functions across large urban school systems. Adept at guiding cross-functional teams, advising senior leadership, and driving transformational initiatives that improve equity, efficiency, and student outcomes. Known for integrity, resilience, and the ability to lead decisively in high-pressure, complex environments.

Professional Summary

Strategic and mission-driven executive leader with over 20 years of experience driving transformation, operational excellence, and equity-centered innovation in complex public-sector organizations. As former Assistant Superintendent of Academic Operations for Memphis-Shelby County Schools, I advised two superintendents and led district-wide initiatives that improved outcomes for students, staff, and families. I have a proven ability to lead through change, scale systems and infrastructure, and manage multimillion-dollar budgets with transparency and accountability.

Deeply committed to educational equity, I champion culturally responsive practices, inclusive leadership, and student-centered decision-making. Known for fostering collaborative, high-performing cultures and building strong external partnerships, I lead with integrity, emotional intelligence, and a growth mindset. My leadership is grounded in systems-level thinking, strategic planning, and continuous improvement—values that drive equitable innovation and expanded opportunity in education across diverse communities.

- Orchestrated over two dozen district-wide initiatives exceeding \$20 million in scope, **including strategic school transitions, demonstrating fiscal stewardship and operational precision.**
- Engineered a leadership continuity framework **that supported over 200 principal transitions, maintaining school stability and stakeholder confidence during periods of organizational change.**
- Convened and chaired the district's S.A.F.E. Task Force during the COVID-19 crisis, mobilizing cross-sector leadership and **guiding collaborative decision-making with key community stakeholders across the Memphis Metro Area to ensure academic continuity and public well-being.**
- Resolved thousands of stakeholder concerns through a centralized service model, **reinforcing public trust and institutional transparency across diverse communities.**
- Championed instructional excellence, **leading cohorts that consistently outperformed district averages in literacy and mathematics, reflecting a commitment to data-driven academic strategy.**
- Directed policy alignment and compliance efforts with state education authorities, **facilitating the seamless reintegration of schools from state to local governance.**

Reggie Jackson 1

- Navigated high-stakes environments with composure and strategic clarity, **leading teams through complex challenges and cultivating collaborative cultures that deliver measurable results.**
- Renowned for a leadership standard rooted in integrity, resilience, and equity, **consistently advancing transparency, operational excellence, and community-centered service.**
- Developed and empowered emerging leaders, **fostering trust and alignment through purpose-driven mentorship and guiding organizations through transformational change.**

EDUCATION, TRAINING, AND CERTIFICATIONS

- National Superintendents Academy, Chicago, IL, 2018
- 45 Post-Masters Hours, Educational Leadership & Policy Studies: Urban School Leadership, University of Memphis, Memphis TN 2010
- Memphis Leadership Fellows, Urban School Leadership, University of Memphis, Memphis, TN, 2007
- Master of Education, Special Education, University of Central Arkansas, Conway, AR, 1999
- Bachelor of Science, Special Education, University of Central Arkansas, Conway, AR, 1997
- Administration Certification, Ed. Leadership, University of Central Arkansas, Conway, AR, 2000
- Arkansas Teacher Certification: SPED K-12, Social Studies, and Administration and Supervision
- Tennessee teacher Certification: SPED k-12 and Administration and Supervision

PROFESSIONAL EXPERIENCE

Journey Community Schools, Memphis, TN

November 2024

Founding Principal

- Led the launch of a new charter school grounded in elevated expectations and equity, driving strategic planning and cross-functional collaboration to establish a nationally recognized academic model. Built strategic partnerships and engaged diverse community stakeholders to support student success and remove barriers to learning. Directed recruitment and onboarding efforts, cultivated a culture of continuous improvement, and developed future school leaders through coaching and feedback.

Memphis Shelby County Schools, Memphis, TN Company

July 2024

Assistant Superintendent - Academic Operations and School Support

- Served as a senior advisor to the Superintendent and Cabinet, leading strategic coordination of academic operations across a large urban district. Directed cross-agency collaboration, facilitated high-level task forces, and resolved complex non-instructional challenges through constructive dialogue and stakeholder engagement. Ensured strategic alignment with Tennessee Code Annotated, district policies, and key initiatives, offering executive-level guidance on planning, compliance, and operational strategy to advance district goals and community impact.
- Provided executive-level leadership in coordinating academic operations across Tennessee's largest school district, ensuring alignment with district strategy and state regulations.
- Led and facilitated high-level task force initiatives to address district-wide priorities, improve operational efficiency, and enhance service delivery.
- Directed cross-agency collaboration and stakeholder engagement to resolve complex non-instructional challenges through constructive dialogue and strategic problem-solving.

Reggie Jackson 2

- Offered executive-level guidance on district-related issues, ensuring alignment with Tennessee Code Annotated, district policies, and strategic initiatives.
 - Supported policy development, planning, and implementation efforts to advance organizational goals and meet the evolving needs of students, staff, and the broader community.
- **Operational Leadership and Systems Thinking**
 - **Directed and coordinated critical academic operations** across a large urban district, ensuring strategic alignment with Tennessee Code Annotated, district policies, and key initiatives.
 - **Led cross-department collaboration** with 29 internal teams to manage school openings, closings, and repurposing—successfully overseeing 28 major projects totaling over \$20 million between 2019–2024.
 - **Partnered annually with 24 departments** to update district protocols and procedures, streamlining non-instructional responsibilities and improving operational efficiency for school leaders.
 - **Refined and monitored district-wide school readiness efforts**, collaborating with 22 departments to set up and track conditions for successful school year launches.
 - **Implemented and managed the Principal Transition Process**, supporting 225 school leader transitions between 2019–2023 to ensure leadership continuity and school stability at a 95% rate of satisfaction.
 - **Coordinated and managed a centralized “Situation Room”** during school year openings, providing real-time, cross-departmental support to school leaders navigating urgent operational challenges.
 - **Served as a senior advisor to the Superintendent and Cabinet**, providing real-time guidance on emergency decisions including school closures, early dismissals, and environmental disruptions affecting instruction.
 - **Led crisis response efforts during school evacuations and relocations**, managing command centers and ensuring seamless cross-functional coordination to protect student and staff safety.
 - *Examples include Peabody Elementary, Grandview Heights Middle, and Cummings K–8 (including a school shooting response).*
 - **Functioned as the district’s liaison to the Tennessee Department of Education**, overseeing the transition of schools from state to local control and developing compliant exit plans in collaboration with legal and academic teams.
 - **Facilitated the district-wide Safeguard Team**, partnering with multiple departments to design and implement initiative-taking systems that ensure federal, state, and local compliance.
 - **Oversaw resolution of over 7,000 constituent concerns** between 2018–2024, coordinating with internal departments to deliver prompt, transparent, and effective responses.
 - **Strategic Academic Leadership and Systems Innovation**
 - **Led high-performing school cohorts** that ranked first across elementary, middle, and K–8 zones in literacy and mathematics proficiency for four consecutive years, based on the district’s 2017 needs assessment.

Reggie Jackson 3

- **Achieved measurable academic growth**, increasing the percentage of students meeting RIT benchmarks in NWEA MAP reading from 40.8% to 51.5% in one year (SY 2015–2016 to SY 2016–2017).
- **Instituted the development of the Academic Operations and School Support Manual**, offering strategic guidance to support the development of teachers, school leaders, and central office staff.
- **Implemented a district-wide high school transcript modification review process**, onboarding and coaching the first cohort of compliance advisors to ensure accuracy and adherence to academic standards.
- **Coordinated the launch of a grading review committee**, aligning with district grading protocols to ensure fair and compliant resolution of grade appeals given by students and families.
- **Charged with developing the scope and sequence** for the Memphis-Shelby County Oversight Committee, advancing the district’s priority to mobilize partnerships between schools and community organizations.
- **Established a bi-weekly scope and sequence** to ease cross-functional reviews of discipline and attendance data, aligning support and interventions across departments.
- **Collaborated with colleagues to address students’ socio-emotional needs**, implementing ReSet rooms to reduce exclusionary discipline and promote restorative practices within school environments.
- **Met monthly with the principals’ association**, serving as a liaison to elevate school-level concerns and inform district-level decision-making.

Memphis Shelby County Schools, Memphis, TN

May 2019

Director, Academic Operations

- **Spearheaded the refinement of the District’s Protocol and Procedures Manual**, integrating district policies, federal and state laws, and research-based best practices to ensure clarity, compliance, and operational excellence.
- **Led cross-functional teams of academic and operational leaders** through complex school transitions—including openings, closings, and repurposing—ensuring strategic alignment and minimal disruption to student learning.
- **Directed collaborative planning with district and community stakeholders** to design and present key district calendars, including the Principals’ Accountability Calendar and the Instructional Calendar, enhancing transparency and alignment across schools.
- **Designed and implemented enhanced compliance systems**, providing school leaders with ongoing monitoring, support, and guidance to uphold district standards and improve accountability.
- **Maintained the highest standards of accuracy and integrity** in managing district records and operational processes, ensuring data reliability and trust across departments.
- **Served as a responsive liaison for parents and community members**, facilitating prompt resolution of concerns and strengthening stakeholder trust in district operations.
- **Delivered targeted professional development to school administrators**, equipping them with the knowledge and tools to effectively manage school operations and drive student success.

Reggie Jackson 4

- **Functioned as a strategic bridge between Central Office departments and school leaders,** fostering collaboration and ensuring consistent communication and support.
- **Developed and executed an equitable plan for replacing outdated and damaged school furniture,** improving learning environments across the district.
- **Organized and led the School Operations Situation Room** during the critical first weeks of school, providing real-time support and rapid problem-solving for school administrators.
- **Provided immediate crisis response and operational guidance** to school leaders during emergencies, ensuring safety and continuity of instruction.
- **Created and distributed comprehensive School Readiness and School Closing Checklists,** standardizing procedures and ensuring smooth transitions at the beginning and end of each school year.

Memphis Shelby County Schools, Memphis, TN

July 2018

Instructional Leadership Director, (Principal Supervisor)

- **Strengthened principal and leadership team capacity across a network serving 6,500 students,** implementing tailored coaching plans that addressed instructional gaps, leadership development, and student achievement challenges.
- **Led a cohort of middle schools that consistently surpassed the district's average attendance rate of 94.3%,** showing effective engagement strategies and operational oversight.
- **Facilitated weekly coaching sessions with school leaders,** modeling Common Core-aligned instructional strategies to drive consistent, school-wide implementation and improve instructional quality.
- **Conducted weekly instructional rounds and learning walks with leadership teams,** analyzing strategy execution and ensuring student work aligned with rigorous academic standards and performance expectations.
- **Directed a high-performing cohort of schools that ranked first in literacy proficiency** across all elementary, middle, and K–8 zones for four consecutive years, as confirmed by the district's 2017 needs assessment.
- **Led a cohort of schools that achieved top performance in mathematics proficiency** across all zones for four consecutive years, reflecting sustained instructional excellence and strategic leadership.
- **Achieved measurable academic growth in reading,** increasing the percentage of students meeting NWEA MAP RIT benchmarks from 40.8% to 51.5% in one year, demonstrating data-driven leadership and targeted instructional support.

Strategic Leadership Recognition and National Presentations

- **Finalist, Tennessee Supervisor of the Year** – Tennessee Department of Education, *July 2023*
- **Supervisor of the Year** – Memphis-Shelby County Schools, *July 2023*
- **Finalist, Supervisor of the Year** – Memphis-Shelby County Schools, *March 2023*
- **Presenter, “Investigating the Instructional Core”** – Shelby County Schools, *November 2017*
- **Featured Speaker, “Balancing the Multiple Roles of the Principal Supervisor”** – National Summit for Principal Supervisors, *May 2016*

Reggie Jackson 5

- **Panelist, “Developing Principals as Instructional Leaders”** – Council of the Great City Schools, *October 2014*
- **Reward School Progress Recognition** – Tennessee Department of Education, *2011–2012*
- **Contributor, U.S. Department of Education ESEA Reauthorization Think Tank** – Middle School Focus, *November 2011*
- **Principal of the Year, West Tennessee Region** – Tennessee Association of Middle Schools, *2010–2011*
- **Board Member, National Board of Trustees** – Association for Middle-Level Education, *2009–2014*
- **Board of Directors Member** – Tennessee Association of Middle Schools, *2011–2013*

CORE EXECUTIVE SKILLS

Strategic Leadership & Governance

- Strategic Planning & Execution
- Policy Development & Implementation
- Organizational Change Management
- Public Sector Governance
- Cross-Agency Collaboration
- Executive Advising & Cabinet-Level Leadership

Operational Excellence & Systems Management

- Districtwide Operations Oversight
- Crisis Response & Emergency Management
- Compliance & Regulatory Alignment (Federal, State, Local)
- Budget Management & Resource Allocation
- Process Improvement & Systems Innovation
- Data-Driven Decision Making

Stakeholder Engagement & Community Relations

- Constituent Services & Conflict Resolution
- Community-Centered Service Delivery
- Intergovernmental Relations
- Public Communication & Transparency
- Equity-Focused Leadership
- Partnership Development (Schools, Agencies, Nonprofits)

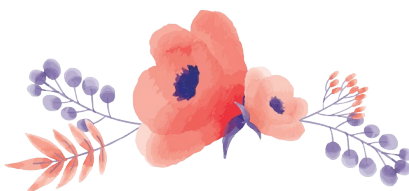
Leadership Development & Capacity Building

- Coaching & Mentoring of Senior Leaders
- Talent Development & Succession Planning
- Professional Development Design
- Team Building & Culture Transformation

Reggie Jackson 6

Education & Youth-Centered Expertise

- Youth Advocacy & Support Systems
- Trauma-Informed Leadership
- School Safety & Student Well-Being
- Instructional Leadership & Academic Strategy



Brittany Jones

Experience

2024-Current

MOA Lead • Methodist LeBonheur Healthcare

- Overseeing the work of other medical office assistants
- managing appointments and schedules for 6 providers
- delegating workloads
- designated trainer
- conflict resolution
 - Participate in team-based care and patient education initiatives to support the health and wellness of patients
- take messages/refill requests
- Provide a pleasant and comfortable work environment
- Mail handling
- Medical records

2017–2024

MOA • Methodist LeBonheur Healthcare

- Interacts with patients to facilitate the preadmission process.
- Enters and confirms all demographic and insurance information.
- Determine and collect deductibles and copays.
- Update patient demographics in the computer as required.
- Submits patient forms.
- Greets visitors and clients.
- Answers calls in a courteous manner.
- Schedules appointments for clinical staff.
- Check the schedule the day before to ensure outstanding balances and insurances are in place for services being performed.
- Handle complaints
- Complete work queues and faxes for the office

2015–2017

PCT/Lead Trainer • Kroger (Little Clinic)

- Collaborated with a registered nurse on developing a patient's care plan.
- Developed and maintained competencies as delegated by a registered nurse, including sterile dressing changes.
- Maintained the safety of patients who have been identified at risk for preventable injury by the implementation of nursing safety interventions or the use of protective devices/equipment under the supervision of the

 Memphis, TN

 901.562.9440

 brittanycjones@mail.com

registered nurse.

- Handled employee training and development activities.
- Reported all patient activity to the registered nurse in a timely manner.
- Documented information by maintaining daily logs and equipment record books.
- Performed receptionist duties in a courteous and cooperative manner.
- Utilized computer/handheld devices for documentation.
- Accurately ordered supplies/equipment based on department needs.

2014-2020

Davenport Daycare • Childcare Coordinator

- Provided a clean, safe, and fun child care environment.
- Checked infants and children in and out while providing basic child care.
- Ensured safe play conditions and followed established security procedures.
- Observed specific parent directions for feeding, nap times, and special needs.
- Oriented parents regarding the policies and procedures of the child care center.
- Developed and implemented activities for the children and attentively watched and attended to the children.
- Treated children if injured and completed accident reports; reported to parents, supervisor, and Center Director.
- Handled complaints, comments, and referred comments to proper personnel.
- Performed duties and responsibilities in compliance with child care licensing requirements
- Maintained a clean environment; performs janitorial duties as required or assigned to include body fluid cleanup, sanitizing areas, and light housekeeping.

2011-2014

Direct Support Professional • SRVS

- Provided direct care to those with intellectual and developmental disabilities.
- Performed personal care tasks, including assistance with basic personal hygiene and grooming, feeding, and ambulation, medical monitoring, and health care-related tasks.
- Fostered positive relationships between caretakers and individuals served.
- Ensured client safety and maintained a safe environment.
- Reminded and assists clients with self-administration of medications (with proper training).
- Encouraged self-help activities.
- Reported changes in the client's condition or family situation to administrators and supervisors.
- Documented services provided.
- Performed home management functions such as light housekeeping, laundry, bed making, and cleaning.
- Planned meals, shopping for groceries, preparing and serving food/meals, feeding, and clean-up.
- Accompanied clients to scheduled appointments and transported clients or ran errands for clients.
- Assisted with toileting, including bedpans, urinals, and commode chairs as necessary.



Education

Hillcrest High School- 2008

- Diploma
- Remington College, Memphis, TN- 2009
- Medical Assistant
 - Dean's List GPA: 4.0

Harvard University, Online Course

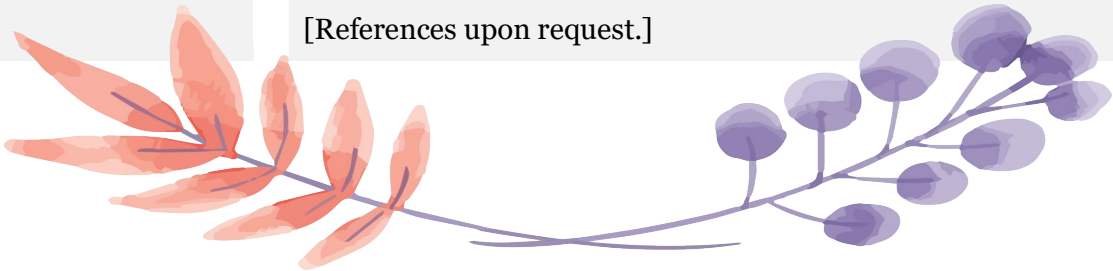
- Child Protection: Children's Rights in Theory and Practice
- Certificate obtained.

Southwest Community College, Memphis, TN

- Individual Excellence
- Certificate obtained.

References

[References upon request.]



Ronald K. Schuyler, Jr.

163 Harbor Village Drive
Memphis, Tennessee 38103
Phone: 941-628-8353
Email: ronschuylerjr@gmail.com

Career Profile:

A dynamic educational leader with diverse experience in school and community leadership to include a track record of creating and maintaining alternative education programs proven to retain students and increase their likelihood of academic success. Seeking a position of leadership in a progressive educational community to advance the achievement of students in collaboration with like-minded professionals dedicated to student success.

Professional Strengths:

- Ability to lead and develop new programs to meet the needs of a school district or community
- Positive attitude and ability to work under pressure, especially with at-risk students and families
- In-depth knowledge of day to day school and district leadership activities
- Aptitude to handle multiple tasks with minimum staff
- Doctoral work encompasses current challenges in exceptional student education, curriculum and high stakes testing issue
- Passionate for students and learning, particularly in maximizing the potential in populations previously marginalized by practice or policy
- Successful history of building and stewarding relationships with stakeholders invested in student success to ensure wrap around services and support for at-risk students

Professional Experience:

The Memphis Shelby County School District

Department of Strategic Planning

Memphis, Tennessee

July 2020 to present

Director of Strategic Operations and Planning

- Fulfilled a project management position by setting and organizing guided structure for projects and partnership requests.
- Maintained agenda, documents, and ensured timely from department chiefs for recurring school board meetings, work sessions, and committee meetings.
- Created tracking methods for data collection from projects. The largest being COVID-19 testing sites in every school across the district all while ensuring safety and excellent service to schools, families and staff.

