

Trimble Forward Alliance / Trimble Academy Charter School Application

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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
	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>	N/A
	Attachment 13: Evidence of Support for Conversion <i>(Only required for sponsors completing Addendum E)</i>	N/A
	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	N/A
	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	N/A
	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.*

Application Cover Sheet

General Information

Name of Proposed Charter School	Trimble Academy		
Sponsor/Sponsoring Entity	Trimble Forward Alliance		
Proposed Authorizer	Dyer County Board of Education		
Academic Focus of Proposed School	Tennessee Classical Model with Outdoor Learning		
Grade Structure (e.g., K-5, 6-8, 9-12)	Year 1	Year 5	At Capacity
	K-6	K-8	K-8
Projected Enrollment	Year 1	Year 5	At Capacity
	137	187	187
Neighborhood and/or Community in which the school plans to locate	Trimble, TN in Dyer County		
Projected Opening School Year	Fall 2027; K-6 (Year 1), expanding to K-8 (Year 2+)		

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	Margaret Prater
Role in Proposed School	Sponsor Board President
Mailing Address	2127 Eastwood Dr
Mailing Address Line 2	
City, State, Zip Code	Trimble, TN 38259
Primary Telephone	(731)377-2171
Alternate Telephone	
Email Address	trimbleforwardalliance@gmail.com ; mprater@wfiinc.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
Margaret Prater	Workforce Consultant, Workforce Innovations, Inc.	President, Trimble Forward Alliance (TFA) - provided local data and resources and served as contact for TN Classical Academies.
Rick Isbell	TN Constable/Dyer County Law Enforcement; part-time Police Officer, Town of Trimble; Reserve Deputy, Dyer County Sheriff Department; Pastor, Trimble Baptist Church	Vice President, TFA - provided updates on building and contributed to safety plans; provided meeting space
Teresa Adams	Retired TRIO Administrative Secretary III, Dyersburg State Community College working with college prep program funded through US Department of Education	Secretary, TFA - researched curriculum data, application training, and reviewed application from former youth provider perspective
Heather Cryer	Controller, Tyson Foods	Treasurer, TFA - developed on-line petition for community support and reviewed budget information
Rev. Dr. John Lowrance	Pastor, Trimble Christian Church; retired educator with active certifications in Elementary, Secondary and Superintendent Public Schools.	TFA Director of Education - Administration and Operations. Prepared initial draft of Letter of Intent and reviewed application from former school administrator perspective
Paula Jordan	Co-owner, Holy Cow Bakery, LLC; retired educator	TFA Director of Grant Opportunities . Researched curriculum data and reviewed

		application from former teacher perspective
Jessica Dunivant	Gift Sales Representative, Diverse Marketing; board chair of public library and prior educator	TFA Director of Education - Instruction/ Curriculum and Student Services. Researched curriculum data and reviewed application from former educator and parent perspective
Angie Ballard	Owner/Operator, Blue House Quilt and Craft	TFA Director of Fundraising - researched providers and curriculum, Identified TN Classical Academies as a possible third party education provider, coordinated fundraising events to support writing application, and reviewed application from parent perspective
Christie Bane	Executive Director, Certified Prevention Specialist II, Prevention Alliance of Dyersburg and Dyer County under contract with the TN Department of Mental Health and Substance Abuse Services	TFA Director of Marketing- developed and shared content on social media and reviewed application non-discrimination, including for students with disabilities
James Perry	Regional Facilities Manager, Carter-Haston Property Management Group	TFA Director of Facilities and Grounds - coordinated architect visit to former school building and reviewed application from parent perspective.
David Powell	Pastor, Riverside Christian Church; Also is a pilot with expertise in aviation, aerodynamics, and National Airspace Systems	Director, TFA - reviewed application for compliance with TFA governance policies,

Heather McFarland	Senior Branch Office Administrator, Edward Jones. Also has taught art, and owns 2 small businesses	Alderman, Town of Trimble - provided updates on status of building and reviewed application from parent perspective.
Angie Markum	Founder and CEO Skillern Elementary, a TN Public Charter School. To date, Ms. Markum is the author of two charter renewals, one initial charter application, and two charter amendments, all unanimously approved by the board of education where they were submitted.	Assisted with compiling charter application and consultant for the charter application. We serve as on-going consultant/mentor

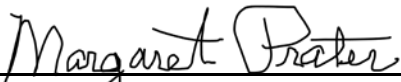
Statement of Assurances

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

1-30-26/ Amended 5-18-26

Date

Margaret Prater

Printed Name of Authorized Representative

President, Trimble Forward Alliance

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.

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.

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.