*The School District of Palm Beach County
Department of Adult and Community Education
West Palm Beach, Florida
July 2017 to July 2020*

Manager, 38 sites and 17,000 adult students

- Created an initial formula to distribute a 16-million-dollar budget to the 38 adult education school sites
- Oversaw the implementation of a new adult education teacher evaluation tool
- Supervised the addition of three new sites were added in areas of the district that were previously underserved by marginalized segments of our population
- Directly supervised 8 day sites that increased enrollment by 26%
- Implemented a district pilot program to use a merit based pay increase system for non-instructional employees
- Initiated the learning software for the GED program that differentiated the teaching for students with varying levels of competency

*Fort Myers Middle Academy, Fort Myers, Florida
November 2013 till 2017*

Turnaround Principal, 600 students and 84 Staff

- Instituted as a Turnaround Principal to initiate complete restructuring of a school that was under district mandate to increase academic performance
- Initiated reconstitution of school in 2013 for 2014 school year
- Raised school accountability from D to C school grade
- Increased Algebra participation rate to 78% and pass rate of 94%
- Civics EOC and Science FSA outpaced reading scores by 17% placing Fort Myers Middle first in district for Science in this category in the school district
- Gallup Teacher Engagement Survey was top in the school district with a score of 4.25 out of 5.0 scale.
- Gallup Student Engagement Survey score outpaced the district. Especially noteworthy in a school with 97% Free and Reduced Population
- Zero turnover of teachers in the 2015-2016 school year
- Students choosing Fort Myers Middle as their first choice in school enrollment increased from 3% to 42%

*Ft. Myers High School, Fort Myers, Florida
July 2013 - November 2013
Assistant Principal*

- Transitioned school districts with new Superintendent and colleague, Dr. Nancy Graham, previous Principal of Charlotte High School

The Academy High School, Port Charlotte, Florida

2005 till 2013

Principal, 380 At-Risk Students and 62 Staff

- Supervised 9 alternative education programs within the regular school setting that operated from 7am to 10pm
- Trained teachers on methodologies of teaching diverse student populations in alternative settings
- Implemented a new Middle School Program of credit recovery for students approaching high school age
- Actualized a district wide Virtual School for grades 6-12
- Increased graduation rate for the school system by providing alternative education options for at-risk students (students behind in credits, teen mothers, homeless, low socioeconomic or delinquent students)
- Decreased drop out rate for the alternative high school
- School satisfaction rate one of the highest in the county for parents and students
- Maintained a safe and peaceful environment in the school among diverse at-risk populations and ethnicities
- Implemented a program that retrieved previously dropped out students for GED prep
- Collaborated with staff in the writing, implementing and monitoring of the Student Learning Plan for 9 alternative education programs
- Hold district leadership roles on committees to address and change the norms around suspension, expulsion, attendance and academic integrity
- Developed and maintain community and business partnerships to benefit the school, including the Simon Youth Foundation Career Quest Program

Charlotte High School, Punta Gorda, Florida

2002-2005

Assistant Principal of Activities and Facilities, 2,100 Students and 196 Staff

- Oversaw all extracurricular activities
- Ensured compliance with all Florida High School Athletic Association rules and regulations for all team sports
- Maintained all responsibilities as it pertained to care of the school facility including but not limited to custodial scheduling, work orders, and school security
- Fashioned a plan to move all staff to a temporary school following natural disaster Hurricane Charley

- Interfaced with FEMA and insurance companies to coordinate claims following the natural disaster
- Managed school inventory
- Implemented an upperclassmen leadership program

Lemon Bay High School, Englewood, Florida

2000-2002

Assistant Principal of Curriculum, 1,100 students and 125 Staff

- Constructed the master schedule and registered students in a timely manner
- Created a freshmen orientation and registration process
- Coordinated the Florida Comprehensive Achievement Test (FCAT) testing procedure, scheduling, and maintaining of test security
- Assisted in the community collaboration of raising scholarship funds
- Collaborated with staff in writing the school's Student Learning Plan
- Compiled information from staff to organize school's annual budget

Other Professional History

Charlotte High School

American History, World History, Introduction to Law

Charlotte High School Wrestling Coach

Florida Wrestling Coach of the Year, 1997

State Champions, 1997

Punta Gorda Middle School

American History

Caloosa Middle School

American History

Educational Summary:

- Bachelor of Science in Social Science, Ohio University, Athens, Ohio
 - Master Degree in Education Leadership, University of South Florida, Tampa, Florida
 - Doctorate Degree in Education Leadership, University of South Florida, Tampa, Florida.
- ABD, July, 2012.
- Doctoral research includes social justice, deficit thinking and achievement gaps among disadvantaged students

References:

Dr. Nancy Graham
 Superintendent, Retired
 School District of Lee County
 (239) 940-0376

Jeananne Folaros
 Executive Director of School Development, Middle School
 Retired
 School District of Lee County
 (239) 898-1924

Soretta Ralph
 Chief Academic Officer
 Lee County Schools
 (239) 839-4544

Dr. Donna Widmeyer
 Deputy Superintendent, Retired
 Charlotte County Public Schools
 (941) 875-4608

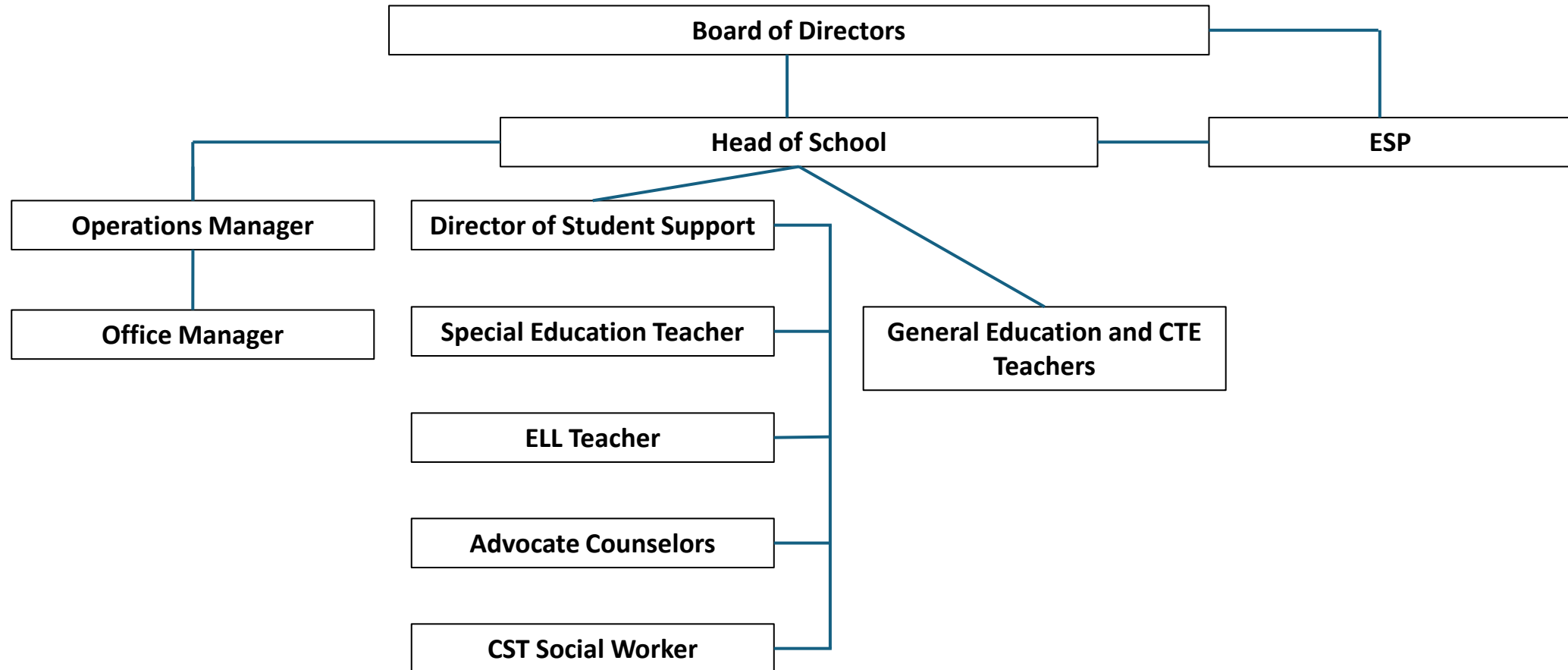
Dr. David Gayler
 Superintendent, Retired
 Charlotte County Public Schools
 (941) 234-2064



Attachment 4: Organization Chart

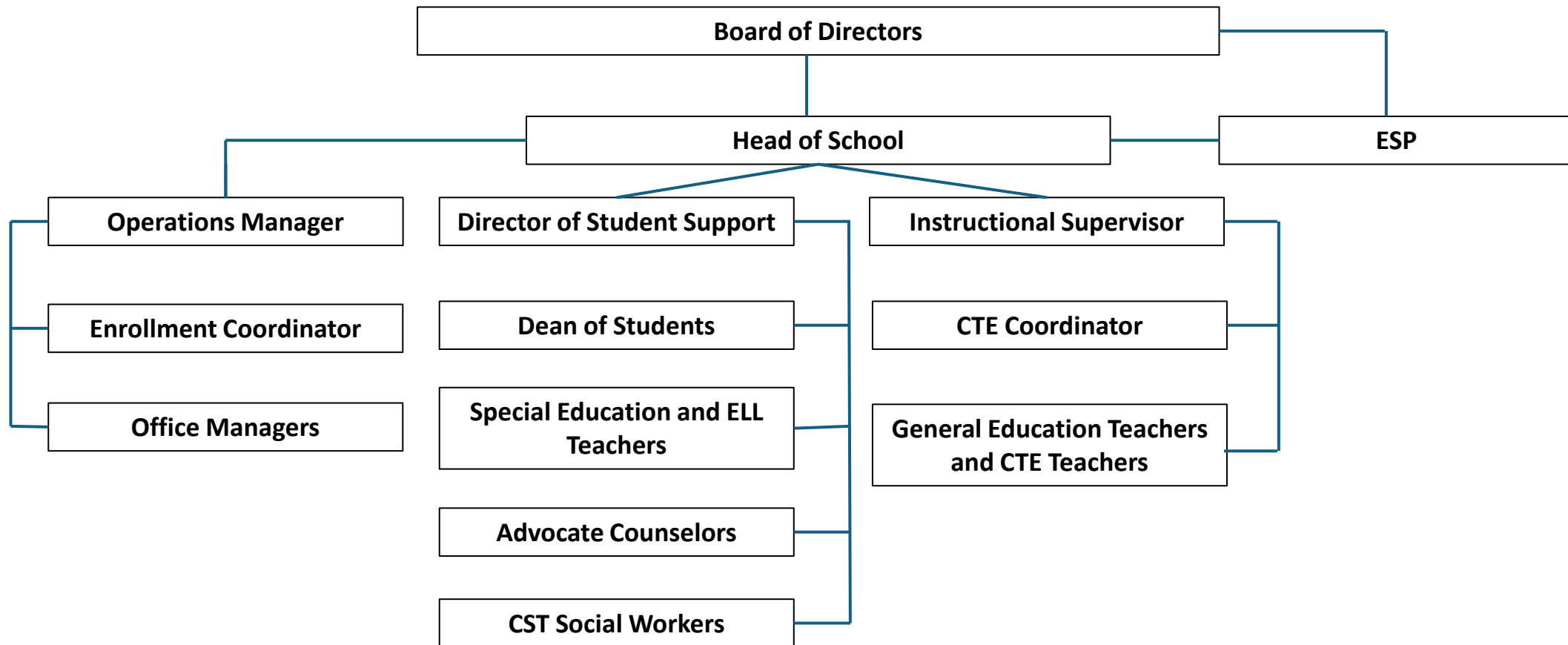


Opportunity Youth Academy Y1 Organization Chart





Opportunity Youth Academy At Capacity Organization Chart





Attachment 5: Articles of Incorporation

Attachment 5: Articles of Incorporation



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/

RICH HAGLUND
1243 LEVERENZ ROAD
NAPERVILLE, IL 60564, USA

11/22/2025

Filing Acknowledgment

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

Entity Name:	OPPORTUNITY YOUTH NETWORK TN		
SOS Control #:	002066056	Initial Filing Date:	11/22/2025
Entity Type:	Nonprofit Corporation	Formation Locale:	TENNESSEE
Status:	Active	Duration Term:	Perpetual
Fiscal Year Close:	June	Annual Report Due:	10/01/2026
Business County:	Knox		
Benefit Type:	Public Benefit Corporation	Religious Type:	Non-Religious

Document Receipt

Receipt #: 2025-781235	Filing Fee:	\$100.00
Payment: Credit Card - 3910567309		\$100.00

Registered Agent Address:
NORTHWEST REGISTERED AGENT INC
116 AGNES RD STE 200
KNOXVILLE, TN 37919

Principal Office Address:
116 AGNES RD STE 200
KNOXVILLE, TN 37919
Knox County, USA

Congratulations on the successful filing of your Charter Nonprofit Corporation for **OPPORTUNITY YOUTH NETWORK TN** in the State of Tennessee which is effective **11/22/2025**. 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. Please visit the Tennessee Department of Revenue website (www.tn.gov/revenue) to determine your online tax registration requirements. If you need to obtain a Certificate of Existence for this entity, you can request, pay for, and receive it from our website.

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

Tre Hargett
Secretary of State

Tracking Number
B2025833028



Tre Hargett
Secretary of State

Charter Nonprofit Corporation

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 #: 002066056
Filed: 11/22/2025 04:40 PM

Tre Hargett
Secretary of State

Entity Information

Entity Name: OPPORTUNITY YOUTH NETWORK TN

Entity Type: Nonprofit Corporation

Fiscal Year Ending Month: June

Additional Designation: *(No additional designation)*

Principal Office Address

116 AGNES RD STE 200
KNOXVILLE, TN 37919
Knox County, USA

Mailing Address

116 AGNES RD STE 200
KNOXVILLE, TN 37919
Knox County, USA

Will this filing have a delayed effective date?

☐ Yes ☒ No

Period of Duration:

Perpetual

This corporation is a:

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

This corporation will:

☐ Have Members ☒ Not Have Members

Provisions regarding the distribution of assets upon dissolution:

Any assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation, in accordance with the provisions of the Tennessee Public Charter Schools Act, if applicable, shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for educational purposes and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code.

Other Provisions:

Opportunity Youth Network TN is organized exclusively for educational purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations described under Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

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

☐ Yes ☒ No

Incorporators

RICHARD HAGLUND
116 AGNES RD STE 200
KNOXVILLE, TN 37919, USA

Registered Agent Information

NORTHWEST REGISTERED AGENT INC
116 AGNES RD STE 200
KNOXVILLE, TN 37919

Incorporator's 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.

☒ The undersigned, acting as incorporator of the nonprofit corporation under the provisions of the Tennessee Nonprofit Corporation Act, adopt the above Articles of Incorporation.

Signed Electronically: RICHARD HAGLUND

Date: 11/22/2025



Attachment 6: Proof of Nonprofit and Tax-Exempt Status



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

OPPORTUNITY YOUTH NETWORK TN
C/O JASMINE JOSEPH-FORMAN
116 AGNES RD STE 200
KNOXVILLE, TN 37919

Date:
03/20/2026
Employer ID number:
41-2746436
Person to contact:
Name: Barbara Henderson
ID number: 2874510
Telephone: 877-829-5500
Accounting period ending:
June 30
Public charity status:
170(b)(1)(A)(ii)
Form 990 / 990-EZ / 990-N required:
Yes
Effective date of exemption:
November 25, 2025
Contribution deductibility:
Yes
Addendum applies:
No
DLN:
26053440010076

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

Information for Charter Schools

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

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

We sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,



Stephen A. Martin
Director, Exempt Organizations
Rulings and Agreements



Attachment 7: Governing Board Bylaws

Bylaws of Opportunity Youth Network TN

The name of the corporation is Opportunity Youth Network TN (OYN TN). The corporation is organized in accordance with the nonprofit laws of Tennessee. The corporation is organized and operated exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

The Corporation's specific purpose is to establish, operate, and support charter schools in Tennessee. OYN TN charter schools will be Opportunity Schools, as defined in Tennessee Code Annotated Title 49, Chapter 13, and will use a curriculum and model developed by Opportunity Youth Network.

ARTICLE 1 **Directors**

Section 1.1 Number of Directors. The Corporation shall be managed by a Board of Directors consisting of no fewer than three (3) and no more than nine (9) directors.

Section 1.2 Election and Term of Office. Directors of the corporation shall be nominated and elected by the then serving directors. Except as otherwise provided with respect to the initial directors, each director shall serve a term of three (3) years, or until a successor shall have been elected or until such director's death, incapacity, resignation, or removal. Directors may be re-elected to serve multiple terms in office. The board shall establish the terms of the initial directors and any successor directors so that approximately one-third of the directors are elected or re-elected each year.

Section 1.3 Interests of Directors and Officers. The board shall adopt and periodically review a Conflict of Interest Policy satisfying applicable federal and state law. Voting in meetings shall adhere to the Conflict of Interest Policy.

Prior to entering into any compensation agreement, contract for goods or services, or any other transaction with any person who is in a position to exercise influence over the affairs of the corporation, the board shall establish that the proposed transaction is reasonable when compared with a similarly-situated organization for functionally comparable goods or services rendered.

Section 1.4 Resignation, Removal, and Vacancies. Any director may resign from the board at any time by giving written notice to the board, or to the Secretary, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective but such resignation shall be effective when notice is delivered.

A director shall be subject to removal, with or without cause, at a meeting called for that purpose. Any vacancy that occurs on the board, whether by death, resignation, removal or any other cause, may be filled by the remaining directors. A director elected to fill a vacancy shall

serve the remaining term of his or her predecessor, or until a successor has been elected and qualified.

ARTICLE 2

Officers

Section 2.1 Number of Officers. The officers of the Corporation shall be a Chair, one or more Vice-Chairs (as determined by the board), a Treasurer, and a Secretary. Two or more offices may be held by one person, although the offices of secretary and chair cannot be held concurrently by the same person. The chair may not serve concurrently as a vice chair.

Chair. The chair shall be the chief executive officer and shall preside at all meetings of the board.

Vice Chair. The vice chair shall perform the duties of the chair in the absence of the chair and shall assist that office in the discharge of its leadership duties.

Secretary. The secretary shall give notice of all meetings of the board and any board established committees, shall keep an accurate list of the directors, and shall have the authority to certify any records, or copies of records, as the official records of the Corporation. The secretary shall maintain the minutes of the board's meetings and all committee meetings. The secretary is not required to be a voting member of the board.

Treasurer. The treasurer shall be responsible for conducting the financial affairs of the corporation as directed and authorized by the board and finance committee, if any, and shall make reports of corporate finances as required.

Section 2.2 Election and Term of Office. The officers shall be elected at the annual meeting of the board. Each officer shall serve a one year term, which may be renewed, or until the officer's resignation or removal, or until a successor has been elected.

Section 2.3 Removal or Vacancy. Officers may resign at any time. The board shall have the power to remove an officer or agent of the corporation. Any vacancy that occurs for any reason may be filled by the board.

ARTICLE 3 Meetings

Section 3.1 Open Meetings.

When applicable, meetings of the Board shall be called, noticed, and held in compliance with the applicable provisions of the Tennessee Public Charter Schools Act and the Tennessee Open Meetings Law. Except as otherwise permitted by those Acts, all meetings of the Board shall be open and public.

Section 3.2 Annual Meetings Other Regular Meetings. The board shall hold an annual meeting on the date, time, and location designated in the notice of such meeting. The purpose of the annual meeting shall be to elect officers and transact other business. Additional regular meetings may be held at such times and places as designated by the board.

Section 3.3 Special Meetings. Special meetings of the board may be called by or at the request of the chair, secretary, or by one or more members of the board with the consent of the chair or secretary.

Section 3.4 Notice. Written notice of all meetings shall be provided under this section or as otherwise required by law. The Notice shall state the place, date, and hour of meeting. Such notice shall be delivered to all directors of record via electronic or other reasonable means of communication.

Section 3.4 Meeting by Electronic Means. Individual directors may participate in meetings of the Board by electronic means, in accordance with applicable Tennessee law. If the board chooses to hold an entire meeting by electronic means, the board shall include instructions in the agenda regarding how all interested persons can access the meeting.

Section 3.5 Quorum and Action. A majority of the directors shall constitute a quorum at a meeting. Unless otherwise provided in these bylaws or under law, if a quorum is represented at a meeting, an act of the board shall require a vote by a majority of those voting members present at the meeting.

Section 3.7 Emergency Meetings. In the event of an emergency, involving injury or damage to persons or property or the likelihood of such injury or damage, and there is a need for expedited action by the board to meet the emergency, the chair may provide for a meeting site other than the regular meeting site and the notice requirements set forth in these bylaws shall be suspended during such emergency.

ARTICLE 4 COMMITTEES

Section 4.1 Committee Membership. The board, by resolution, may designate one (1) or more committees, each of which shall include one (1) or more directors and such other persons as the Board shall appoint. Any committees established by the Board shall have the duties and authority as the board may determine. Committee members shall serve at the pleasure of the board.

Section 4.2 Committee Meetings and Voting. All meetings of committees that include two or more directors shall comply with applicable provisions of the Tennessee Open Meetings Law. Subject to the foregoing, the board or, if the board does not act, the committees shall establish procedures for and the timing of meetings of the committees. Committees shall keep regular minutes of proceedings and report the same to the board from time to time as the board may require.

ARTICLE 5 GENERAL PROVISIONS

Section 5.1 Contracts. The board may authorize any officer or agent of the corporation to enter into any contract or sign any instrument in the name of the corporation, and such authority may be general or confined to specific instances.

Section 5.2 Monetary Payments. All checks, wires and other electronic funds transfers, or other orders for the payment of money, notes, acceptances, or other evidences of indebtedness issued in the name of the corporation, shall be signed or initiated, as the case may be, by such officer or officers, agent or agents, of the corporation, and in such manner, as shall be determined from time to time by resolution of the board.

Section 5.3 Fiscal Year. The corporation's fiscal year shall end on June 30 of each year unless a different fiscal year is established by resolution of the board.

Section 5.4 Amendments. These bylaws may be amended by the board, but only with the written consent of Opportunity Youth Network. Amendments may be made at a regular or special meeting for which written notice of the purpose shall be given. The bylaws may contain any provisions for the regulation and management of the affairs of the corporation not inconsistent with law or the articles of incorporation.