T.C.A. 49-5-101(a)	This statute requires a TN licensed principal for the school. Charters recruit and interview all highly qualified candidates. It is not required that a charter school leader be licensed, just our teachers, but the waiver must be asked for in the application.	We reserve the option of using non-principal-licensed personnel for administrative leadership at points during the school’s growth stages and existence. However, we do plan to have a licensed principal during the life of the school, but there could be times when requiring that would inhibit the school’s ability to have a balanced budget, and other needed staff because of the difference in cost between licensed and non-licensed. We plan to have a core of retired principals (formerly licensed TN principals) on as part-time staff to coach or mentor any administrator. This will increase student achievement in more than one way. 1) Unlicensed personnel are generally less expensive which allows those gained dollars to be used for direct student services such as educational assistants which data shows increases student achievement. 2) Incorporating the use of decades of experience from retired principals to compensate brings a wealth of know-how, best practices,
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		and patience at a level that could probably not be achieved by one person.
T.C.A. 49-5-401	Hours and Benefits - Teacher Assignments This statute prohibits extended teacher work days. Charters sometimes utilize an extended schedule/calendar. Teachers usually receive additional compensation for additional hours.	Utilizing Classical curricula and outdoor settings require additional training on the part of instructional staff because it is different from what was learned in standard teacher preparation programs. In our sister Classical schools throughout the state (whose data is included in the curriculum section), add around two weeks of additional professional development in the summer. This is paid time, and means they work more than the 201 teacher days. This increases student achievement by the fidelity to methods, methods with a track record of results greater than schools who do not utilize this model. To not have the training would not allow for our teachers to be properly trained in these methods and thus prohibit us from achieving our mission.

T.C.A. 49-6-304A(2) D	Hours and Benefits – School Term Vacations and Other Non-Instructional Days This statute prohibits extension of the school year outside of the district’s defined start and stop dates. If a charter operates on an extended calendar or modified school day (i.e. afternoon tutoring, related arts after regular school hours, etc.) they ask for this waiver.	We have written our calendar and daily schedule to be the same as the district’s, but we request this waiver in the event that there could be a temporary need for adjustment. This will increase student achievement in cases where there might be a need requiring adjustments in this category. Start-up and growing charter schools run into many situations because everything is new. If we do not reserve this prerogative through a waiver, it could inhibit us from having the needed time with our students.
T.C.A. 49-6-3004	School Management/ Operational Waivers – School Year Commencement If a charter school uses an extended calendar, they may start before or finish after the school year of the district they are within when this waiver is granted.	We begin our PD before the district. We request this waiver. We are working with a building that has not been occupied for a year now, and two years by our launch. There could be unpredictable fire marshal requirements that could delay an opening by a few days. To not reserve this prerogative could inhibit our needed time with students.

T.C.A. 49-6-206	Curriculum – Use of Unapproved Textbooks This ensures a charter school can utilize the texts that data reflects will help students reach their maximum achievement. Most charters consider this waiver the most essential of all waivers.	We propose to use the collection of curriculum as described in the Curriculum and Instruction section of this application. We request this waiver. It will increase student achievement by enabling us to support our model with the appropriate curriculum. To not utilize this set of curricula would not enable us to have the superior results that the other TN Classical charter schools have attained.
T.C.A. 0520-1-3-05	Curriculum – Fine Arts This statute requires TN licensed fine arts teachers. As a start-up and growing charter school, initially, we may utilize community artists and musicians to instruct students in fine arts.	We will always have fine arts, but we may not have a certified fine arts instructor the first few years of this school, then again, we may. We request the right to have a teacher of record who is not fine arts certified to direct students for their fine arts instruction until we can work up to this position. This will increase student achievement by ensuring that students always get the benefit of fine art instruction. To not exercise a waiver for this need could inhibit us from staffing all positions because of cost

		restraints. Community music and art teachers generally have more flexible schedules and do not require benefits. This would be a cost savings.
T.C.A. 49-3-306(a)	Compensation – Licensed personnel salaries This statute requires schools to abide by the district salary scale.	We use the district’s salary scale as a base, but pay signing bonuses, merit bonuses, and additional for high needs areas compensation in over and above the district’s scale. We request this waiver and the right to not follow the district’s salary scale. This will increase student achievement by making us competitive for high quality teachers in the hiring market. To not be able to do this would inhibit our ability to carry out our mission, and to score higher than the district we are within.
T.C.A. 8-23-206(a)	Compensation – Longevity Pay This statute requires a charter to have the same compensation for longevity as the district.	We frequently vary from the district regarding experience pay. We request the right to set our own compensation longevity pay. This will increase student achievement by making us competitive for high quality