ARTICLE 6 INDEMNIFICATION AND INSURANCE

Section 6.1 Indemnification. The corporation shall indemnify and hold harmless, to the fullest extent permitted by law, any director or officer of the corporation who was or is made or is threatened to be made a party or is otherwise involved in any action, suit or proceeding, whether civil, criminal, administrative or investigative by reason of the fact that he or she, or a person for whom he or she is the legal representative, is or was a director, officer, employee or agent of the corporation or is or was serving at the request of the corporation as a director, officer, employee or agent of another corporation or of a partnership, joint venture, or other enterprise, against all liability and loss suffered and expenses reasonably incurred by such person in connection with any such proceeding. The corporation shall be required to indemnify a person in connection with a proceeding initiated by such person only if the proceeding was authorized by the board.

Section 6.2 Indemnification of Others. The corporation shall have the power to indemnify and hold harmless, to the extent permitted by applicable law as it presently exists or may hereafter be amended, any employee or agent of the corporation who was or is made or is threatened to be made a party or is otherwise involved in any proceeding by reason of the fact that he or she, or a person for whom he or she is the legal representative, is or was an employee or agent of the corporation or is or was serving at the request of the corporation as a director, officer, employee or agent of another corporation or of a partnership, joint venture, or other enterprise,

against all liability and loss suffered and expenses reasonably incurred by such person in connection with any such proceeding.

Section 6.3 Prepayment of Expenses. The corporation shall pay the expenses incurred by any officer or director of the corporation, and may pay the expenses incurred by any employee or agent of the corporation, in defending any proceeding in advance of its final disposition; provided that the payment of expenses incurred by a person in advance of the final disposition of the proceeding shall be made only upon receipt of an undertaking by the person to repay all amounts advanced if it should be ultimately determined that the person is not entitled to be indemnified under this article or otherwise.

Section 6.4 Insurance. The corporation may purchase and maintain insurance on behalf of any person who is or was a director, officer, employee or agent of the corporation, or is or was serving at the request of the corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, or other enterprise against any liability asserted against him or her and incurred by him or her in any such capacity, or arising out of his or her status as such, whether or not the corporation would have the power to indemnify him or her against such liability under the provisions of applicable laws.

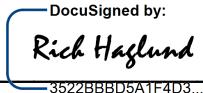
ARTICLE 7 DISSOLUTION

The corporation may be dissolved only with authorization of its board given at a special meeting called for that purpose, and with the subsequent approval by no less than two-thirds (2/3) vote of the members. In the event of the dissolution of the corporation, the assets shall be applied and distributed as follows:

Any assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation, in accordance with the provisions of the Tennessee Public Charter Schools Act, if applicable, shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for educational purposes and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code.

Certification

The foregoing is a true and correct copy of the initial bylaws of the above-named corporation, adopted for purposes of incorporation by the incorporator noted below, subject to ratification by the Board of Directors at its first meeting.

By:  3522BBBD5A1F4D3... Date: 12/5/2025
Name: Rich Haglund



Attachment 8: Letter of Insurance Coverage



01/15/2026

Tennessee Department of Education
Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243

Re: Letter of Insurance Commitment for Opportunity Youth Network

To Whom It May Concern:

Trimble-Batjer/Alera Group is pleased to provide this letter of commitment to secure insurance coverage on behalf of Opportunity Youth Network upon approval of their charter application by the Tennessee Department of Education.

Upon approval, we will procure the following types and amounts of coverage:

Commercial General Liability: \$1,000,000 per occurrence/\$2,000,000 aggregate
Professional Liability/Educators Legal Liability: \$1,000,000 per occurrence/\$2,000,000 aggregate
Directors & Officers Liability: \$1,000,000 per occurrence/\$2,000,000 aggregate
Sexual Abuse & Molestation Liability: \$1,000,000 per occurrence/\$2,000,000 aggregate
Commercial Property (Replacement Cost) based on values
Business Auto Liability: \$1,000,000 combined single limit (if applicable)
Workers' Compensation: Statutory Limits
Employers Liability: \$1,000,000/\$1,000,000/\$1,000,000
Umbrella/Excess Liability: \$2,000,000 per occurrence/aggregate
Cyber Liability: \$1,000,000
Crime/Employee Dishonesty: \$250,000
Surety Bonds pursuant to T.C.A. § 49-13-111(n)

In accordance with T.C.A. § 49-13-107(b)(19), we will ensure that all policies include provisions requiring the insurance carrier(s) to notify the Tennessee Department of Education within ten (10) days of cancellation of any coverage carried on behalf of Opportunity Youth Network.

Please feel free to contact me directly with any questions regarding this commitment.

Sincerely,

Alan Sisk

Alan Sisk
Sr. Partner
(615) 775-0369
Alan.Sisk@AleraGroup.com

201 S. CHADBOURNE
SAN ANGELO, TEXAS 76903
325-653-6733

6011 BROADWAY, STE 201
SAN ANTONIO, TEXAS 78209
210-308-9438

www.tb1883.com



Attachment 9: Operating Budget Template

SCHOOL INFORMATION

Proposed School Name:	Opportunity Youth Academy
Sponsor Contact Name:	Opportunity Youth Network TN
Sponsor Contact Email Address:	dcroson@oy-nj.org
Sponsor Contact Phone Number:	(908) 451-6910
Geographic District*:	Memphis Shelby County Schools
State + Local Per-pupil Funding Amount**:	\$13,000

**"Geographic District" means the school district that serves the geographic location in which the proposed charter school will operate.*

***Within 10 business days of receipt of a sponsor's Letter of Intent, authorizers are expected to share with the sponsor the most recent average combined state and local per-pupil funding amount. Sponsors should enter that number in the cell above to inform revenue calculations on subsequent tabs of this workbook.*

STUDENT ENROLLMENT SUMMARY MINIMUM					
	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten					
1st Grade					
2nd Grade					
3rd Grade					
4th Grade					
5th Grade					
6th Grade					
7th Grade					
8th Grade					
9th Grade					
10th Grade					
11th Grade					
12th Grade	75	150	250	275	300

Students are not assigned to specific grades

Total Enrollment	75	150	250	275	300
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Change in Net Enrollment	75	75	100	25	25
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PERSONNEL COUNTS MINIMUM							
ADMINISTRATIVE STAFF	AVERAGE ANNUAL SALARY	NUMBER OF FTE					NOTES AND ASSUMPTIONS
		Year 1	Year 2	Year 3	Year 4	Year 5	
Executive Management (CEO, ED)	\$110,000.00	1.00	1.00	1.00	1.00	1.00	Principal
School Leadership (Principals, Assistant Principals)							
Deans, Directors, and Coordinators	\$80,000.00	1.00	2.00	4.00	4.00	4.00	Instructional Supervisor, Director of Student Support, Dean of Students
CFO/Director of Finance							
Operations/Business Manager	\$65,000.00	1.00	1.00	1.00	1.00	1.00	Operations Manager
Administrative Staff	\$50,000.00	1.00	1.00	2.00	2.00	2.00	Office Manager
Other Administrative Staff	\$75,000.00			1.00	1.00	1.00	Enrollment Coordinator
<i>Insert custom administrative staff</i>							
<i>Insert custom administrative staff</i>							
ADMINISTRATIVE STAFF SALARY TOTALS		\$305,000	\$385,000	\$670,000	\$670,000	\$670,000	
INSTRUCTIONAL STAFF	AVERAGE ANNUAL SALARY	NUMBER OF FTE					NOTES AND ASSUMPTIONS
		Year 1	Year 2	Year 3	Year 4	Year 5	
Teachers - Regular	\$58,000	3.00	5.50	6.50	7.00	8.00	Core subject teachers.
Teachers - SPED	\$60,000	1.00	2.00	2.00	2.00	2.00	Special education teachers.
Teachers - MLL	\$60,000	0.50	0.50	0.50	0.50	0.50	Multi-language learner teachers.
Teaching Assistant							
Specialty Teachers	\$60,000	1.00	2.00	2.00	2.50	2.50	CTE Teacher
Therapists and Counselors	\$65,000	1.00	2.00	4.00	4.00	4.00	Advocate Counselors
Substitute Teachers							
Librarian							
Other Instructional Staff							
<i>Social Worker</i>	\$55,000	1.00	1.00	2.00	2.00	2.00	Social workers
<i>Insert custom instructional staff</i>							
INSTRUCTIONAL STAFF SALARY TOTALS		\$444,000	\$774,000	\$1,017,000	\$1,076,000	\$1,134,000	
NON-INSTRUCTIONAL STAFF	AVERAGE ANNUAL SALARY	NUMBER OF FTE					NOTES AND ASSUMPTIONS
		Year 1	Year 2	Year 3	Year 4	Year 5	
Nurse							
Custodian							
Security							
Other Non-Instructional Staff							
<i>IT Assistant</i>							
<i>Insert custom non-instructional staff</i>							
NON-INSTRUCTIONAL STAFF SALARY TOTALS		\$0	\$0	\$0	\$0	\$0	
BENEFITS MINIMUM							

PAYROLL TAXES AND BENEFITS	% OF SALARIES	Year 1	Year 2	Year 3	Year 4	Year 5	NOTES AND ASSUMPTIONS
Social Security	6.20%	\$46,438	\$71,858	\$104,594	\$108,252	\$111,848	
Employer Medicare	1.45%	\$10,861	\$16,806	\$24,462	\$25,317	\$26,158	
State Unemployment	0.31%	\$2,322	\$3,593	\$5,230	\$5,413	\$5,592	
Worker's Compensation Insurance	0.15%	\$1,124	\$1,739	\$2,531	\$2,619	\$2,706	
Health/Medical Insurance	9.00%	\$67,410	\$104,310	\$151,830	\$157,140	\$162,360	
Dental Insurance	1.00%	\$7,490	\$11,590	\$16,870	\$17,460	\$18,040	
Vision Insurance	0.25%	\$1,873	\$2,898	\$4,218	\$4,365	\$4,510	
Life Insurance		\$0	\$0	\$0	\$0	\$0	
Pensions/Retirement	8.50%	\$63,665	\$98,515	\$143,395	\$148,410	\$153,340	
<i>Insert custom benefit</i>		\$0	\$0	\$0	\$0	\$0	
<i>Insert custom benefit</i>		\$0	\$0	\$0	\$0	\$0	
PAYROLL TAXES AND BENEFITS TOTALS	26.86%	\$201,181	\$311,307	\$453,128	\$468,976	\$484,554	
SALARY AND BENEFITS SUMMARY MINIMUM							
		Year 1	Year 2	Year 3	Year 4	Year 5	NOTES AND ASSUMPTIONS
Total Administrative Staff Salaries		\$305,000	\$385,000	\$670,000	\$670,000	\$670,000	
Total Administrative Staff Benefits		\$81,923	\$103,411	\$179,962	\$179,962	\$179,962	
Total Instructional Staff Salaries		\$444,000	\$774,000	\$1,017,000	\$1,076,000	\$1,134,000	
Total Instructional Staff Benefits		\$119,258	\$207,896	\$273,166	\$289,014	\$304,592	
Total Non-Instructional Staff Salaries		\$0	\$0	\$0	\$0	\$0	
Total Non-Instructional Staff Benefits		\$0	\$0	\$0	\$0	\$0	
TOTAL SALARIES AND BENEFITS		\$950,181	\$1,470,307	\$2,140,128	\$2,214,976	\$2,288,554	

BUDGET SUMMARY MINIMUM						
	Year 1	Year 2	Year 3	Year 4	Year 5	NOTES AND ASSUMPTIONS
Total revenue	\$1,695,000	\$2,440,000	\$3,650,000	\$3,990,000	\$4,330,000	
Total expenditures	\$1,693,831	\$2,416,217	\$3,497,994	\$3,786,281	\$4,028,026	
Net operating income	\$1,169	\$23,783	\$152,007	\$203,719	\$301,974	
Revenue per pupil	\$22,600	\$16,267	\$14,600	\$14,509	\$14,433	
Expenses per pupil	\$22,584	\$16,108	\$13,992	\$13,768	\$13,427	

REVENUE MINIMUM						
PER-PUPIL FUNDING	Year 1	Year 2	Year 3	Year 4	Year 5	NOTES AND ASSUMPTIONS
Average per-pupil state and local funding	\$975,000	\$1,950,000	\$3,250,000	\$3,575,000	\$3,900,000	
Average per-pupil federal funding	\$600	\$600	\$600	\$600	\$600	
TOTAL FEDERAL, STATE, LOCAL PER-PUPIL REVENUE	\$1,020,000	\$2,040,000	\$3,400,000	\$3,740,000	\$4,080,000	
OTHER (FUNDRAISING, LOANS, ETC.)	Year 1	Year 2	Year 3	Year 4	Year 5	NOTES AND ASSUMPTIONS
NewSchools Venture Fund	\$250,000					Grant application in process.
Charter School Growth Fund	\$150,000	\$150,000				Grant application in process.
CSP	\$250,000	\$250,000				
Philanthropy			\$250,000	\$250,000	\$250,000	Local and national philanthropic partners.
Opportunity Youth Network ESP	\$25,000					Funding support from ESP.
Other						
Other						
TOTAL OTHER REVENUE	\$675,000	\$400,000	\$250,000	\$250,000	\$250,000	

EXPENDITURES MINIMUM						
SALARIES AND BENEFITS	Year 1	Year 2	Year 3	Year 4	Year 5	NOTES AND ASSUMPTIONS
TOTAL SALARIES AND BENEFITS	\$950,181	\$1,470,307	\$2,140,128	\$2,214,976	\$2,288,554	
CONTRACTED SERVICES	Year 1	Year 2	Year 3	Year 4	Year 5	NOTES AND ASSUMPTIONS
Accounting/audit	\$5,000	\$20,000	\$20,600	\$21,218	\$21,855	Audit + 990 Preparation
Back-office Support	\$78,000	\$80,340	\$82,750	\$85,233	\$87,790	Backoffice Accounting and Finance; 3% escalation each year.
Legal	\$5,000	\$5,150	\$5,305	\$5,464	\$5,628	Ad hoc legal needs (contracts reviews, employee contracts).
Share of Network Office Expenses	\$97,500	\$195,000	\$325,000	\$429,000	\$468,000	10% of revenue to ESP in yrs 1-3; 12% in yrs 4-5.
Payroll service	\$4,025	\$6,300	\$9,100	\$9,450	\$9,800	~\$350 per employee.
School lunch/food service						The school plans to contract food service through the District in which case revenue and costs will not hit the school's budget.
Special education services	\$10,000	\$15,000	\$15,450	\$15,914	\$11,255	\$10K in yr1 with lower enrollment; \$15K per year in yrs 2-5 escalating by 3% each year. Includes expenses for monthly contracted services for sped-related services.
Student support services						
District Authorizer Fee	\$35,000	\$35,000	\$35,000	\$35,000	\$35,000	Authorizer Fee
Copiers (lease + usage)	\$9,000	\$9,000	\$18,000	\$18,000	\$27,000	Copiers - \$750 per month (1 copier in yrs 1-2; 2 copiers in yrs 3-4; 3 copiers in yr 5).
Phone/Internet Services	\$9,000	\$9,270	\$9,548	\$9,835	\$10,130	\$750 per month escalating by 3% each year

Health School Services	\$40,000	\$41,200	\$60,000	\$61,800	\$63,654	Nursing service - \$40K per year in first several years, increasing to \$60K per year in yr 3; 3% escalation each year.
Other Academic Contracted Services	\$30,000	\$30,900	\$60,000	\$61,800	\$63,654	Edgenuity - contracted sources for digital courses; lower contracted costs in yrs 1-2 with lower enrollment.
<i>Insert custom contracted service</i>						
<i>Insert custom contracted service</i>						
<i>Insert custom contracted service</i>						
TOTAL CONTRACTED SERVICES	\$322,525	\$447,160	\$640,753	\$752,712	\$803,764	
SCHOOL OPERATIONS	Year 1	Year 2	Year 3	Year 4	Year 5	
Board expenses	\$5,000	\$5,150	\$5,305	\$5,464	\$5,628	Annual board training expenses; escalates by 3% each year.
Classroom / Teaching Supplies and Materials	\$1,875	\$3,750	\$6,250	\$6,875	\$7,500	\$25 per student
Field Trips						
Fundraising Expenses						
Office Expenses	\$5,000	\$10,000	\$10,300	\$5,464	\$5,628	Office supplies; \$5K in yr 1; \$10K per year in yrs 2-5; escalates by 3% each year.
Other Equipment						
Other Student Services						
Special Education Supplies and Materials	\$10,000	\$15,000	\$15,450	\$15,914	\$16,391	\$10K in yr1; \$15K per year in yrs 2-5 for additional SPED materials (in addition to what has been captured in Textbooks/Workbooks line); escalates by 3% each year.
Staff Development	\$5,750	\$9,000	\$13,000	\$13,500	\$14,000	\$500 per FTE - includes expenses for professional development travel and fees.
Staff Recruitment	\$10,000	\$10,300	\$10,609	\$10,927	\$11,255	\$10K per year - job postings, fairs, interviews; escalates by 3% each year.
Staff Travel	\$5,000	\$5,150	\$5,305	\$5,464	\$5,628	\$5K per year for staff travel expenses (mileage reimbursement, lodging, food). Escalates by 3% each year.
Student Recruitment / Marketing	\$10,000	\$10,300	\$10,609	\$10,927	\$11,255	\$10K per year - student outreach supplies and materials and media postings; escalates by 3% each year.
Student Testing and Assessment	\$7,500	\$15,000	\$25,000	\$27,500	\$30,000	\$100 per student for student interim and formative assessments.
Student Transportation	\$105,000	\$105,000	\$195,000	\$195,000	\$285,000	1 bus in yrs 1-2; 2 buses in yrs 3-4; 3 buses in yr 5. (\$90K per bus). \$15K has also been added each year for SPED transportation.
Supplies and Other Materials	\$10,000	\$10,300	\$10,609	\$10,927	\$11,255	\$10K per year; includes PowerSchool and software not directly related to instruction; escalates by 3% each year.
Student Laptops	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10K per year for new and replacement computer devices.
Staff Laptops	\$17,250	\$9,750	\$12,000	\$1,500	\$1,500	\$1,500 per device per new staff member.
Instructional Supplies and Materials	\$18,750	\$37,500	\$62,500	\$68,750	\$75,000	\$250 per student; includes textbooks, learning software, and other educational-related supplies and materials.
CTE Supplies and Materials	\$35,000	\$35,000	\$75,000	\$137,500	\$150,000	Includes textbooks, learning software, and other educational-related supplies and materials.

Parent Meetings	\$5,000	\$5,150	\$5,305	\$5,464	\$5,628	\$5K per year; food, supplies and materials for meetings; escalates by 3% each year.
<i>Insert custom operations expense</i>						
<i>Insert custom operations expense</i>						
<i>Insert custom operations expense</i>						
<i>Insert custom operations expense</i>						
TOTAL SCHOOL OPERATIONS	\$261,125	\$296,350	\$472,241	\$531,175	\$645,666	
FACILITY OPERATIONS & MAINTENANCE	Year 1	Year 2	Year 3	Year 4	Year 5	NOTES AND ASSUMPTIONS
Equipment						
Facilities cost (rent/debt, interest payments, etc.)	\$30,000	\$45,000	\$60,000	\$75,000	\$75,000	The school is planning to lease space at Westside Middle School in yrs 1-5, and will scale the number of sq. ft. leased based on enrollment. The school has assumed \$3 per sq. ft. with 10K sq. ft. in yr 1; 15K in yr 2; 20K in yr 3; 25K in yrs 4-5.
Furniture	\$10,000	\$10,300	\$10,609	\$10,927	\$11,255	The Westside facility has furniture in the facility. The school has budgtd \$10K per year for replacements and additional furniture needed.
Insurance	\$30,000	\$30,900	\$31,827	\$32,782	\$33,765	General Liability, Umbrella, Building Insurance; escalates by 3% each year.
Janitorial Services	\$25,000	\$37,500	\$50,000	\$62,500	\$62,500	The school has assumed \$2.50 per sq. ft. with 10K sq. ft. in yr 1; 15K in yr 2; 20K in yr 3; 25K in yrs 4-5.
Repairs and Maintenance	\$15,000	\$15,450	\$15,914	\$16,391	\$16,883	Estimate of \$15K per year for routine maintenance and repairs.
Security Services	\$25,000	\$25,750	\$26,523	\$27,318	\$28,138	\$25K per year for contracted security services; escalates by 3% each year.
Utilities	\$25,000	\$37,500	\$50,000	\$62,500	\$62,500	The school has assumed \$2.50 per sq. ft. with 10K sq. ft. in yr 1; 15K in yr 2; 20K in yr 3; 25K in yrs 4-5.
<i>Insert custom facilities expense</i>						
<i>Insert custom facilities expense</i>						
<i>Insert custom facilities expense</i>						
TOTAL FACILITY OPS & MAINTENANCE	\$160,000	\$202,400	\$244,872	\$287,418	\$290,041	

YEAR 0 BUDGET SUMMARY													
	MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6	MONTH 7	MONTH 8	MONTH 9	MONTH10	MONTH 11	MONTH 12	NOTES AND ASSUMPTIONS
Total revenue	\$30,000	\$31,364	\$31,364	\$31,364	\$31,364	\$31,364	\$31,364	\$31,364	\$31,364	\$31,364	\$31,364	\$31,364	
Total expenditures	\$24,907	\$24,907	\$24,907	\$24,907	\$24,907	\$24,907	\$28,907	\$28,907	\$28,907	\$28,907	\$28,907	\$28,907	
Net operating income	\$5,093	\$6,457	\$6,457	\$6,457	\$6,457	\$6,457	\$2,457	\$2,457	\$2,457	\$2,457	\$2,457	\$2,457	

YEAR 0 REVENUE													
BEGINNING CASH BALANCE	MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6	MONTH 7	MONTH 8	MONTH 9	MONTH10	MONTH 11	MONTH 12	NOTES AND ASSUMPTIONS
Cash on hand													
FEDERAL	MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6	MONTH 7	MONTH 8	MONTH 9	MONTH10	MONTH 11	MONTH 12	NOTES AND ASSUMPTIONS
CSP Grant		\$22,727	\$22,727	\$22,727	\$22,727	\$22,727	\$22,727	\$22,727	\$22,727	\$22,727	\$22,727	\$22,727	
Other federal													
OTHER (GRANTS, LOANS, ETC.)	MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6	MONTH 7	MONTH 8	MONTH 9	MONTH10	MONTH 11	MONTH 12	NOTES AND ASSUMPTIONS
Opportunity Youth Network CMO	\$30,000	\$8,636	\$8,636	\$8,636	\$8,636	\$8,636	\$8,636	\$8,636	\$8,636	\$8,636	\$8,636	\$8,636	
Insert revenue source													
Insert revenue source													
Insert revenue source													
Insert revenue source													
TOTAL REVENUE	\$30,000	\$31,364	\$31,364	\$31,364	\$31,364	\$31,364	\$31,364	\$31,364	\$31,364	\$31,364	\$31,364	\$31,364	

YEAR 0 EXPENDITURES													
ADMINISTRATIVE STAFF SALARIES	MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6	MONTH 7	MONTH 8	MONTH 9	MONTH10	MONTH 11	MONTH 12	NOTES AND ASSUMPTIONS
Executive Management (CEO, ED)	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	Principal
School Leadership (Principals, Assistant Principals)													
Deans, Directors, and Coordinators													
CFO/Director of Finance													
Operations/Business Manager	\$5,417	\$5,417	\$5,417	\$5,417	\$5,417	\$5,417	\$5,417	\$5,417	\$5,417	\$5,417	\$5,417	\$5,417	Operations Manager
Administrative Staff													
Other Administrative Staff													
Other													
INSTRUCTIONAL STAFF SALARIES	MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6	MONTH 7	MONTH 8	MONTH 9	MONTH10	MONTH 11	MONTH 12	NOTES AND ASSUMPTIONS
Teachers - Regular													
Teachers - SPED													
Teachers - EL													
Teaching Assistant													
Specialty Teachers													
Aides													
Therapists and Counselors													
Substitute Teachers													
Librarian													
Other Instructional Staff													
Other													
NON-INSTRUCTIONAL STAFF SALARIES	MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6	MONTH 7	MONTH 8	MONTH 9	MONTH10	MONTH 11	MONTH 12	NOTES AND ASSUMPTIONS
Nurse													
Custodian													
Security													
Other Non-Instructional Staff													
Other													
TOTAL SALARIES	\$14,583	\$14,583	\$14,583	\$14,583	\$14,583	\$14,583	\$14,583	\$14,583	\$14,583	\$14,583	\$14,583	\$14,583	
BENEFITS	MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6	MONTH 7	MONTH 8	MONTH 9	MONTH10	MONTH 11	MONTH 12	NOTES AND ASSUMPTIONS
Social Security	\$904	\$904	\$904	\$904	\$904	\$904	\$904	\$904	\$904	\$904	\$904	\$904	6.20%
Employer Medicare	\$211	\$211	\$211	\$211	\$211	\$211	\$211	\$211	\$211	\$211	\$211	\$211	1.45%
State Unemployment	\$45	\$45	\$45	\$45	\$45	\$45	\$45	\$45	\$45	\$45	\$45	\$45	0.31%
Worker's Compensation Insurance	\$22	\$22	\$22	\$22	\$22	\$22	\$22	\$22	\$22	\$22	\$22	\$22	0.15%
Health/Medical Insurance	\$1,458	\$1,458	\$1,458	\$1,458	\$1,458	\$1,458	\$1,458	\$1,458	\$1,458	\$1,458	\$1,458	\$1,458	10.00%

Dental Insurance	\$146	\$146	\$146	\$146	\$146	\$146	\$146	\$146	\$146	\$146	\$146	\$146	1.00%
Vision Insurance	\$36	\$36	\$36	\$36	\$36	\$36	\$36	\$36	\$36	\$36	\$36	\$36	0.25%
Life Insurance													
Pensions/Retirement													
Other													
TOTAL BENEFITS	\$2,823	\$2,823	\$2,823	\$2,823	\$2,823	\$2,823	\$2,823	\$2,823	\$2,823	\$2,823	\$2,823	\$2,823	
CONTRACTED SERVICES	MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6	MONTH 7	MONTH 8	MONTH 9	MONTH10	MONTH 11	MONTH 12	NOTES AND ASSUMPTIONS
Accounting/audit													
Legal	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$5K annual
Management company fee													
Payroll service													
School lunch/food service													
Special education services													
Student support services													
Backoffice Support							\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	Backoffice Support
Insert custom contracted service													
Insert custom contracted service													
TOTAL CONTRACTED SERVICES	\$417	\$417	\$417	\$417	\$417	\$417	\$4,417	\$4,417	\$4,417	\$4,417	\$4,417	\$4,417	
SCHOOL OPERATIONS	MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6	MONTH 7	MONTH 8	MONTH 9	MONTH10	MONTH 11	MONTH 12	NOTES AND ASSUMPTIONS
Board expenses	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$5K in startup year for board training expenses.
Classroom / Teaching Supplies and Materials													
Field Trips													
Fundraising Expenses													
Office Expenses	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$10K in startup year for office supplies.
Other Equipment													
Other Student Services													
Special Education Supplies and Materials													
Staff Development	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$20K in startup year for professional development (travel, lodging, fees).
Staff Recruitment	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$15K in startup year for staff recruiting fees (Job postings, fairs, interviews).
Staff Travel	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$10K in startup year for staff travel (i.e. mileage reimbursements, meeting expenses, lodging).
Student Recruitment / Marketing	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$25K in startup year for student recruitment efforts (student outreach supplies and materials and media postings).
Student Testing and Assessment													
Student Transportation													
Supplies and Other Materials													
Technology													
Telephone													
Textbooks / Workbooks													
Insert custom operations expense													
Insert custom operations expense													
Insert custom operations expense													
TOTAL SCHOOL OPERATIONS	\$7,083	\$7,083	\$7,083	\$7,083	\$7,083	\$7,083	\$7,083	\$7,083	\$7,083	\$7,083	\$7,083	\$7,083	
FACILITY OPERATIONS & MAINTENANCE	MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6	MONTH 7	MONTH 8	MONTH 9	MONTH10	MONTH 11	MONTH 12	NOTES AND ASSUMPTIONS
Equipment													
Facilities cost (rent/debt, interest payments, etc.)													
Furniture													
Insurance													
Janitorial Services													
Repairs and Maintenance													
Security Services													
Utilities													
Insert custom facilities expense													
Insert custom facilities expense													
Insert custom facilities expense													
TOTAL FACILITY OPS & MAINTENANCE	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	

STUDENT ENROLLMENT SUMMARY PLANNED					
	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten					
1st Grade					
2nd Grade					
3rd Grade					
4th Grade					
5th Grade					
6th Grade					
7th Grade					
8th Grade					
9th Grade					
10th Grade					
11th Grade					
12th Grade	100	175	250	275	300

Students are not assigned to specific grades

Total Enrollment	100	175	250	275	300
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Change in Net Enrollment	100	75	75	25	25
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PERSONNEL COUNTS PLANNED							
ADMINISTRATIVE STAFF	AVERAGE ANNUAL SALARY	NUMBER OF FTE					NOTES AND ASSUMPTIONS
		Year 1	Year 2	Year 3	Year 4	Year 5	
Executive Management (CEO, ED)	\$110,000.00	1.00	1.00	1.00	1.00	1.00	Head of School
School Leadership (Principals, Assistant Principals)							
Deans, Directors, and Coordinators	\$80,000.00	1.00	2.00	4.00	4.00	4.00	Director of Student Support (added Y1), CTE Coordinator (added Y2), Instructional Supervisor (added Y3), Dean of Students (added Y3)
CFO/Director of Finance							
Operations/Business Manager	\$65,000.00	1.00	1.00	1.00	1.00	1.00	Operations Manager
Administrative Staff	\$50,000.00	1.00	2.00	2.00	2.00	2.00	Office Manager
Other Administrative Staff	\$75,000.00	0.00	1.00	1.00	1.00	1.00	Enrollment Coordinator
<i>Insert custom administrative staff</i>							
<i>Insert custom administrative staff</i>							
ADMINISTRATIVE STAFF SALARY TOTALS		\$305,000	\$510,000	\$670,000	\$670,000	\$670,000	
INSTRUCTIONAL STAFF	AVERAGE ANNUAL SALARY	NUMBER OF FTE					NOTES AND ASSUMPTIONS
		Year 1	Year 2	Year 3	Year 4	Year 5	
Teachers - Regular	\$58,000	4.00	5.50	6.50	7.00	8.00	Core Subject Teachers
Teachers - SPED	\$60,000	1.00	2.00	2.00	2.00	2.00	Special Education Teachers
Teachers - ELL	\$60,000	0.50	0.50	0.50	0.50	0.50	English language learner teachers
Teaching Assistant							
Specialty Teachers	\$60,000	1.00	2.00	2.00	2.50	2.50	CTE Teacher
Therapists and Counselors	\$65,000	2.00	2.00	4.00	4.00	4.00	Advocate Counselors
Substitute Teachers							
Librarian							
Other Instructional Staff							
<i>Social Worker</i>	\$55,000	1.00	1.00	2.00	2.00	2.00	Social Workers
<i>Insert custom instructional staff</i>							
INSTRUCTIONAL STAFF SALARY TOTALS		\$567,000	\$774,000	\$1,017,000	\$1,076,000	\$1,134,000	
NON-INSTRUCTIONAL STAFF	AVERAGE ANNUAL SALARY	NUMBER OF FTE					NOTES AND ASSUMPTIONS
		Year 1	Year 2	Year 3	Year 4	Year 5	
Nurse							
Custodian							
Security							
Other Non-Instructional Staff							
<i>IT Assistant</i>							

<i>Insert custom non-instructional staff</i>							
NON-INSTRUCTIONAL STAFF SALARY TOTALS		\$0	\$0	\$0	\$0	\$0	
BENEFITS PLANNED							
PAYROLL TAXES AND BENEFITS	% OF SALARIES	Year 1	Year 2	Year 3	Year 4	Year 5	NOTES AND ASSUMPTIONS
Social Security	6.20%	\$54,064	\$79,608	\$104,594	\$108,252	\$111,848	6.2% of salaries
Employer Medicare	1.45%	\$12,644	\$18,618	\$24,462	\$25,317	\$26,158	1.45% of salaries
State Unemployment	0.31%	\$2,703	\$3,980	\$5,230	\$5,413	\$5,592	Equivalent of 2.7% of first \$7K of wages for each FTE
Worker's Compensation Insurance	0.15%	\$1,308	\$1,926	\$2,531	\$2,619	\$2,706	Approximately .15% of salaries
Health/Medical Insurance	9.00%	\$78,480	\$115,560	\$151,830	\$157,140	\$162,360	Approximately 10% of salaries
Dental Insurance	1.00%	\$8,720	\$12,840	\$16,870	\$17,460	\$18,040	Approximately 1% of salaries
Vision Insurance	0.25%	\$2,180	\$3,210	\$4,218	\$4,365	\$4,510	Approximately .5% of salaries
Life Insurance		\$0	\$0	\$0	\$0	\$0	
Pensions/Retirement	8.50%	\$74,120	\$109,140	\$143,395	\$148,410	\$153,340	Combination of Legacy, Hybrid, and Classified employees.
<i>Insert custom benefit</i>		\$0	\$0	\$0	\$0	\$0	
<i>Insert custom benefit</i>		\$0	\$0	\$0	\$0	\$0	
PAYROLL TAXES AND BENEFITS TOTALS	26.86%	\$234,219	\$344,882	\$453,128	\$468,976	\$484,554	
SALARY AND BENEFITS SUMMARY PLANNED							
		Year 1	Year 2	Year 3	Year 4	Year 5	NOTES AND ASSUMPTIONS
Total Administrative Staff Salaries		\$305,000	\$510,000	\$670,000	\$670,000	\$670,000	
Total Administrative Staff Benefits		\$81,923	\$136,986	\$179,962	\$179,962	\$179,962	
Total Instructional Staff Salaries		\$567,000	\$774,000	\$1,017,000	\$1,076,000	\$1,134,000	
Total Instructional Staff Benefits		\$152,296	\$207,896	\$273,166	\$289,014	\$304,592	
Total Non-Instructional Staff Salaries		\$0	\$0	\$0	\$0	\$0	
Total Non-Instructional Staff Benefits		\$0	\$0	\$0	\$0	\$0	
TOTAL SALARIES AND BENEFITS		\$1,106,219	\$1,628,882	\$2,140,128	\$2,214,976	\$2,288,554	

BUDGET SUMMARY PLANNED						
	Year 1	Year 2	Year 3	Year 4	Year 5	NOTES AND ASSUMPTIONS
Total revenue	\$2,010,000.00	\$2,780,000.00	\$3,650,000.00	\$3,990,000.00	\$4,330,000.00	
Total expenditures	\$1,981,444.20	\$2,698,567.40	\$3,516,037.50	\$3,797,726.68	\$4,045,025.76	
Net operating income	\$28,555.80	\$81,432.60	\$133,962.50	\$192,273.32	\$284,974.24	
Revenue per pupil	\$20,100.00	\$15,885.71	\$14,600.00	\$14,509.09	\$14,433.33	
Expenses per pupil	\$19,814.44	\$15,420.39	\$14,064.15	\$13,809.92	\$13,483.42	

REVENUE PLANNED						
PER-PUPIL FUNDING	Year 1	Year 2	Year 3	Year 4	Year 5	NOTES AND ASSUMPTIONS
Average per-pupil state and local funding	\$1,300,000	\$2,275,000	\$3,250,000	\$3,575,000	\$3,900,000	
Average per-pupil federal funding	\$600	\$600	\$600	\$600	\$600	Includes Title I
TOTAL FEDERAL, STATE, LOCAL PER-PUPIL REVENUE	\$1,360,000	\$2,380,000	\$3,400,000	\$3,740,000	\$4,080,000	
OTHER (FUNDRAISING, LOANS, ETC.)	Year 1	Year 2	Year 3	Year 4	Year 5	NOTES AND ASSUMPTIONS
NewSchools Venture Fund	\$250,000					Grant application in process
Charter School Growth Fund	\$150,000	\$150,000				Grant application in process
CSP	\$250,000	\$250,000				
Philanthropy			\$250,000	\$250,000	\$250,000	Local and national philanthropic partners.
Other						
Other						
Other						
TOTAL OTHER REVENUE	\$650,000	\$400,000	\$250,000	\$250,000	\$250,000	

EXPENDITURES PLANNED						
SALARIES AND BENEFITS	Year 1	Year 2	Year 3	Year 4	Year 5	NOTES AND ASSUMPTIONS
TOTAL SALARIES AND BENEFITS	\$1,106,219	\$1,628,882	\$2,140,128	\$2,214,976	\$2,288,554	
CONTRACTED SERVICES	Year 1	Year 2	Year 3	Year 4	Year 5	NOTES AND ASSUMPTIONS
Accounting/audit	\$5,000	\$20,000	\$20,600	\$21,218	\$21,855	Audit + 990 Preparation
Back-office Support	\$78,000	\$80,340	\$82,750	\$85,233	\$87,790	Backoffice Accounting and Finance; 3% escalation each year.
Legal	\$5,000	\$5,150	\$5,305	\$5,464	\$5,628	Ad hoc legal needs (contracts reviews, employee contracts); escalates by 3% each year.
Share of Network Office Expenses	\$130,000	\$227,500	\$325,000	\$429,000	\$468,000	10% of revenue to ESP in yrs 1-3; 12% in yrs 4-5.
Payroll service	\$4,725	\$7,000	\$9,100	\$9,450	\$9,800	~\$350 per employee
School lunch/food service						The school plans to contract food service through the District in which case revenue and costs will not hit the school's budget.
Special education services	\$15,000	\$15,450	\$15,914	\$16,391	\$16,883	\$15K per year escalating by 3% each year. Includes expenses for monthly contracted services for sped-related services.
Student support services						
District Authorizer Fee	\$35,000	\$35,000	\$35,000	\$35,000	\$35,000	Authorizer Fee

Copiers (lease + usage)	\$9,000	\$9,000	\$18,000	\$18,000	\$27,000	Copiers - \$750 per month (1 copier in yrs 1-2; 2 copiers in yrs 3-4; 3 copiers in yr 5).
Phone/Internet Services	\$9,000	\$9,270	\$9,548	\$9,835	\$10,130	\$750 per month escalating by 3% each year
Health School Services	\$60,000	\$61,800	\$63,654	\$65,564	\$67,531	Nursing service - \$60K per year with 3% escalation each year.
Other Academic Contracted Services	\$60,000	\$61,800	\$63,654	\$65,564	\$67,531	Edgenuity - contracted sources for digital courses; escalates by 3% each year.
<i>Insert custom contracted service</i>						
<i>Insert custom contracted service</i>						
<i>Insert custom contracted service</i>						
TOTAL CONTRACTED SERVICES	\$410,725	\$532,310	\$648,524	\$760,717	\$817,145	
SCHOOL OPERATIONS	Year 1	Year 2	Year 3	Year 4	Year 5	NOTES AND ASSUMPTIONS
Board expenses	\$5,000	\$5,150	\$5,305	\$5,464	\$5,628	\$5K; annual board training expenses; escalates by 3% each year.
Classroom / Teaching Supplies and Materials	\$2,500	\$4,375	\$6,250	\$6,875	\$7,500	\$25 per student per year.
Field Trips						
Fundraising Expenses						
Office Expenses	\$10,000	\$10,300	\$10,609	\$10,927	\$11,255	Office supplies; \$10K per year with a 3% escalation each year.
Other Equipment						
Other Student Services						
Special Education Supplies and Materials	\$15,000	\$15,450	\$15,914	\$16,391	\$16,883	\$15K per year for additional SPED materials (in addition to what has been captured in Textbooks/Workbooks line); escalates by 3% each year.
Staff Development	\$6,750	\$10,000	\$13,000	\$13,500	\$14,000	\$500 per FTE - includes expenses for professional development travel and fees.
Staff Recruitment	\$10,000	\$10,300	\$10,609	\$10,927	\$11,255	\$10K per year - job postings, fairs, interviews; escalates by 3% each year.
Staff Travel	\$5,000	\$5,150	\$5,305	\$5,464	\$5,628	\$5K per year for staff travel expenses (mileage reimbursement, lodging, food). Escalates by 3% each year.
Student Recruitment / Marketing	\$10,000	\$10,300	\$10,609	\$10,927	\$11,255	\$10K per year - student outreach supplies and materials and media postings; escalates by 3% each year.
Student Testing and Assessment	\$10,000	\$17,500	\$25,000	\$27,500	\$30,000	\$100 per student for student interim and formative assessments.
Student Transportation	\$105,000	\$105,000	\$195,000	\$195,000	\$285,000	1 bus in yrs 1-2; 2 buses in yrs 3-4; 3 buses in yr 5. (\$90K per bus). \$15K has also been added each year for SPED transportation.
Supplies and Other Materials	\$10,000	\$10,300	\$10,609	\$10,927	\$11,255	\$10K per year; includes PowerSchool and software not directly related to instruction; escalates by 3% each year.
Student Laptops	\$30,000	\$22,500	\$22,500	\$7,500	\$7,500	\$300 per year for new students.
Staff Laptops	\$20,250	\$9,750	\$9,000	\$1,500	\$1,500	\$1,500 per device per new staff member.