		staff in the hiring market. It would inhibit our competitiveness in the teacher market to not have this waiver, which would hinder our effectiveness in instruction.
T.C.A. 49-5-5205	Promotion and Evaluation – Third Year Apprentice Educators This statute requires that teachers stay in the same location while working up to earn their professional license.	We have annual contracts. We request this waiver to utilize one year contracts even with practitioner and apprentice teachers. This will increase student achievement by allowing us to move along teachers who are not responding to coaching, and get better teaching for our students in the classroom. To not be granted this waiver would hinder our goal of excellent instruction.
T.C.A. 49-5-408-409	Tenure – Evaluation Contracts and Employment Termination This statute requires that tenure be recognized. Tennessee is an “at-will” employer state and tenure does not apply unless this waiver is not asked for.	We do not have a tenure system and base contract renewal on performance. We request this waiver. This will increase student performance by allowing us to focus on students, instead of a staff member who has not responded to coaching. To not have this waiver would force us to focus on

		remediating consistent poor teacher performance rather than focusing on excellent student performance.
T.C.A. 49-5-501-513	Tenure - Tenure Again, employment at a charter school is “at-will.” Tenure does not apply unless the waiver is not asked for. This enhances the ability of a charter school to attract and retain highly qualified staff.	We request this waiver since we do not honor tenure. This will increase student performance by allowing us to focus on students instead of a staff member who has not responded to coaching. To not receive this waiver places the time and focus on poor performing staff rather than on excellent student service.
T.C.A. 49-6-4012(b)	School Management/Operational Waivers – Formulation and Administration of Behavior and Discipline Codes This statute requires the charter school’s behavior and discipline code mirror the district’s.	We request this waiver. We use our district’s discipline code; however, in the past, we will go above and beyond what is defined by the district in order to academically and behaviorally service some of our students in need of behavior modification. We are small and can seek out personalized options more so than a district with several thousand students. This will increase student achievement by increasing the likelihood of their

		success. To not have this statute waived would hinder us in implementing what is a key feature of a charter school, learning tailored to students' needs.
T.C.A. 49-3-311	Capital Outlay This statute requires the LEA to make decisions on capital expenditures (non-health and safety related).	We request this waiver. Our financial policies and procedures define our board as the authority for capital expenditures. This will increase student achievement by keeping the decision makers closer to the need, which will hopefully mean that they understand the need more than a board that is distanced. To not be granted this waiver would inhibit the charter school's responsiveness.
SBR 0520-1-3-07(2)	Staffing Requirements- Library Information Center Personnel This State Board Rule requires a licensed librarian to oversee the school's library.	We request this waiver for a cost-effective measure to help our staffing budget as we grow. After we are fully grown and established, a licensed librarian would be a position we would seek to fill, but until that time, paying for that position can inhibit our ability to fund other crucial staff. Classified

		personnel will help in library management until that time.
SBR 0520-1-3-05	Curriculum: Health, Physical, and Wellness Education This State Board Rule requires the use of the standard health and wellness curriculum.	We may utilize a variety of curricula and community helpers for a portion of our health and wellness curriculum. This increases student achievement through community engagement with community helpers, and enables us to fulfill our mission by avoiding ineffective or outdated materials.
T.C.A. 49-13-113; SBE Rule 0520-14-01-. 04	Enrollment and Lottery Procedures	We propose to utilize the enrollment process outlined for Conversion Charter Schools giving enrollment first preference to students who reside within the former Trimble Elementary School zone. (School abruptly closed May 2025; Sponsor was not given opportunity to pursue Conversion; Sponsor applied for new school at first available opportunity). All other applicants would be subject to state issued enrollment and lottery procedures. This waiver

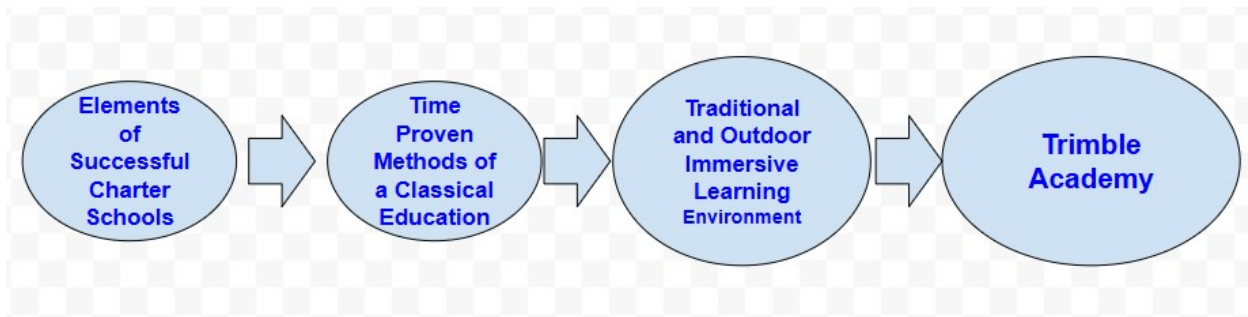
		supports the goal of providing parents with a choice for students to attend a small, community school in the municipality of Trimble versus busing students to larger schools in other cities within the LEA.
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Educational Program Design and Capacity

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.