Instructional Supplies and Materials	\$25,000	\$43,750	\$62,500	\$68,750	\$75,000	\$250 per student; includes textbooks, learning software, and other educational-related supplies and materials.
CTE Supplies and Materials	\$35,000	\$50,000	\$75,000	\$137,500	\$150,000	Includes textbooks, learning software, and other educational-related supplies and materials.
Parent Meetings	\$5,000	\$5,150	\$5,305	\$5,464	\$5,628	\$5K per year; food, supplies and materials for meetings; escalates by 3% each year
<i>Insert custom operations expense</i>						
<i>Insert custom operations expense</i>						
<i>Insert custom operations expense</i>						
<i>Insert custom operations expense</i>						
TOTAL SCHOOL OPERATIONS	\$304,500	\$334,975	\$482,513	\$534,616	\$649,286	
FACILITY OPERATIONS & MAINTENANCE	Year 1	Year 2	Year 3	Year 4	Year 5	NOTES AND ASSUMPTIONS
Equipment						
Facilities cost (rent/debt, interest payments, etc.)	\$30,000	\$45,000	\$60,000	\$75,000	\$75,000	The school is planning to lease space at Westside Middle School in yrs 1-5, and will scale the number of sq. ft. leased based on enrollment. The school has assumed \$3 per sq. ft. with 10K sq. ft. in yr 1; 15K in yr 2; 20K in yr 3; 25K in yrs 4-5.
Furniture	\$10,000	\$10,300	\$10,609	\$10,927	\$11,255	The Westside facility has furniture in the facility. The school has budgeted \$10K per year for replacements and additional furniture needed.
Insurance	\$30,000	\$30,900	\$31,827	\$32,782	\$33,765	General Liability, Umbrella, Building Insurance; escalates by 3% each year.
Janitorial Services	\$25,000	\$37,500	\$50,000	\$62,500	\$62,500	The school has assumed \$2.50 per sq. ft. with 10K sq. ft. in yr 1; 15K in yr 2; 20K in yr 3; 25K in yrs 4-5.
Repairs and Maintenance	\$15,000	\$15,450	\$15,914	\$16,391	\$16,883	Estimate of \$15K per year for routine maintenance and repairs.
Security Services	\$25,000	\$25,750	\$26,523	\$27,318	\$28,138	\$25K per year for contracted security services; escalates by 3% each year.
Utilities	\$25,000	\$37,500	\$50,000	\$62,500	\$62,500	The school has assumed \$2.50 per sq. ft. with 10K sq. ft. in yr 1; 15K in yr 2; 20K in yr 3; 25K in yrs 4-5.
<i>Insert custom facilities expense</i>						
<i>Insert custom facilities expense</i>						
<i>Insert custom facilities expense</i>						
TOTAL FACILITY OPS & MAINTENANCE	\$160,000	\$202,400	\$244,872	\$287,418	\$290,041	



Attachment 10: Network Budget



Not applicable; we will not form or be a part of a network/CMO.



Attachment 11: Network Organization Chart



Not applicable; we will not form or be a part of a network/CMO, so we will not have a network-level organizational chart.



Attachment 12: ESP Contract

**SCHOOL MANAGEMENT AGREEMENT
BETWEEN OPPORTUNITY YOUTH NETWORK
and OPPORTUNITY YOUTH NETWORK TN**

This SCHOOL MANAGEMENT AGREEMENT (the "Agreement") is made and entered into as of this 12th day of May 2026, by and between Opportunity Youth Network ("CMO"), a New Jersey nonprofit corporation, and Opportunity Youth Network TN ("OYN TN") a Tennessee nonprofit authorized to operate a charter school (the "School") within the State of Tennessee. The effective date of this Agreement shall be July 1, 2027 (the "Effective Date"). CMO and OYN TN agree to the terms set forth below and in the appendices attached hereto and incorporated by reference herein.

WHEREAS, OYN TN was granted a charter (the "Charter") by Memphis Shelby County Schools (the "Chartering Authority") in accordance with the Opportunity Schools Act (the "Charter School Law"); and

WHEREAS, the School is overseen by OYN TN's Board of Trustees ("Board"); and

WHEREAS, CMO is a provider of specialized educational and management services, including operational and administrative supports, for schools; and

WHEREAS, said services are qualitative in nature, and cannot reasonably be described by written bid specifications; and

WHEREAS, OYN TN desires to engage CMO and CMO desires to provide certain services (as more fully set forth herein) to OYN TN and the School; and

WHEREAS, an appropriate resolution was duly adopted by the Board to authorize the entering into this Agreement.

NOW, THEREFORE, in consideration of the mutual covenants and promises set forth in this Agreement, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

Article 1: Relationship

1.1 Governance

The School is governed by a Board of Trustees which is responsible for overseeing the operations of the School. OYN TN's board, at all times, maintains independent fiduciary oversight and authority over the School budget and ultimate responsibility for the School's performance. The Board shall provide CMO minutes of all Board meetings.

1.2 Authority to Contract and Perform; Financial Ability

The Board hereby engages CMO to deliver the services specified in this Agreement. CMO represents and warrants that it, and/or its employees or agents, possess the credentials necessary under the Charter and the Charter School Law to carry out its obligations hereunder, and that such credentials held by employees or agents shall remain in effect for the term of this

Agreement. The parties acknowledge and agree that the Board shall retain all authority which is not delegable in accordance with the Charter School Law, and that the School shall be responsible for oversight of CMO's performance under this agreement.

1.3 Representations by School and CMO

Both OYN TN and CMO represent that each party has relied upon the information provided by the other party during the course of negotiating this Agreement and such information is true and accurate to the best of the party's knowledge. Each party further represents that throughout the course of the Term of the Agreement (and thereafter as may be required), it shall provide all additional information which comes into its possession that the other party may require to perform its obligations under this Agreement.

1.4 Tax-Exempt Status

CMO acknowledges and agrees that this Agreement is intended to be consistent with OYN TN's status as a tax-exempt organization and both parties shall interpret this Agreement in such a manner so as to prevent this Agreement from causing OYN TN to lose its tax-exempt status and, if necessary, shall amend this Agreement in such a manner that will cause it to comply with all applicable requirements to retain such status.

1.5 Evaluation

OYN TN shall develop an annual charter management evaluation program to be conducted by OYN TN under the oversight of the Board. The evaluation will be designed to evaluate the performance of CMO and its fulfillment of its obligations outlined in this Agreement. OYN TN will conduct such evaluation no later than August 1st of each year or as otherwise directed by the Board, and in the course of such evaluation OYN TN will analyze a wide variety of data, review CMO work samples, meet with a sampling of staff, and engage in other activities designed to obtain a detailed picture of CMO's performance. The results of such evaluation shall be presented to the Board and shall be used by OYN TN's Board of Trustees in determining whether to renew this Agreement.

1.6 Term

The Term of this Agreement shall commence on the Effective Date and, unless terminated earlier in accordance with the terms and conditions of this Agreement, shall continue until the termination or expiration of the charter held by OYN TN for the operation of the School.

Article 2: CMO & School Roles and Responsibilities

2.1 School Leadership (Principal)

(a) Definitions. The accountability of CMO to OYN TN is an essential foundation of the Parties' relationship, and the performance of the Principal is critical to the School's success. Therefore, the CMO shall have the authority and responsibility, to the maximum extent consistent with State Law, to recruit and supervise the Principal and to hold him or her accountable for the success of the School.

(b) Role. The Principal shall coordinate the management of the School with, and report on a day to day basis to the CMO. Notwithstanding the foregoing, the Principal shall be an employee of OYN TN.

(c) Support and evaluation. The CMO shall provide an intensive leadership training program for any new Principal, conduct a Principal evaluation once per year, using a comprehensive performance assessment model and provide ongoing coaching and training for the Principals. The CMO shall provide to the Board quarterly reports regarding the Principal's performance, who will ultimately complete and approve the evaluation of the Principal.

(d) Vacancies. When a vacancy arises in a Principal position, CMO shall lead recruiting for qualified candidates to become the new Principal. CMO will conduct initial screening and interviews of candidates. With consultation from the Board, the pool of candidates will be narrowed to 2-3 finalists.

The Board will interview and evaluate the finalists presented by the CMO. The Board will select from the group of finalists presented.

OYN TN may not employ the services of or enter into any service contract with any CMO Trustee for a period of three (2) years after the end of CMO Trustee's term on the CMO Board or after the expiration or termination of this contract, except through mutual written consent of the parties. For purposes of the provision, a "CMO Trustee" includes any individual who served as a Trustee at any point in time since the effective date of this Agreement. Since it would be difficult to measure the damages CMO would suffer in the event that OYN TN hired a CMO Trustee in violation of this section, the parties agree OYN TN shall pay liquidated damages to CMO in such event in an amount equal to two hundred percent (200%) of the CMO Trustee's total annual compensation from OYN TN. The Board herein acknowledges the resources deployed by CMO to attract and retain Trustees and the covenants in this paragraph are fair and reasonable.

(e) Terms of employment. The CMO shall present the proposed terms of the Principal's employment to OYN TN's Boards, including therein the duties and compensation of the Principal. The Board shall then vote on the approval of the terms of the new Principal's employment.

The Principal shall serve pursuant to a year-to-year contract, which contract may be renewed by the Board, subject to approval by CMO. If either OYN TN or the CMO wishes not to renew the Principal's contract, it shall not be renewed. In that event, CMO will recruit and present new Principal candidates to the board according to the process outlined above.

(f) Termination: CMO may recommend termination of a Principal's employment at any time in accordance with any contract then in place with the Principal. However, OYN TN's Board shall have the final authority to terminate any Principal.

2.2 CMO Services; Reports; and Communication

(a) Services. CMO shall provide the services set forth in Appendix 1 attached hereto (the "Services") under the oversight of the Board and in accordance with the Charter School Law and all applicable state and federal statutes and regulations.

(b) Reports. CMO shall prepare and deliver to OYN TN any reports relating to the School which may be required pursuant to the Charter School Law or applicable regulations.

(c) Communication. CMO personnel shall be available from time to time and upon request to discuss management issues under this Agreement with the Board and/or members thereof. CMO shall provide information regarding the operation of the School at such times and in such manner as OYN TN shall reasonably request, including without limitation information relating to the School's educational performance, School operations and any information required by OYN TN and/or the Charter School Law. This Section shall survive termination of this Agreement with respect to reports covering periods prior to termination.

2.3 School Budget; Finance & Accounting; Expenses; Financial Reporting; Audit; Expenses

(a) Budget. CMO, in consultation with the Principal, shall annually prepare a proposed budget for the School and submit the same to the Board for its approval not less than seven (7) days prior to the date by which budget approval by the Board is required. The budget, prepared to specifications required by State law and regulation, shall contain reasonable detail as requested by the Board and shall include projected expenses and costs reasonably associated with operating the School including, but not limited to: the projected cost of services and education programs provided to the School; leasehold and other lease or purchase costs incurred for the School facility (if applicable); maintenance and repairs to the School facility and capital improvements (if applicable); personnel salaries and benefits expenses; payroll processing expenses; supplies and furnishings necessary to operate the School; all taxes of any kind that may be assessed or imposed; insurance premiums and deductible payments; utilities; food service expenses, professional and legal fees; school development and start-up expenses, including costs of audits, Board expenses, and any other costs and expenses connected to the operation of the School. In accordance with the Charter and the requirements of this Agreement, OYN TN shall work diligently to approve the annual budget to meet the submission deadline required by the State Department of Education.

(b) Finance & Accounting. OYN TN will employ or procure its own School Business Administrator ("SBA") as required by State law and shall be responsible and accountable for the following financial, accounting, and bookkeeping functions:

- Timely payment of invoices,
- Payroll,
- Monthly reconciliation of bank statements,
- Debit and credit entries in a financial accounting system, and
- Procurement.

Notwithstanding OYN TN's employment of a SBA, the SBA shall report directly to the CMO. OYN TN shall also employ an Executive Director for Operations and Finance ("EDO"). The EDO shall devote no less than 25 hours per week to performing duties for OYN TN. The EDO shall be permitted to work on behalf of the CMO on matters not related to OYN TN, subject to the forgoing minimum hours requirements owed to OYN TN. Any responsibilities for work by the EDO on behalf of the CMO, including compensation, shall be the responsibility of the CMO, not OYN TN. In no way shall such shared services be construed as to create a joint

employer relationship between the EDO, CMO and School.

(c) Expenses. OYN TN is responsible for funding all of the staff positions, functions, services, and expenses required to operate the School, with the exception of the CMO personnel identified in Appendix 2. CMO shall not have any other obligation to pay any of the operating expenses of the School. OYN TN agrees not to solicit or recruit any CMO personnel for employment at the School and shall not employ CMO personnel without consent of the CMO. During the term of this Agreement and for two (2) years after its expiration or termination, OYN TN agrees that it shall not hire or attempt to hire any CMO Personnel. Since it would be difficult to measure the damages CMO would suffer in the event that School hired any CMO Personnel in violation of this section, the parties agree that OYN TN shall pay liquidated damages to CMO in such event in an amount equal to 200% of the employee's total annual compensation. OYN TN herein acknowledges the resources deployed by CMO to attract and retain CMO Personnel and trustees and that the covenants in this paragraph are fair and reasonable.

(d) Financial Reporting. OYN TN will prepare reports on the School's finances, which shall include detailed statements of all revenues received, from whatever source, and detailed statements of all direct expenditures for services rendered to or on behalf of the School, which shall be delivered not later than the earlier of the date on which delivery of such report is required pursuant to the Charter or the Charter School Law, and in the case of monthly reports, ten (10) days following the close of each month;

(e) Audit. OYN TN will arrange for an independently audited annual financial report prepared by an auditing firm appointed and paid for by OYN TN Board, which shall explicitly correlate all budgeted costs and expenses with actual costs and expenses based on standard cost accounting principles.

2.4 Student Records and Other Records

(a) CMO shall cause its officers and employees to comply with all applicable federal and state laws concerning the maintenance and disclosure of student records, including the Family Educational Rights and Privacy Act (FERPA), its implementing regulations, and state statutes and regulations; provided that CMO acknowledges that such records are property of OYN TN, that CMO has no rights in such records whatsoever, that it shall maintain such records on behalf of the School and may use such records only in connection with its duties under this Agreement, and that it will follow OYN TN's instructions in connection with such records. Based on the foregoing, OYN TN hereby designates CMO and its employees as parties to whom OYN TN has outsourced institutional services or functions who may be considered school officials within the meaning of 34 C.F.R. § 99.31(a)(1)(i)(B).

(b) CMO shall maintain OYN TN's records in such a way as to permit OYN TN to comply with record retention requirements and to provide required access and disclosure.

(c) For purposes of improved performance, fundraising, and advocacy, CMO will be permitted to use student records to conduct research projects and studies in accordance with designated guidelines. Any research projects or studies will be conducted in a manner that does not permit personal identification of students or parents (through the use of names, addresses, student identification numbers, photographs, electronic images or any other personally identifiable information) by individuals other than representatives of the organization named above that have legitimate interests in the information. Any report or other work product derived from or produced as part of the project or study shall not contain any personally identifiable information.

CMO shall ensure that any and all reports and other publications, press releases or written or electronic

statements (“Reports”) issued by it or by any individual or entity working in cooperation

DRAFT

with it or under its auspices that describe, discuss or relate in any way to OYN TN, its schools, students or employees, or to data maintained or kept on file by OYN TN, shall be provided to School in draft form (plainly marked "DRAFT – NOT FOR PUBLICATION" on the cover) not less than ten days in advance of publication, in order to afford OYN TN an opportunity to review the draft, provide comments, suggest changes and respond to stated conclusions. If CMO decides not to make any changes suggested by OYN TN, CMO shall inform School in writing, with a statement of the reasons for its decision. In such event, OYN TN may publish electronically or in print any comment it chooses to make about the Report, including a statement of its disagreement and the reasons therefor, CMO or any individual or entity working in cooperation with them, shall ensure that reference to OYN TN's comment is included in any and all printed and electronic copies of the Report.

CMO shall ensure that all Reports issued by CMO or any individual or entity working in cooperation with them, or either of them (the "entity"), that describe, discuss or relate in any way to OYN TN, its schools, students or employees, or to data maintained or kept on file with OYN TN, shall include a statement acknowledging the support and cooperation of School and its administration, in a form approved in advance by OYN TN. In addition, CMO shall ensure that all such Reports shall state that the findings, conclusions and recommendations stated therein belong to CMO, and that CMO takes sole responsibility for everything contained therein.

When working in cooperation with any individual or entity, and to ensure FERPA compliance, CMO and individual or entity procured by the CMO on behalf of OYN TN ("Third Party") must comply with the following standards:

1. Physical Security. The CMO or Third Party must ensure physical security to the areas where records are stored and processed, including preventing unauthorized people from entering this area or have access of any type to the area where data is stored.
2. Access/Control. The Third Party must provide to the CMO a list identifying all persons who have access and/or control of the records.
3. Mobile Devices. No mobile devices are to be permitted in the area where data is stored and/or accessed.
4. Transmitting Data. The Third Party and any of its representatives are not permitted to email or otherwise transmit records to anyone other than CMO or OYN TN. The CMO and Third Party may not sell, trade, lease, market to or otherwise transfer any of the records to another third party without the prior written consent of the CMO or School.
5. Point of Contact. The Third Party must identify one person as its point of contact regarding the records while in the entity's possession and control.
6. Data Limitations. The entity agrees to maintain the least amount of confidential data necessary to adequately conduct its agreed upon duties.

7. Destruction of Data. The entity shall destroy all records acquired from the CMO or OYN TN within thirty (30) days upon completion of its engagement with CMO. Upon such an event, the entity shall provide the CMO a seven-day advance notice of the manner in which the records will be destroyed and upon destruction provide written confirmation of the same to the CMO.

8. Direct Control. The CMO and OYN TN shall have prompt and/or real-time access to the data provided to the entity upon its request. All rights to the data and any databases, documents, etc. created from that data shall remain exclusively the property of OYN TN.

2.5 Management Fee

For the services provided by CMO under this Agreement, OYN TN shall pay CMO as follows: OYN TN shall pay to CMO on a monthly basis fees equal to a set percentage of total annual federal, state, and local public revenues actually received by OYN TN (the "Management Fee"), beginning July 1, 2027. The Management Fee shall initially be based on enrollment projections submitted to the State prior to the start of each school year and shall subsequently be adjusted based on the enrollment counts used by the State in the formula for calculating each subsequent distribution. The Management Fee shall be payable on the last day of each of the 10 months in which funds were distributed from the State to OYN TN for the School upon receipt of a duly certified purchase order. CMO shall not realize a profit from said fees. Notwithstanding the percentage fee, the Management Fee is not being paid from Federal funds. Rather, the percentage represents the pricing of the Management Fee for the services performed pursuant to this Agreement.

The fee shall be set at the following percentages by year of School operation:

Year of Operation	Mgmt. Fee Percentage
Years 1 - 3	10%
Years 4 - 10	12%
Subsequent years	To be determined by mutual written agreement no later than September 1 of the 10th year of operation.

2.6 Intellectual Property; Proprietary Information

(a) The parties hereby agree that for the duration of this Agreement, each party is permitted to use the other's intellectual property, but each shall maintain ownership of its own intellectual property.

(b) The School acknowledges that CMO has a proprietary interest in the training materials, policies, processes, programs, and methodologies developed by CMO (collectively, "CMO Proprietary Information"), and that the above CMO Proprietary Information is core to CMO's business, and as such, is of significant value. CMO owns and shall own all existing, and hereafter created, copyrights, trademarks, and patents, and other intellectual property rights with respect to all training materials, policies, process, programs, and methodologies that are developed by CMO, its employees, agents or subcontractors. CMO shall have the sole and exclusive right to license any of its Proprietary Information to third parties. OYN TN shall take all measures reasonably necessary to protect the CMO Proprietary Information from being disclosed to or used by any third party without CMO's prior written approval, which may be withheld in its

sole and absolute discretion. Nothing contained herein shall be construed in a manner that would cause OYN TN to act or fail to act in a manner that would cause OYN TN to be in violation of any State open records law.

(c) Subsequent to the termination of this Agreement, OYN TN may continue to make use of CMO Proprietary Information developed or put in place at the School during the term of this Agreement, without any payment or penalty, but shall continue to be subject to the above requirements regarding non-disclosure, provided this Agreement is not terminated prior to its natural expiration, including all renewal terms.

2.7 Facilities, Property, and Equipment

(a) All instructional materials, furnishings, and equipment purchased or developed with public funds shall remain the property of OYN TN, not the CMO.

(b) To the extent reasonably necessary and feasible, OYN TN agrees to provide dedicated office space, desks, filing cabinets, and phones for use by CMO personnel working at the School.

(c) From time to time throughout the Term of this Agreement, CMO may bring certain property and equipment (including, but not limited to, servers, computers, printers, fax machines, scanners, copiers, etc.) into OYN TN for use by CMO personnel and School employees, as required. Similarly, from time to time, CMO may be required or permitted to use property and equipment owned by OYN TN. Any property and equipment owned by either party shall remain the property of that party, and each party may remove, replace or exchange any such property or equipment in its sole discretion at any time. Each party shall take reasonable measures to ensure that the other's property and equipment are adequately secured and protected from opportunity for damage or theft.

Article 3: Indemnification

3.1 Legal Representation and Costs; Cooperation

Except as expressly provided herein or in connection with insurance coverage required to be provided in this Agreement by one party for the benefit of the other, each party shall be responsible for its own legal representation and legal costs. Except where there is an actual or potential conflict of interest, OYN TN and CMO shall fully cooperate with legal counsel for one another in connection with any legal claim asserted against either of them.

3.2 Indemnification by CMO

CMO shall indemnify, defend, and save and hold OYN TN, its employees, officers, trustees, and agents harmless against any and all claims, demands, suits, costs, judgments, or other forms of liability to third parties, actual or claimed, including reasonable attorneys' fees (collectively, "Losses"), for injury to property or persons, occurring or allegedly occurring due to the negligent conduct or willful misconduct of CMO or of its employees, managers, members, officers, directors, subcontractors, or agents, during the term of this Agreement or any renewal thereof, except to the extent such Losses may arise due to the negligence or willful misconduct of OYN TN or its employees or agents. Upon timely written notice from OYN TN, CMO shall defend OYN TN, its employees, officers, trustees and agents in any such action or proceeding brought thereon.

3.3 Indemnification by OYN TN

OYN TN shall indemnify, defend, and save and hold CMO, its employees, officers, directors, subcontractors,

and agents harmless against any and all Losses (as defined in the preceding paragraph), for injury to property or persons, occurring or allegedly occurring due to the negligent conduct or willful misconduct of OYN TN or of its employees, officers, trustees, or agents, during the term of this Agreement or any renewal thereof, except to the extent such Losses may arise due to the sole negligence or willful misconduct of OYN TN or its employees or agents. Upon timely written notice from CMO, OYN TN shall defend CMO, its employees, officers, directors, and agents in any such action or proceeding brought thereon.

3.4 No Waiver

The foregoing provisions shall not be deemed a relinquishment or waiver of any kind of applicable limitations of liability to third parties provided or available to either of the parties under applicable law.

Article 4: Insurance

4.1 School Insurance

OYN TN shall maintain insurance for the School consistent with State law and authorizer requirements, with carriers rated at least A- or higher by A.M. Best.

CMO will be shown as an additional insured on all of the above insurance policies with the exception of Workers Compensation.

4.2 CMO Insurance

CMO shall maintain insurance consistent with applicable law, all with carriers rated at least A- or higher by A.M. Best, including

- Commercial general liability insurance with limits of one million dollars (\$1,000,000) per occurrence and two million dollars (\$2,000,000) aggregate;
- Professional Liability insurance with limits of one million dollars (\$1,000,000);
- Workers Compensation insurance for CMO employees; and
- Excess liability insurance with limits of five million dollars (\$5,000,000) (applicable to all of the coverages described above except professional liability).

OYN TN will be shown as an additional insured on all of the above insurance policies with the exception of Professional Liability and Workers Compensation.

The parties shall coordinate risk management activities with one another. This will include the prompt reporting of any and all pending or threatened claims, filing of timely notices of claim, and cooperating fully with one another in the defense of any claims.

Article 5: Termination

5.1 Termination Without Cause

Either party may terminate this Agreement without cause at any time prior to the end of the Term upon 180 days' written notice of termination to the other party. Upon any termination without cause, CMO shall be entitled to payment for services rendered through the effective date of termination.

5.2 Termination For Cause by OYN TN

OYN TN may terminate this Agreement for cause at any time prior to the end of the Term by written notice

of termination to CMO upon the terms and for any of the reasons set forth in subparagraphs (a) and (b) herein.

(a) Without notice, if any of the following occurs:

- (1) CMO is liquidated or dissolved;
- (2) CMO files a voluntary petition under any federal or state bankruptcy statute;
- (3) A third party files an involuntary petition against CMO under any federal or state bankruptcy statute, which voluntary petition has not been dismissed or withdrawn within ninety
(90) days of the date of filing;
- (4) CMO assigns this Agreement without the written consent of OYN TN, except as permitted in accordance with paragraph 6.13 below; or
- (5) Revocation, surrender or non-renewal on the Charter on the effective date of such an event.

(b) In accordance with the following procedure if CMO materially breaches any of the terms or conditions of this Agreement:

- (1) If CMO fails to remedy such breach within 30 days after receipt of written notice of such breach from OYN TN, unless such breach is incapable of being cured within 30 days but is capable of being cured within 90 days, in which case this Agreement may be terminated if CMO, within 30 days after receipt of such written notice, fails to initiate and diligently pursue a cure for such breach or if CMO fails to accomplish a cure for such breach within 90 days of such written notice.
- (2) Upon receipt of the notice of intent to terminate provided in the preceding paragraph, the cause for termination shall immediately be submitted to the Board President and CMO's Chief Executive Officer, or their respective designees, for consideration and discussions to attempt to resolve the matter. If these representatives are unable to resolve the matter, then termination shall become effective in accordance with OYN TN 's termination notice unless the alleged default is cured within the applicable time period specified in the previous paragraph.

(c) CMO retains the right to contest a termination by OYN TN, pursuant to Article 6.1.

5.3 Termination for Cause by CMO

CMO may terminate this Agreement for cause prior to the end of the Term, by written notice of termination to CMO upon the terms and for any of the reasons set forth in subparagraphs (a) or (b) below:

(a) If OYN TN fails to pay when due any monetary obligation of OYN TN as required by the provisions of this Agreement, and such obligation remains unpaid for a period of 30 days after receiving written notice of the delinquent payment from CMO, provided that any such failure occurring as a result of the failure of any funding entity, including a school district, to make required payments to OYN TN shall not be considered cause for termination of this Agreement; or

(b) If OYN TN materially breaches any of the non-monetary provisions of this Agreement, in accordance with the following procedure:

- (1) If OYN TN fails to remedy such breach within 30 days after receipt of written notice

of such breach from CMO, unless such breach is incapable of being cured within 30 days but is capable of being cured within 90 days, in which case this Agreement may be terminated if OYN TN, within 30 days after receipt of such written notice, fails to initiate and diligently pursue a cure for such breach or if OYN TN fails to accomplish a cure for such breach within 90 days of such written notice.

(2) Upon receipt of the notice of intent to terminate provided in the preceding paragraph, the cause for termination shall immediately be submitted to the Board President and CMO's Chief Executive Officer, or their respective designees, for consideration and discussions to attempt to resolve the matter. If these representatives are unable to resolve the matter, then termination shall become effective in accordance with CMO's termination notice unless the alleged default is cured within the applicable time period specified in the previous paragraph.

(c) OYN TN retains the right to contest a CMO termination pursuant to Article 6.1.

5.4 Duties Upon Notice of Termination and Termination

Unless otherwise agreed in writing, in the event of termination, the parties agree to continue CMO's services and school operations through the end of the school year (the "Termination Date"); provided that OYN TN continues to pay the Management Fee. CMO's obligations under this Agreement shall not cease until the Termination Date. OYN TN shall pay to CMO all outstanding payments on or before the Termination Date. In the event that this Agreement is terminated during an academic year, CMO shall not impede the School's continuation of the academic year.

Article 6: Miscellaneous

6.1 Dispute Resolution

The parties agree to cooperate in good faith in all actions relating to the Agreement, to communicate openly and honestly, and generally to attempt to avoid disputes in connection with the Agreement. If, nevertheless, a dispute should arise in connection with the Agreement, the parties agree to use their best efforts to resolve such dispute in a fair and equitable manner and without the need for expensive and time-consuming litigation. If, nevertheless, a dispute should arise in connection with the Agreement, the parties agree to use their best efforts to resolve such dispute in a fair and equitable manner and without the need for expensive and time-consuming litigation. Any and all other disputes which cannot be resolved informally shall be brought in the New Jersey Superior Court, Essex County Vicinage.

Any and all other disputes which cannot be resolved informally shall be settled by final and binding arbitration in accordance with the Expedited Rules of the Commercial Arbitration Rules of the American Arbitration Association, except as otherwise expressly provided herein or agreed to in writing by the parties, or to the extent inconsistent with the requirements of New Jersey law. The arbitration shall take place in Essex County, New Jersey and judgment upon the award rendered by the arbitrator may be entered in any court having jurisdiction thereof, in accordance with the laws of New Jersey.

6.2 Force Majeure; Legislative or Regulatory Action

Neither party shall be liable if the performance of any part or all of this Agreement is prevented, delayed, hindered, or otherwise made impracticable or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, terrorism, accident, or any other casualty or cause beyond either party's control, including legislative or regulatory action, and which cannot be overcome by reasonable diligence and without unusual expense.

6.3 Survival

All representations, warranties, and indemnities made herein shall survive termination of this Agreement.

6.4 Independent Contractor Status

The parties to this Agreement intend that the relationship between them created by this Agreement is that of an independent contractor, and not employer-employee. No employees of CMO shall have any rights as employees of OYN TN.

6.5 Subcontracting

CMO reserves the right to subcontract, at its expense, any and all services specified in this Agreement other than oversight of the School's instructional program, as permitted by law, subject to the approval of OYN TN, which shall not be unreasonably withheld.

6.6 No Third Party Beneficiary Rights

No third party, whether a constituent of OYN TN or otherwise, may enforce or rely upon any obligation of, or the exercise of or failure to exercise any right of, OYN TN or CMO in this Agreement. This Agreement is not intended to create any rights of a third party beneficiary.

6.7 Appendices and Exhibits

The parties agree to the terms and conditions of this Agreement and the appendices and exhibits attached hereto and incorporated herein by reference.

6.8 Entire Agreement

This Agreement and the appendices and exhibits hereto shall constitute the full and complete agreement between the parties. All prior representations, understandings, and agreements are merged herein and are superseded by this Agreement.

6.9 Governing Law

The Agreement shall not be construed against either party and shall be construed and enforced in accordance with the laws of the State of New Jersey.

6.10 Amendments

This Agreement may be altered, amended, changed, or modified only by agreement in writing executed by an authorized agent of CMO and the officer of OYN TN authorized to so execute by action of OYN TN on behalf of OYN TN.

6.11 Section Headings

The section headings shall not be treated as part of this Agreement or as affecting the true meaning of the provisions hereof. The reference to section numbers herein shall be deemed to refer to the numbers preceding each section.

6.12 Conflicting Provisions; Invalidity of Provisions

If, for any reason, any provision hereof shall be determined to be invalid or unenforceable, the validity and effect of the other provisions hereof shall not be affected thereby.

6.13 Assignment

This Agreement shall not be assigned by either party without the prior written consent of the other party,

provided that (i) CMO may, without consent of OYN TN, delegate the performance but not responsibility for such duties and obligations of CMO as specifically set forth herein; and (ii) CMO may assign this Agreement to a successor entity that acquires through a corporate reorganization substantially all of CMO's assets and liabilities.

6.14 No Waiver

No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

6.15 Confidentiality

The parties shall treat all of the terms of this Agreement confidentially and shall not disclose the terms hereof to any third party other than as required by federal and State law, or by the Chartering Authority.

6.16 Notices

All notices required or permitted by this Agreement shall be in writing and shall be either personally delivered or sent by nationally-recognized overnight courier, electronic mail, or by registered or certified U.S. mail, postage prepaid, addressed as set forth below (except that a party may from time to time give notice changing the address for this purpose). A notice shall be effective on the date of actual delivery for all such methods.

To CMO at:
Opportunity Youth Network
571 Central Avenue, Second Floor
Newark, New Jersey 07107

To OYN TN at:
Opportunity Youth Network Tennessee Board of Trustees
116 Agnes Road STE 200
Knoxville, TN 37919

With a copy to:
Rich Haglund
RH3 Consulting LLC
1243 Leverenz Rd
Naperville IL 60564

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day and year first above written.

Opportunity Youth Network TN

Opportunity Youth Network

By: Reggie Jackson
Board of Trustees

By: Robert Clark
Chief Executive Officer

Date:

Date:

APPENDIX 1 SCOPE OF SERVICES

In furtherance of and in concert with the foregoing, CMO shall provide the following services:

1. Educational Model

CMO shall support OYN TN in implementing the CMO educational model in a manner that is consistent with all applicable laws, including requirements regarding content and subjects of instruction, unless such requirement has been waived by the relevant authorities.

In accordance with the CMO mission, the comprehensive CMO educational model will include:

- a. Leadership Development:** This includes social-emotional learning curriculum beginning with CMO's proprietary "Mental Toughness" program and include social- emotional learning improving student success in life, family, school, and community, and service learning;
- b. Post-secondary Education:** This includes instruction in academic subjects (e.g. English Language Arts, Mathematics, Science, and Social Studies) as required by law toward high school graduation and college readiness;
- c. Career and Technical Education:** This includes hands-on preparation through coursework and internships in real-world careers, leading up to career- recognized certification.

CMO will provide OYN TN with information and systems for implementing the educational model, and initial staff training. The curriculum will include scope and sequence, an assessment system, a daily schedule and a variety of curriculum materials and related documents.

CMO will select and assist OYN TN with acquiring instructional and curricular materials, equipment and supplies, which shall be acquired at the expense of OYN TN and shall remain property of OYN TN.

When necessary, CMO will also arrange for the subcontracting with third parties for additional programs (at OYN TN's sole cost and expense) which CMO and the Board deems reasonable, and which services shall be paid for in accordance with OYN TN's budget.

2. Human Resources

CMO will provide general human resources support including assisting the Principal and School Leadership Team with the selection and training of the administrative staff of the School, determining staff needs, recommending the adoption of procedures for the hiring, supervision, discipline and termination of personnel and other personnel policies and administrative procedures applicable to the staff, assisting the Board and School Leadership Team in setting compensation levels of the School's staff, and supporting OYN TN in its development and training of administrative staff and consult with OYN TN in the establishment of procedures for hiring substitute staff.

CMO will lead the recruitment and screening efforts of teachers, administrators and other personnel for the School. Specifically, CMO will work to build a pool of qualified applicants through advertising, networking and other methods. CMO will conduct preliminary screens of candidates and will forward the resumes of promising candidates to the Principal. The Principal, through a delegation of authority provided to him or her by the Board, shall have the final authority to select, hire and retain such teachers, administrators and other personnel.

OYN TN shall arrange funding and payment of salaries, fringe benefits and payroll taxes for all individuals employed by OYN TN. All such payments shall be made on a timely basis, in accordance with all applicable laws

and regulations, including all tax requirements. The school shall maintain personnel records for employees in accordance with applicable law.

3. Training/Professional Development

CMO will provide approximately two weeks of initial teacher training to all new teachers in the basics of the CMO educational model. CMO will assist OYN TN (specifically the Principal) to develop the internal capacity to deliver ongoing teacher training and support. CMO will work closely with the Principal to jointly plan and deliver ongoing teacher training, and CMO will sponsor network-wide professional development days each year for all CMO teachers.

4. Evaluation

CMO shall implement evaluation systems at the student and school level as follows:

a. Student-level: CMO shall implement student performance evaluation systems, which permit evaluation of the educational progress of each student at the School in accordance with the goals set forth in the Charter Contract and any additional guidelines set forth by the Authorizer. OYN TN shall, with CMO's assistance, ensure that the students take all State required standardized tests in accordance with State laws and regulations. OYN TN with CMO's assistance, shall maintain detailed statistical information on the performance of (i) the School as a whole, (ii) each individual student, and (iii) each grade. CMO and OYN TN shall cooperate in good faith to identify other measures of and goals for student and School performance, including but not limited to parents, teacher, and student satisfaction.

b. School-level: CMO shall assist the Board of OYN TN in conducting a school evaluation annually. The evaluation will be designed as a school inspection by a team of Board members, CMO staff, OYN TN personnel and outside evaluators. The team will observe classes and other school operations, analyze a wide variety of data, review student work samples, meet with a sampling of parents, students and teachers, and engage in other activities designed to obtain a detailed picture of School and student success.

5. Marketing, Advocacy and Public Relations

CMO will market and advocate for the School, as part of the CMO's Opportunity Youth Network, which includes the development of marketing materials, which materials shall be paid for in accordance with OYN TN's budget at OYN TN's sole cost and expense.

6. Grant Management

CMO will conduct fundraising activities on behalf of OYN TN and other programs in the Opportunity Youth Network. This will include identification of grant funding opportunities and preparation of applications for available grants in the name of OYN TN which will provide additional funding to OYN TN, assist OYN TN in fulfilling its educational goals, and provide additional services and programs for the students. Prior to the application for any grant for OYN TN, OYN TN shall review and approve any grant application. Monies raised from CMO fundraising activities specifically for OYN TN shall be given to or used for the benefit of the School. Other monies derived from general CMO fundraising activities shall be used or distributed as CMO deems appropriate

7. Information Technology

CMO will provide supervision of site-based technology staff or subcontractors to implement school technology programs and provide user support. Prepare or modify the School's technology plan, provide assistance on web design and hosting, provide advice on integration of technology in the School and other technology support services that may be requested by the school administration or OYN TN.

8. Facility Services

CMO will identify a facility for use by OYN TN, in consultation with the Board, and arrange and supervise any necessary major improvements or repairs to such facility consistent with OYN TN's budget at the School's sole cost and expense. CMO will provide assistance to negotiate the business terms of a lease, license or purchase transaction to secure such a site, including any financing arrangement necessary to lease, license or purchase the site. The School shall be solely responsible for costs and expenses associated with such a transaction. CMO shall not be liable under any lease or other document pertaining to such facility without its prior written consent. CMO will coordinate and manage school facilities; ensure compliance with lease terms and all applicable requirements for maintenance of a certificate of occupancy for educational use for each building occupied by OYN TN; provide custodial, maintenance, waste removal, and snow removal services as required; provide administration and oversight of facility improvements approved by the Board; make recommendations to the Board for special facilities projects and capital expenditures.

9. Reporting & Compliance Services

Management and oversight of all required reports due to TNDOE and other governmental agencies.

10. Food Service

Recommend to the Board a qualified food service management provider and appropriate terms of a food service management contract; provide administrative services on food service programs to be in compliance with federal and state regulations.

11. Other Services

Provide any and all other services mutually agreed upon by the parties. Nothing in this Agreement shall be construed as barring CMO, in its sole discretion, from providing additional services and resources to the Board free-of-charge without compensation.

APPENDIX 2 CMO PERSONNEL

The following CMO personnel shall deliver services to OYN TN:

- Chief Program Officer: Supervises and supports principal in implementing CMO educational model, including CMO services identified in Appendix 1, sections 1-3.
- Chief of Schools: Provides support on student and school evaluation and performance management, including CMO services identified in Appendix 1, section 4.
- Director of Community Relations: Will provide support on marketing and public relations, including CMO services identified in Appendix 1, sections 5-6
- Chief Operating Officer: Will provide operational support and services to School, including services identified in Appendix 1, sections 7-10.

The School acknowledges that CMO reserves the right, in its sole reasonable discretion, to add or remove positions and/or alter titles of its personnel.



Attachment 13: Evidence of Support for Conversion



Not applicable; we are not applying to convert a school.



Attachment 14: Residential Facility Documentation



Not applicable; we are not applying as a Residential Opportunity School.

Addenda

Addendum A: Relationships with Other Charter Schools

Must be completed by sponsors or governing boards that currently have or have ever had any relationship to a charter school anywhere in the United States, including but not limited to opening, operating, or managing a charter school.

1. Complete Table A1, adding rows as needed, and include all charter schools with which the sponsor is currently or was previously affiliated. Provide all context that is necessary to understand the relationship between the sponsor and the affiliated school(s).

Table A1. Affiliated Charter Schools				
School Name	Location (city, state) and Authorizer	Link to Most Recent State Performance Summary (e.g., state report card)	Link to Most Recent Authorizer Evaluation, if available	Description of Affiliation

2. Describe the similarities and differences between the needs and demographic profiles of students the schools listed above compared to the proposed school. What adjustments do you anticipate needing to make to ensure the proposed school is successful?
3. Select one or more consistently high-performing schools affiliated with the sponsor and describe why these schools are successful. Detail the specific academic and other outcomes that classify these schools as successful. Discuss the primary drivers of this success.
4. Select one or more underperforming schools affiliated with the sponsor and describe why these schools struggle to be successful. Detail the specific academic and other outcomes that classify these schools as underperforming and discuss the primary causes of their underperformance.

- 5. If applicable, list all charter revocations, non-renewals, shortened or conditional renewals, and withdrawals/non-openings of schools operated, and explain what caused these actions.**
- 6. If applicable, explain any performance deficiencies or compliance violations that have led to formal authorizer intervention (e.g., a notice of deficiency or concern from the authorizer, probationary status) with any school operated in the last three years and how such deficiencies or violations were resolved.**
- 7. If applicable, detail any current or past litigation and the resolution thereof related to charter schools sponsored, operated, or managed by the network and/or sponsor.**
- 8. If the sponsor has never opened or operated a school in Tennessee, detail the adjustments the sponsor plans to make or consider making in expanding to Tennessee.**

Not applicable, our sponsor and governing board do not have relationships with any other charter schools.

Addendum B: Network/CMO

Must be completed by sponsors or governing boards proposing to open a new school that will create a network or as part of an existing network/CMO.

- 1. If applicable, describe the sponsor's strategic vision, desired impact, and five-year growth plan for developing new schools in Tennessee. Include the following information:**
 - proposed years of opening;
 - number and types of schools;
 - any pending applications;
 - all currently targeted markets/communities and criteria for selecting them; and
 - projected enrollments.
- 2. Identify the network's leadership team and their specific roles and responsibilities. Describe the leadership team's capacity to open and simultaneously operate high-quality schools in Tennessee and elsewhere.**
- 3. Describe the fiscal health of other schools in the network. Disclose any school(s) that have been subject to financial enforcement action, including but not limited to corrective action via an audit, fiscal probation, in default on a financial commitment, or in bankruptcy. Explain the circumstances around these schools.**
- 4. Include, as Attachment 10, a detailed budget for the network. Where applicable, reference the school-level budgets provided within this application. The sponsor's network budget must detail:**
 - Costs related to back-office services;
 - Costs related to the network's facilities plan;
 - All revenue assumptions for funding sources including but not limited to state, local, federal, grants, and philanthropy;
 - Anticipated financial transfers between the school and the network or its affiliates, if applicable (including start-up or other funds provided or loaned to the school, management fees, and other payments to be made by the school);
 - All anticipated network expenditures including but not limited to:
 - Total employee compensation (network/CMO level), including the percentage of the total compensation allocated for the proposed school;
 - Management fees and any other management compensation to the CMO or network (if applicable); and
 - Other network expenditures.

5. Explain any shared or centralized support services the network will provide to schools in Tennessee, including the cost of those services, how costs will be allocated among schools, and specific service goals. Describe how the proposed school will measure successful delivery of these services.
6. Complete Table B1 to identify whether the school or the network is responsible for owning and executing key functions. Describe any changes to the ownership and execution of these tasks that will occur once the school is established.

Table B1. Ownership and Execution of Key Functions		
Function	Responsible for Execution	
	Network	School
Data management		
Budget, finance, and accounting		
Student recruitment		
School staff recruitment and hiring		
Community relations		
Facilities acquisition and management		

7. Provide, as Attachment 11, the following organization charts:
 - Year 1 network as a whole (including both network management and schools within the network)
 - Year 3 network as a whole
 - Year 5 network as a whole

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

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

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

Not applicable; our school will not create or be part of a network or CMO.

Addendum C: Third-Party Educational Service Provider (ESP)

Must be completed by sponsors seeking to contract with a third-party ESP, including a management organization, in alignment with the State Board's Quality Charter Authorizing Standards.

1. Describe evidence of the service provider's educational and management success.

Our ESP, YouthBuild Newark, currently manages two LEAD public charter schools that operate in Newark, NJ and serve Opportunity Youth. These schools were founded in 2017 under the authorization of the New Jersey Department of Education and are the only Opportunity Schools operating in the state. YouthBuild Newark was integral in founding the schools, creating the mission, designing and refining the model, determining the human capital plan, securing and readying the facilities, and executing other founding and pre-opening functions such as developing the applications; supporting student recruitment, enrollment, and intake; assisting with RFP processes; supporting staff recruitment and hiring; and finalizing student and staff onboarding and development plans, among an array of other critical tasks.

Both schools opened as planned and, under the management of YouthBuild Newark, have successfully undergone renewal twice. Specifically, at the two schools, YouthBuild Newark directly supports implementation of the model, provides leadership development, supports the delivery of post-secondary and career and technical education programs, provides human resources support, delivers training and professional development, provides marketing services, supports with IT functions, and manages key facility functions, including identifying, securing, readying, and maintaining the school building. To this end, evidence of YouthBuild Newark's educational and management success can be demonstrated in the schools' most recent renewal report, which was released in January 2026. The renewal report indicates that the schools meet virtually all standards contained in the authorizer's performance framework. The only standards not rated as fully met pertained to isolated reporting deadline exceptions, not programmatic or performance failures. Many of these standards are directly managed by YouthBuild Newark, underscoring its success as an ESP of Opportunity Schools. An overview of these standards and corresponding ratings is outlined below:

Standard	Rating		Standard	Rating
1.1 Mission and Key Design Elements	Meets		4.1 Access and Equity	Meets
1.2 Curriculum	Meets		4.2 Students with Disabilities	Meets
1.3 Instruction	Meets		4.3 Multilingual Learners	Meets

Standard	Rating		Standard	Rating
1.4 Assessment	Meets		5.1 NJ SMART Compliance	Meets
1.5 Organizational Capacity	Meets		5.2 OCRS Reporting Compliance	Partially Meets ¹
2.1 School Climate and Culture	Meets		5.3 Other Compliance	Does Not Meet ²
2.2 Family and Community Engagement	Meets		1. Financial Near-Term Indicators	Meets
3.1 Board Capacity	Meets		2. Financial Sustainability Indicators	Meets
3.2 Board Compliance	Meets		3. Financial Compliance Indicators	Meets

Additionally, the chart below outlines longitudinal data, covering key outcomes for the Opportunity Youth served by the two schools our ESP manages. These two schools have implemented our proposed model for over a decade, and the composite outcomes below demonstrate our ESP's success in effectively managing these schools.

Outcome Area	Outcome Data	What the Outcome Data Demonstrates
Academic Growth	46-64% of full-year students met projected growth targets	Students entering 3-4 grade levels below grade level are demonstrating measurable academic progress. Growth targets, not proficiency snapshots, are the appropriate measure for a population with interrupted schooling histories. OYA's Year 1 targets (50% reading/45% math on iReady) are benchmarked directly against this range.
Student Stabilization	67-79% annual stabilization rate	Two-thirds to four-fifths of students who enroll stay enrolled throughout the year. For a population defined by disengagement, stabilization is the first and most critical outcome. This range exceeds national averages for comparable re-engagement programs.

¹ All reports were submitted by their regulatory deadline with one exception, bringing this rating down to partially meets

² All reports were submitted by their regulatory deadline with three exceptions, bringing this rating down to down not meet

Outcome Area	Outcome Data	What the Outcome Data Demonstrates
Model Integrity (Discipline)	Less than 1% suspension rate, sustained for nearly a decade	With a population most schools struggle to retain without punitive discipline, the model keeps students in the building through restorative practices, not removal. This rate reflects full compliance with mandatory suspension requirements, including zero tolerance provisions. Restorative practice and statutory compliance are not in tension when implemented with fidelity.
Graduation Rate	63-71% of young people eligible to graduate earned a high school diploma, ranging upward as the model has matured	Since opening, 63 to 71 percent of young people eligible to graduate have earned a high school diploma, with over one-third advancing to graduate within their four-year cohort and the remainder meeting graduation requirements across extended cohort years. This distribution reflects the level of academic recovery required upon entry and the impact of the model in accelerating progress toward on-time graduation while sustaining students through successful completion. The improving range over time demonstrates that performance compounds as model fidelity deepens. OYA targets 35% four-year, 50% five-year, and 60% six-year ACGR by Year 5, benchmarked directly against LEAD. Extended-year rates are the appropriate accountability measure for students who enroll over-age and under-credited; Mathematica specifically recommends six-year rates for this population, noting that 34 states already include them in accountability frameworks.
Postsecondary and Employment	67-73% enrolled in postsecondary, employed, or in career training within 16 months of graduation	The mission promises postsecondary and career success. The model delivers it at rates that exceed comparable programs nationally. OYA targets 60% by Year 5, a rigorous but achievable benchmark grounded directly in the current schools' evidence base. The 16-month window captures students who take non-linear paths into the workforce or postsecondary education after graduation.
Staff Retention	85%+ staff retention and satisfaction ratings	Staff stability is a direct driver of student outcome consistency in re-engagement models. Advocate counselors who loop with students over multiple years build the relational trust on which the model depends.

Outcome Area	Outcome Data	What the Outcome Data Demonstrates
		Retention data demonstrates that the model attracts and keeps educators committed to this population.

2. Describe the process for selecting the ESP.

Our ESP currently manages two schools that successfully serve Opportunity Youth. Our ESP was integral in designing and operationalizing all aspects of the mission and model implemented at both schools. These schools have successfully undergone renewal twice since being authorized in 2017 and have come to scale. Over the course of the past decade launching and managing these schools, our ESP has also come to scale and has codified its management practices and services to ensure that the YouthBuild model is implemented with fidelity, enabling realization of the mission.

To this end, executive leadership of the ESP determined that YouthBuild Newark was ready to expand the portfolio of schools managed. With the recent passage of legislation in Tennessee regarding Opportunity Schools, stakeholders invested in expanding access for Opportunity Youth in Memphis connected with the leaders of YouthBuild Newark about potentially managing an Opportunity Public Charter School in the Frayser neighborhood of Memphis. From there, ESP leadership conducted a thorough viability study and needs assessment and determined that managing an Opportunity School in Memphis was a viable option. Local stakeholders from Memphis came together to form the founding board of our proposed school and established our sponsoring entity so that we could move forward with submitting our application and cementing our partnership with YouthBuild Newark as our ESP.

3. Include, as Attachment 12, a draft (or existing) service/management contract that sets forth proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination.

See Attachment 12 for our draft ESP contract that will be finalized upon approval of the application.

4. Disclose and explain any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities.

Not applicable; there are no existing or potential conflicts of interest between the school governing board, ESP, or any affiliated business entities.

- 5. Indicate whether the ESP currently services one or more schools operated by the governing body. If yes:**
- **Detail any changes to the ESP agreement that will result from the addition of a new school.**
 - **Describe evidence that indicates the ESP has the necessary capacity to take on an additional school.**

Not applicable; the governing body does not operate any other schools.

Addendum D: Approval for Multiple Schools

Must be completed by sponsors seeking approval of multiple schools during this application cycle, including any applications to replicate a Tennessee public charter school.

1. Describe the organization's organizational and financial capacity to open and simultaneously operate multiple high-quality schools on the same timeline. Detail specific timelines for building or deploying organizational capacity to support the proposed schools.
2. Complete Table B1, adding rows as needed, to identify all charter schools applications, including replication, the governing body is seeking approval for during the current application cycle.

Table B1. Other Charter School Applications		
Proposed School Name	Grade Levels to be Served at Capacity	Anticipated Authorizer

Not applicable; we are not seeking approval of multiple schools during this application cycle.

Addendum E: Conversion Charter Schools

Must be completed by sponsors seeking to convert a traditional public school to a charter school.

- 1. Describe the rationale for converting the identified traditional public school to a charter school. Include, as Attachment 13, evidence that the sponsor has met the requirements for a conversion pursuant to T.C.A. § 49-13-106(j)(3).**
- 2. Describe the sponsor's experience with conversion and turnaround of underperforming public schools, and detail how these changes affected student success within these schools. Describe how the sponsor achieved these results and address any challenges. If the sponsor lacks this experience, provide evidence and a rationale that details the sponsor's ability to successfully transform a struggling school.**
- 3. Outline the plan for engaging in two-way dialogue and partnership with local neighborhood, community, and student population before school conversion.**
- 4. Describe the school's existing school culture and the specific culture changes the sponsor plans to implement, including the process for determining which parts of the existing culture to keep, change, or add. Explain how the sponsor will create a new identity that respects and reinforces the school's history and role in the community.**
- 5. If proposing a phase-in³ conversion approach, describe how the proposed school will share physical space and resources with the existing school. Outline essential elements needed for successful cohabitation. Describe measures to minimize disruptions if the LEA transitions students out earlier than planned.**
- 6. If proposing a full-school takeover⁴ conversion approach, describe the transition plan and communication strategies with existing staff and the supports for students to mitigate disruption. Identify additional teaching and non-teaching personnel required to ensure student success.**

Not applicable; we are not seeking to convert a traditional public school to a charter school.

³ A phase-in conversion approach occurs when a traditional public school is converted into a charter school over time, typically by starting with one grade level and adding additional grade levels each year until the entire school is operated under the charter.

⁴ A full-school takeover conversion approach occurs when the entire traditional public school is converted into a charter school all at once, with the sponsor assuming full control of all grade levels and operations from the beginning.

Addendum F: Opportunity Public Charter Schools

Must be completed by sponsors applying to operate an Opportunity Public Charter School.

- 1. Detail how the school plans to verify a student's "at-risk" status upon enrollment, in accordance with State Board Rule 0520-14-01-.04 and Policy 6.114. Describe the plan to recruit students to ensure that at-risk students constitute at least 75% of the school's enrolled student population pursuant to T.C.A. § 49-13-104 (see the [Opportunity Public Charter Schools](#) overview at the beginning of this document for a list of criteria for at-risk students).**

Verification of Status: We will implement a robust, multi-step enrollment and intake process, during which time students' at-risk status will be verified. More specifically, during enrollment and intake, students and their parents will meet one-on-one with school staff to start the onboarding and orientation process, begin to establish relationships, initiate the needs assessment process, and submit documentation such as transcripts, birth certificates, detention records, and federal tax returns, among others. We will also work to obtain any needed documentation from students' previous schools so that we are able to verify each student's at-risk status.

Recruitment: As explained in the Anticipated Student Population section, we will implement a robust student recruitment strategy that will be tailored to specifically connect with Opportunity Youth and their families. Our ESP will provide intensive support around student recruitment and will draw on the effective practices used to successfully recruit Opportunity Youth at the two schools it manages, which currently have waitlists. Specifically, we will ensure that our marketing materials take an array of forms and formats and will disperse them widely across channels that we know will reach Opportunity Youth. We will ensure that materials clearly convey the purpose of an Opportunity School and explicitly outline characteristics of the population we seek to serve.

Marketing efforts will be complemented by building and leveraging community relationships, which will serve as the backbone of our recruitment strategy. We know that we must implement a relational approach to recruiting Opportunity Youth as their trust in schools has been diminished. We will seek to forge authentic relationships with organizations that serve Opportunity Youth and their families, as well as will be visible in the community by holding informational meetings, attending community events, canvassing, and conducting focus groups, among other activities to reach as many Opportunity Youth as possible. During these activities, we will provide real-time application support, as well as compile leads for follow-up to ensure that applicants understand the criteria for attending an Opportunity School. We also intend to form partnerships with area traditional high schools so that school leaders and guidance counselors can connect us to the Opportunity Youth who are not finding success in traditional school environments.

As outlined in the Mission and Model section, there are currently over 34,000 disconnected youth in Memphis, most of whom meet Opportunity Youth criteria. Over the course of our application and pre-opening years, we will fully integrate into the Frayser community so that we can clearly convey that we are an Opportunity School that will serve Opportunity Youth, develop trusting relationships community members and leaders, and form partnerships with community-based organizations and traditional area high schools to ensure that we meet our enrollment targets and specifically recruit young people who meet the criteria for Opportunity Youth.

2. Describe how the proposed school model is designed to serve the anticipated at-risk student population well.

Our model, created by our ESP (YouthBuild Newark) was designed specifically to serve Opportunity Youth. As described in Addendum C, two Opportunity Schools managed by our ESP have been implementing our model for almost a decade and with impressive results. Both schools have successfully undergone renewal twice, with the most recent renewal decision occurring in January 2026. The corresponding renewal report indicates that the schools met virtually all standards on the authorizer's performance framework, with all academic, operational, and financial standards being met. The only standards not rated as fully met pertained to isolated reporting deadline exceptions, not programmatic or performance failures. This outcome validates the model across nearly a decade of implementation.

Additionally, the chart below outlines longitudinal data, covering key outcomes for the Opportunity Youth served by the two schools our ESP manages. These two schools have implemented our proposed model for over a decade, and the composite outcomes below demonstrate the model's success in effectively meeting the needs of Opportunity Youth.

Outcome Area	Outcome Data	What the Outcome Data Demonstrates
Academic Growth	46-64% of full-year students met projected growth targets	Students entering 3-4 grade levels below grade level are demonstrating measurable academic progress. Growth targets, not proficiency snapshots, are the appropriate measure for a population with interrupted schooling histories. OYA's Year 1 targets (50% reading/ 45% math on iReady) are benchmarked directly against this range.
Student Stabilization	67-79% annual stabilization rate	Two-thirds to four-fifths of students who enroll stay enrolled throughout the year. For a population defined by disengagement, stabilization is the first and most critical outcome. This range exceeds national averages for comparable re-engagement programs.

Outcome Area	Outcome Data	What the Outcome Data Demonstrates
Model Integrity (Discipline)	Less than 1% suspension rate, sustained for nearly a decade	With a population most schools struggle to retain without punitive discipline, the model keeps students in the building through restorative practices, not removal. This rate reflects full compliance with mandatory suspension requirements, including zero tolerance provisions. Restorative practice and statutory compliance are not in tension when implemented with fidelity.
Graduation Rate	63-71% of young people eligible to graduate earned a high school diploma, ranging upward as the model has matured	Since opening, 63 to 71 percent of young people eligible to graduate have earned a high school diploma, with over one-third advancing to graduate within their four-year cohort and the remainder meeting graduation requirements across extended cohort years. This distribution reflects the level of academic recovery required upon entry and the impact of the model in accelerating progress toward on-time graduation while sustaining students through successful completion. The improving range over time demonstrates that performance compounds as model fidelity deepens. OYA targets 35% four-year, 50% five-year, and 60% six-year ACGR by Year 5, benchmarked directly against LEAD. Extended-year rates are the appropriate accountability measure for students who enroll over-age and under-credited; Mathematica specifically recommends six-year rates for this population, noting that 34 states already include them in accountability frameworks.
Postsecondary and Employment	67-73% enrolled in postsecondary, employed, or in career training within 16 months of graduation	The mission promises postsecondary and career success. The model delivers it at rates that exceed comparable programs nationally. OYA targets 60% by Year 5, a rigorous but achievable benchmark grounded directly in the current schools' evidence base. The 16-month window captures students who take non-linear paths into the workforce or postsecondary education after graduation.
Staff Retention	85%+ staff retention and satisfaction ratings	Staff stability is a direct driver of student outcome consistency in re-engagement models. Advocate counselors who loop with students over multiple years build the relational trust on which the model depends.

Outcome Area	Outcome Data	What the Outcome Data Demonstrates
		Retention data demonstrates that the model attracts and keeps educators committed to this population.

The key aspects and practices of our model that have an almost decade-long track record of serving Opportunity Youth well include implementation of a robust enrollment and intake process that will enable us to gain a clear understanding of each student’s specific academic, social, emotional, behavioral, and personal needs to inform placement and case management services. All students who newly enroll with us will participate in Mental Toughness, a proprietary onboarding program that will span the first four weeks of school. Mental Toughness will prime students to reengage in their academic learning by providing ample time for relationship building and culture setting and by consistently reaffirming that the school is a safe, supportive space with staff who are dedicated to relentlessly supporting young people in changing their high school and post-secondary trajectory. Mental Toughness will also nurture students’ soft and social-emotional skills, which are critical to students’ readiness to transition to the school’s daily schedule and engage in personalized academic learning.

Once our students progress through Mental Toughness, they will begin to participate in our daily school schedule and will engage with our model fully, which consists of the following five key design elements that are proven to serve Opportunity Youth well – these are as follows:

- **Education:** As Opportunity Youth, our students will come to us already disengaged from school for a myriad of reasons and, as such, will enroll with distinctly different needs. Given that each of our students’ personal and academic histories will be nuanced and unique, we will implement a robust enrollment and intake process (as referenced above) so that we are able to gain a full understanding of each of our students’ specific circumstances, strengths, and needs so that we can deliver an educational program that is personalized to meet their individual needs and propel them to readiness for graduation and their postsecondary pursuits. Accordingly, the critical practices that support the implementation of our Education key design element are as follows (and are described in detail in the Curriculum and Instruction section): Individual Development Plans, Comprehensive Assessment Program, and Mastery-Based Learning.
- **Career Pathways:** As Opportunity Youth, our students will come to us already disengaged from school, having not found success in their previous learning environments for an array of reasons. As such, our students will enroll with nuanced and complex personal situations that erect barriers to acquiring the hard and soft skills and knowledge needed to meaningfully pursue career pathways. Many of our students will arrive at our school unable to even visualize attending college or trade school and then seeking a career of their choice. As such, our Career Pathways key design element is designed to provide

students with a clear vision for their life after graduation and equip them with the knowledge and skills needed to realize the visions they build. The programs and practices that are integral to this are as follows (and are described in detail in the Curriculum and Instruction section): CTE Programs of Study in Construction and Health Science and Post-Secondary Counseling and Supports.

- **Support Services:** Our students will arrive at our school with an array of personal, academic, social, emotional, and behavioral needs. Students will progress through a comprehensive enrollment and intake process during which we will collect an array of qualitative and quantitative data so that we can ascertain a full understanding of students' needs and prescribe supports accordingly. As Opportunity Youth, our students will have already disengaged from school, and our mission lies in reengaging them and equipping them with the essential skills they need to graduate and successfully navigate post-secondary life. To achieve our mission, providing students with comprehensive support services that are responsive to their ever-evolving needs is critical. Accordingly, among the supports and practices we will provide include the following (which are described in detail in the Curriculum and Instruction section): Advocate Counselors and Case Management Services, Support Structures, and Wraparound Services.
- **Leadership Development:** Developing students' leadership skills stands as a critical component of our model and school culture. As outlined in the School Culture and Discipline section, for our school, leadership means that young people take responsibility to make sure things go right for themselves, their families, and their communities. Leadership development also supports students in gaining agency around working toward their postsecondary goals, which are critical shifts for Opportunity Youth. To this end, we will develop students' leadership skills across three categories, each with defined competencies: Personal Leadership Skills and Knowledge, Small Group Leadership Skills and Knowledge, and Community Leadership Skills and Knowledge. Leadership skill development will be woven into all facets of our programming, including during core instruction, CTE studies, morning meeting, advisory activities such as seminars, and post-secondary counseling. Through our intentional focus on equipping students with defined leadership skills, we will give students the tools they need to become agents of their own learning and pursuits inside and outside of school and after graduation when they transition to postsecondary life.
- **Alumni Supports:** Once our students graduate, we will provide them with ongoing support to ensure that they have what they need to persist in their post-secondary pursuits. Specifically, we will actively monitor and support students for up to 16 months after they graduate from our school. This may include helping students acclimate to their new college environments, assisting with job placement, or mentoring them as they enter the

workforce. We recognize that the transition to postsecondary life is a fragile transition for all students, especially for those who are former Opportunity Youth and likely still face many of barriers and conditions that contributed to them disengaging from school. To this end, we will actively monitor our graduates on a prescribed cadence and provide responsive supports accordingly. Graduates will also be able to reach out between monitoring touchpoints should they have a need emerge with which we can assist. Ensuring our alumni are formally supported during the pivotal, and often fraught, transition period after graduation will ensure that our graduates continue on their transformed trajectories and continue to improve for themselves, for their families, and for their communities.

3. Describe how the school will define and measure its success, balancing academics and youth development. Detail the primary measures or indicators (e.g., academic achievement, academic growth, student engagement, postsecondary and workforce readiness) the school plans to use.

We will define our success through measurement of our mission-specific goals, which represent the core tenets of our model and encompass academics and youth development. As outlined in the Mission and Model section, these goals are as follows:

Mission-Specific Short-Term Educational Goals (Years 1-2)

Goal 1: Student Enrollment and Stabilization

- **Target:** Enroll 100 disconnected youth in Year 1, increasing by 75 students in Y2 and Y3 and 25 students in Y4 and Y5 to reach 300 by Year 5; achieve 67% annual stabilization rate
- **Mission Alignment and Rationale:** Re-engaging disconnected youth is the essential first step toward helping them master skills for postsecondary and career success. Memphis has approximately 32,000 disconnected youth, representing a 16.5% disconnection rate (third highest nationally). The MSCS Educational Priorities Document identifies the need for quality high school seats in the North region, where existing schools score below 3.0 on the School Performance Scorecard. A 67% stabilization rate is benchmarked against comparable YouthBuild schools, which achieve 67-79% stabilization with similar populations.
- **Assessment Method:** Student information system tracking enrollment, attendance, and exit status; quarterly analysis of stabilization data

Goal 2: Academic Growth

- **Target:** 50% of full-year students will meet projected growth targets on i-Ready assessments in Reading and Language Use; 45% in Mathematics

- **Mission Alignment and Rationale:** Mastery of essential academic skills in literacy and numeracy is foundational to postsecondary success. Students entering our school typically perform 3-4 grade levels below their peers, making growth the appropriate measure. The MSCS Educational Priorities Document emphasizes improving academic outcomes in underperforming schools; nearby Trezevant High (2.24) and Memphis Business Academy (2.14) demonstrate the need for alternative approaches. Mathematica's research found that established schools serving opportunity youth achieve 46-64% growth rates across subjects, with mathematics consistently the most challenging area.
- **Assessment Method:** Fall and spring i-Ready administration; individual growth measured against projected RIT scores

Goal 3: Credit Accumulation

- **Target:** 60% of full-year students will earn six or more credits annually toward graduation
- **Mission Alignment and Rationale:** Credit accumulation is the pathway to diploma attainment, which opens doors to postsecondary education and career opportunities. Students will enroll significantly over-age and under-credited, often needing to earn 2-3 years of credits to graduate. Our mastery-based model enables accelerated progression while maintaining rigor. Research-based benchmarks show comparable programs achieve 57-60% credit accumulation rates with similar populations.
- **Assessment Method:** Semester credit audits tracked in the student information system; progress reviewed in biweekly IDP conferences

Goal 4: Industry Credential Attainment

- **Target:** 50% of students in the construction pathway will earn at least one industry-recognized credential (OSHA-10, NCCER Core) by the end of Year 2
- **Mission Alignment and Rationale:** Industry credentials demonstrate mastery of career-ready skills and provide immediate workforce entry opportunities. The Memphis region faces a shortage of 315,000+ skilled tradesmen, and MSCS priorities emphasize preparing students for college and career. The 50% target is conservative for Years 1-2 while establishing employer partnerships; established YouthBuild programs achieve 67-97% vocational certification rates after developing mature systems.
- **Assessment Method:** Credential exam pass rates tracked through workforce development partners; verified through official certification records

Goal 5: School Climate and Belonging

- **Target:** 55% of students will report sense of belonging on annual climate survey using validated instrument
- **Mission Alignment and Rationale:** A supportive school climate is essential for re-engaging students who have experienced school failure and building social-emotional skills needed for success. The YouthBuild model is explicitly "grounded in love," recognizing that students who feel safe and valued are more likely to persist. Mathematica's research found that schools serving opportunity youth achieve 61-96% on school climate measures, demonstrating strong outcomes are achievable with this population.
- **Assessment Method:** Annual administration of validated climate survey (Kelvin or Panorama); results disaggregated by student subgroups

Mission-Specific Long-Term Educational Goals (Years 3-5)

Goal 6: Graduation Rate

- **Targets:** 35% four-year rate; 50% five-year rate; 60% six-year adjusted cohort graduation rate by Year 5
- **Mission Alignment and Rationale:** High school diploma attainment is the gateway credential for postsecondary education and career advancement. Extended-year graduation rates are the appropriate measure for opportunity youth who enroll over-age and under-credited; Mathematica specifically recommends six-year rates for this population. The MSCS Educational Priorities Document sets an 80% Ready Graduate target by 2030; improving graduation rates for disconnected youth contributes to this district goal. Research shows that high-performing schools serving opportunity youth achieve 60-69% six-year graduation rates, compared to 15-25% typical for this population in traditional settings.
- **Assessment Method:** TDOE adjusted cohort graduation rate calculation; tracked through the state accountability system

Goal 7: Postsecondary Enrollment and Employment

- **Targets:** 60% of graduates enrolled in postsecondary education, employed, or in career training within 16 months; 50% persistence rate at one year
- **Mission Alignment and Rationale:** Our mission explicitly focuses on success in postsecondary education and career, making post-graduation outcomes the ultimate measure of mission fulfillment. By including employment and career training alongside enrollment, we honor multiple pathways to success. Research-based benchmarks show established programs achieve 38-76% postsecondary enrollment and employment rates,

with variation based on local labor market conditions; our 60% target reflects a rigorous but achievable standard.

- **Assessment Method:** National Student Clearinghouse data for enrollment; alumni surveys and employment verification conducted by the graduate success team

Goal 8: Workforce Pipeline

- **Target:** 150 credentialed graduates entering the construction workforce or registered apprenticeship programs by Year 5
- **Mission Alignment and Rationale:** Our mission includes preparing students for career success and community leadership. The MSCS Educational Priorities Document emphasizes college and career readiness; by producing credentialed graduates who enter skilled trades, Opportunity Youth Academy addresses the region's documented workforce shortage while demonstrating meaningful career outcomes. Target based on projected enrollment (100 to 300 students), 60% graduation rate, and 60% workforce placement, consistent with outcomes achieved by comparable programs nationally.
- **Assessment Method:** Graduate placement tracking through employer partnerships; apprenticeship enrollment verification

Goal 9: Youth Development and Leadership

- **Targets:** 75% of students demonstrate progress on IDP goals (achieving 73% of annual goals); 70% participate in community service or leadership project; 65% report feeling safe and supported
- **Mission Alignment and Rationale:** Our mission includes community leadership, which requires developing agency, self-direction, and leadership capacity beyond academic skills. Individual Development Plans operationalize this by requiring students to set and pursue personalized goals across academic, social-emotional, and postsecondary domains. Research on schools serving opportunity youth shows 71-89% of students can achieve goal progress targets when provided appropriate support.
- **Assessment Method:** IDP goal tracking in student information system; service hour logs; annual climate survey

4. Based on the team identified in Table 4 in the application narrative above, describe the founding team's experience with the anticipated student population. Include evidence of team members' success meeting the academic and non-academic needs of these students.

As noted in Table 4, ESP executive leaders are members of our application and founding team and have extensive experience serving Opportunity Youth:

- Robert Clark, CEO: Mr. Clark has over 30 years of working with Opportunity Youth and is the founder and top leader of our ESP. Mr. Clark led the founding of the ESP's two Opportunity Schools in Newark, NJ almost a decade ago and ensures effective management of both schools. Notably, under the ESP's management and Mr. Clark's leadership, both schools have successfully undergone renewal twice, with both schools meeting all academic, operational, and financial standards on the authorizer's performance framework in the schools' most recent renewal report, which was released in January 2026. As a young person, Mr. Clark changed his trajectory by attending and graduating from an Opportunity School and attributes his lived experience to his devotion to ensuring that Opportunity Youth are provided with the opportunity to attend a school designed specifically to reengage them in their learning and provide them with the supports needed to transform their lives.
- Daniel Croson, Chief of Staff: Mr. Croson has 15 years of experience working in education and local government sectors, serving as Director of Community Development, Founding Executive Director, and Founding Dean of Students prior to entering the role of Chief of Staff of our ESP in 2020. In his current role, Mr. Croson oversees communications, policy advocacy, performance management, and grants and development strategy for the ESP and its two Opportunity Schools. Mr. Croson is a skilled relationship builder and acts as a liaison between the ESP and the stakeholders it serves.
- Jasmine Joseph-Forman, Chief Program Officer: Ms. Joseph-Forman began her career almost 20 years ago as a gang coordinator and then youth coordinator – in this role, she worked with gang-involved youth, providing counseling and exposing these Opportunity Youth to college and career pathways. Ms. Joseph-Forman then served as a case manager and re-entry coordinator, supporting the social-emotional and behavioral needs of Opportunity Youth. Ms. Joseph-Forman then transitioned to leadership roles within our ESP, overseeing service delivery, administering grants, implementing onboarding, and managing counseling for Opportunity Youth students. As Chief Program Officer, Ms. Joseph-Forman is responsible for ensuring that support services are implemented effectively and with fidelity at the ESP's two Opportunity Schools.
- Shabani Stewart, Chief Academic Officer: Ms. Stewart serves as our ESP's Chief Academic Officer and has been in the role since 2019. Ms. Stewart has over 20 years of experience

in education, serving as a teacher, curriculum management coordinator, literacy supervisor, teacher quality consultant, and professional development manager before assuming her current role in our ESP. As the ESP's Chief Academic Officer, she oversees the personalization and implementation of curriculum in the ESP's two Opportunity Schools. Ms. Stewart also established the ESP's data analytics framework, allowing the real-time tracking of student progress in the ESP's two Opportunity Schools. Ms. Stewart also develops the instructional staff who serve Opportunity Youth, designing and supporting the delivery of professional learning to support implementation of the ESP's model.

Dr. Bobby White also stands as a critical member of our founding team, serving as our lead community engagement partner as described in the Family and Community Engagement and Support section. Dr. White has almost 30 years of experience in the education sector and is native to Memphis. He currently serves as a leader of Groundswell Network, an organization that seeks to expand access to high-quality Opportunity Schools across the country. He is also the founder and CEO of Frayser Community Schools, a network of charter schools that operated in the Frayser community. Many of the students Dr. White's schools served met the criteria for Opportunity Youth. Dr. White also played a significant role in the passage of Tennessee's Opportunity Legislation.

5. Describe how the proposed school's schedule will create ample time and structures for students to build strong connections with staff and peers while providing the necessary time and structure to achieve each student's individual goals, while still being compliant with state requirements related to the length of the school day and year.

As outlined in the Mission and Model and Curriculum and Instruction sections, we have designed our calendar and schedule to allow for full implementation of our model, which is anchored in ensuring that students are able to build strong connections with staff and their peers and have protected time to receive the academic and social-emotional support they need to meet their individual goals as outlined in their IDPs. To summarize, all students will progress through a robust enrollment and intake process, which (among other critical functions) will facilitate the formation of initial relationships with staff and their peers. Students will then spend the first four weeks of school participating in Mental Toughness, which will prime students to reengage in their academic learning by providing ample time for relationship building and culture setting and by consistently reaffirming that the school is a safe, supportive space with staff who are dedicated to relentlessly supporting young people in changing their high school and post-secondary trajectory. Mental Toughness will also nurture students' soft and social-emotional skills, which are critical to students' readiness to transition to the school's daily schedule and engage in personalized academic learning.

After Mental Toughness, students will transition to our daily schedule. Every school day will start with a 25-minute morning meeting period and will include a 45-minute advisory period. During morning meeting, the entire school will come together to participate in an array of relationship and culture building activities, as well as to engage in social-emotional and leadership skill development. During advisory, students will receive individualized counseling from their advocate counselor, receive career counseling, engage in college and career exposure and readiness activities, participate in seminars focused on an array of topics relevant to our students' lives and needs such as having healthy relationships – all of which will be guided by the goals contained in each student's IDP. Students will also attend three extended core instructional blocks, which will provide ample time for personalized Tier I instruction and the delivery of intervention support, specialized services, and/or language services to support them in meeting their individualized academic goals as outlined in their IDPs. Students will also attend an elective block each day, during which they will engage in our CTE programming and will work to achieve their IDP CTE and work-force readiness goals.

In total, our school day (except on Wednesdays) will span 7.5 hours, well exceeding the 6.5-hour requirement. We will dismiss two hours early every Wednesday so that staff can participate in collaborative data analysis and planning protocols, as well as receive professional development. Our school year will span at least 180 days and will satisfy all federal, state, and local requirements. In sum, we have designed our school to enable implementation of our model, which was specifically designed to provide Opportunity Youth with the time and supports they need to form healthy relationships and achieve their individual goals, allowing them to transform their trajectories in high school and beyond.

6. Explain how the school's structure, policies, and practices will allow sufficient flexibility and options to accommodate the unique needs of at-risk students while remaining compliant with relevant state law (e.g., school calendar, zero tolerance, etc.). As needed, describe any differences in structure and practices to accommodate different groups of at-risk students.

Our model was specifically designed to serve Opportunity Youth and to be able to flexibly meet every student exactly where they are each day and provide them with responsive academic and social-emotional supports. While we will implement a daily schedule with defined structures, they will be used flexibly to ensure that we are able to provide students with the individual support they need each day. For instance, we will implement three extended core instructional blocks that each span 85 minutes. While these blocks will start and end at specific times, how students engage in them will depend on their specific needs. Some students may receive intervention support after progressing through Tier I instruction, while others may receive language support or have time to reinforce their learning. Similarly, all students will attend a daily 45-minute advisory period. However, students will engage in individualized activities during

advisory. One student may receive one-on-one counseling, while another may participate in a seminar with a small group of peers.

Additionally, as an Opportunity School, we will approach attendance through an equity lens for Opportunity Youth. The first step in our approach to attendance will be to gain a clear picture of each student's history. During the enrollment and intake process, we will identify each student's attendance baseline by examining historical attendance data. Our students will enroll with us with different needs, in different places in their learning, and with different attendance histories. Some students may come to us not having been in school in years; others may have only attended school for 10 days the following year; still others may have attended more frequently but were still chronically absent, nonetheless.

Once we establish a student's baseline, then we will set an individualized attendance goal for each student, which will be captured in their IDP and monitored closely. Attendance goals will be reflective of each student's prior history, which allows them to be realistic and attainable but also sets high expectations for engaging in school. For instance, if a student has not been in school for two years, we may set an initial goal of that young person consistently coming to school at least once a week, which is a significant improvement for that particular student. This approach of setting individualized attendance goals based on each student's prior history and then consistently celebrating attendance wins helps to keep students motivated and engaged. As the student progresses, we will increase the goal to consistently attending at least twice a week, and then three times a week, and so on. Decades of data tell us that students who consistently attend our school at least three times a week will successfully progress in our model, meet their IDP goals, and attain credits.

Further, while we will employ mandatory suspension and expulsion as required by district and state requirements, including zero tolerance provisions, in the vast majority of cases, we will use restorative practices to address behavior that is out-of-sync with our established behavioral expectations. Our school and model are designed to meet young people where they are and support them in their growth – for themselves, their families, and their community. Implementing a restorative, rather than punitive, approach to discipline aligns with our emphasis on growth as it allows the young person to reflect on and understand the root cause of their behavior and repair any harm that their behavior caused to the school community. All staff will receive intensive and ongoing training on restorative practices so that they are equipped to support students in uncovering the root causes of their behavior and repairing any harm. Students will also receive training in restorative practices, initially being introduced to the approach during Mental Toughness, so that they themselves gain agency around reflecting and repairing. Rather than issue punitive consequences, we will provide intervention to treat the identified root cause of the behavior – possible interventions may include development around impulse control or anger management support, among others.

7. Detail any additional supports, including community partnerships and wraparound services, the school will offer to students to support students in meeting their individual academic goals. (Please ensure any confirmed or potential partnerships are captured in Table 3 in the application narrative above.)

We will partner with an array of community-based organizations to be able to provide our students and their families with access to a myriad of wraparound services such as food and housing assistance, childcare support, and job placement assistance, among others. Advocate counselors will be positioned to identify needs as they emerge and facilitate the connection of services and resources accordingly so that our students and their families have timely access to services that we will not provide internally. While we have not codified these partnerships yet, we are in the process of forming relationships with a number of relevant community organizations that operate in and around Frayser. As part of our management contract, our ESP will provide comprehensive support in formally securing these partnerships, as well as maintaining and evaluating them.

8. Describe how the school will provide individualized case management/support services to students to help them meet academic and non-academic goals.

A core function of our model will be the delivery of individualized case management services. All students will have a dedicated advocate counselor, who will serve as their case manager. Advocate counselors will loop with their students, so students will have the same advocate counselor the entire time they attend our school. Advocate counselors will serve as the point person for their students, monitoring attendance and other indicators, coordinating with their students' team of teachers and other staff, and serving as the primary communicator with their students' families. Advocate counselors will also conduct home visits, connect students and families with wraparound services and community resources, as well as will provide targeted one-on-one counseling their students on a biweekly basis. Ensuring that each student has one adult who is specifically tasked with monitoring their progress, identifying emerging needs, and heading up communication and collaboration with other staff members is critical to ensuring that each of our students receives the individualized supports they need as they need them.

As part of our comprehensive support services, students will be also provided with individualized post-secondary counseling to initially support them in developing a framework for their post-secondary plans. This support will be intensified and more targeted as students progress in their readiness and through the stages of our CTE program. As such, students will receive ongoing counseling to help them identify pathways available to them after graduation and the steps they need to take to ensure they are equipped to pursue and succeed in them. Counseling will be complemented by seminars that students will participate in during advisory time. Seminars will cover an array of topics, including post-secondary readiness. Specifically, all young people will

complete our graduate success seminar, where they will acquire hard and soft skills such as learning about resume writing, engaging in mock job interviews, practicing test-taking skills and strategies, and learning about business etiquette and the importance of presence in professional contexts, among other relevant topics. As another layer of college and career exposure, we will host college and career days at our school, where we will invite colleges and trade schools to engage with our young people about their programs. We will also visit colleges and trade schools so that students can have in-person experiences. In short, we know that most of our students will come to us without viable postsecondary plans for an array of reasons. To change students' trajectories and ensure that they are equipped with the knowledge and skills they need to succeed in college and career, we will embed college and career exposure and support across our model.

9. Describe the long-term funding plan and contingency plans to ensure the school is able to continue to offer the supports and services described in previous questions.

We have developed a budget model that, by Y5, does not rely upon philanthropy. While we intend to continue fundraising in later years (as detailed in our budget model), we believe it is a moderate, achievable amount and our core programmatic model is not reliant on that philanthropy. Our primary funding base is from TISA and enrollment, and we have developed a conservative, slow-growth approach with enrollment. If we experience lower than expected enrollment in any given year, we have considered staffing adjustments that could be made that do not impact our supports and services as well as a reduction in variable costs (material and supplies, technology, professional services contracts). In some cases, we would consider a short-term deficit using cash reserves to ensure we do not have programmatic disruption with funding challenges. Each year we will develop conservative budgets that provide margin and that will include a contingency expenses line item to protect our academic programming and support systems.

10. If the sponsor plans to operate a residential opportunity public charter school, describe the following:

- **A detailed plan for the construction, development, or purchase of residential facilities. Include, as Attachment 14, copies of all required permits, certificates, and other relevant documentation.**
- **The plan to ensure the health and safety of students in the proposed residential facilities. Outline safety protocols, staffing plans for residential supervision, and emergency response plans.**
- **The additional funding sources the sponsor has secured or expects to secure to support the operations of a residential Opportunity Public Charter School. Detail the amounts, timing, and duration of each secured and expected funding source.**

Not applicable; we will not operate a Residential Opportunity Public Charter School.

Note that both the budget template and the budget narrative provided as part of the application narrative for a proposed Opportunity Public Charter School should clearly reflect the facilities, staffing, and/or other needs described in this addendum.

Addendum G: Higher Education Institutions

Must be completed by higher education institutions seeking to open a charter school.

- 1. Describe the rationale for the institution opening and operating a charter school. How does operating a charter school align with the institution's core mission, strategic plan, and/or public service obligations?**
- 2. Explain how the governing board of the charter school will interact with the board of the institution. Describe the decision-making responsibilities, if any, that board of the institution will have over the charter school.**
- 3. Describe the internal structures at the institution that will oversee key elements of the charter school's operations (e.g., student information system, compliance requirements, school operations, transportation, food services, special populations staff, etc.).**
- 4. Explain what, if any, institutional resources (e.g., facilities, technology, staff expertise, funding) will be allocated to the charter school and how students will access those resources.**
- 5. Explain what, if any, direct academic integration (e.g., dual enrollment, early college credit) will exist between the charter school and higher education institution and be available to students.**
- 6. Detail how the institution will manage potential conflicts of interest between its higher education operations and the charter school, particularly in areas such as contracting, employment, and shared services.**
- 7. If the sponsor plans to locate the charter school on the institution campus, detail the plan to integrate the charter school with the university while maintaining the safety and security of the students. *Sponsors may mark N/A if they do not plan to locate the charter school on the institution campus.***

Not applicable; we are not a higher education institution seeking to open a charter school.