Trimble Academy will deliver the Tennessee State Standards through the Classical model of education delivered in the outdoor immersive learning environment as a public charter school. The synthesis of these two models is called the TN Classical Model. We understand that learning must have purpose. It must have a heart and enable students and their families to connect the purpose for learning to more meaningful ambitions than just learning for learning's sake, just learning to do well on a test, or just to get a job. All those things are important, but they are not the end goal of education. We believe that character development leads to strong academic success. Once a little mind has developed into a conscientious citizen who interacts with his fellow man guided by knowledge, then as educators, we have done our job.



We also teach students how to learn, along with the purpose for learning, not just what to learn. For example, we stress that we learn math for the purpose of training our minds how to think logically. We learn how to think logically so we can make good decisions for ourselves and as we relate to others. We do it outdoors so we have multiple concrete examples to draw from with which students can pleasantly, eagerly, and actively engage. In fact, the outdoor environment becomes a teacher in itself. The respected Riggs Institute explains what research has proven about the effectiveness of the Classical methods by using an analogy. They say that systematic numeracy and literacy instruction are akin to laying the code for a computer, where the student's brain is the computer. Once that code is laid, subsequent input has pathways to where it can be stored, accessed, and utilized. Similarly, our model and mission are based on the premise that everyone can learn, and there is process and purpose in learning.

The amenities of our “natural” classrooms surpass those of the best equipped brick and mortar classrooms. Who needs counting bears when you can actually pick up and count acorns, while seamlessly learning which kind of acorn comes from which kind of oak tree and the appropriate

common and scientific (Greek or Latin) names for them? Kindergarten students can move around with limitations in an indoor classroom to find items that start with the “letter of the week,” or they can explore along a trail to look for natural items that begin with the letter of the week while getting fresh air, exercise and putting all of their senses to work. Stepping outside your classroom door to a natural body of water and collecting macroinvertebrates in their habitat is better than a lab with samples of them. Students can watch a movie about wildlife, weather, or properties of water, but observing it personally in nature marks their minds forever. Active outdoor learning also releases “pent-up” student energy in a constructive way which otherwise could manifest as negative behaviors and patterns throughout their school years and beyond. Our educational processes shape students from the inside out, not pouring information in, but guiding students to receive information and process it synergistically among the disciplines. Ours is not an alternative method of having school; it is school as it is meant to be.

The natural outdoor classroom provides real world learning and experiences, bypassing many obstacles the indoor classroom creates for educators. We increase time spent on learning, and consequently our effectiveness. Education does not end with K-12th or subsequent degrees. Possessing the tools of learning prepares our students for any need or task they face in their future workplaces, families and communities.

School Mission and Model

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

The mission of Trimble Academy is to cultivate the body, mind, and heart of each student in a traditional setting and an immersive outdoor environment through a classical, content-rich education that nurtures moral and civic virtue.

For whom: A socioeconomically diverse group of Dyer County families with students in K-6th growing to K-8th grades who make this their school of choice, particularly in the defined targeted regions of the town of Trimble.

To what degree: In alignment with Dyer County Department of Education’s Goals, our mission includes these goals:

3rd Grade ELA Proficiency Goal

Increase the percentage of students scoring proficient on the 3rd grade English Language Arts (ELA) TCAP to 70% proficiency by the 2029–2030 school year.

ELA Growth Goal

Increase overall English Language Arts growth from a Level 3 to a Level 5 on state growth measures by the 2029–2030 school year.

Math Growth Goal

Exceed the district's average TCAP math achievement score by greater than/equal to 5 percentage points by SY 2029-30.

This mission includes training the character and minds of K-8th grade children for success in such a way that it also prepares them to succeed in future educational and workplace learning as middle schoolers, high schoolers, and adults.

Our Academic and Character Pledge: **We will learn the true. We do the good. We love the beautiful.**

Alignment with Statutory Charter Purposes (T.C.A. 49-13-102)

Trimble Academy is aligned with the statutory charter purposes as follows:

(a) Increased learning opportunities for all students with special emphasis on academically low-achieving

Trimble Academy's model, using a classical education curriculum, provides all students, particularly academically low-achieving students, a structured, skills-based framework that prioritizes foundational knowledge, discipline, and mastery over rote memorization. It focuses on how to think rather than just what to think, allowing students to build confidence through tailored, orderly learning. Further boosting academic performance, engagement and well-being, the immersive outdoor learning experiences will provide hands-on, experiential, and less stressful environments that studies show improve standardized test scores, increases focus, reduces behavior issues, and foster social skills. These experiences, while offering enhanced learning opportunities to all students, often lead to increased motivation and improved school attendance, two key factors contributing to academically low-achieving students.

(b) Encourage the use of different and innovative teaching methods

Trimble Academy teachers will provide a content-rich classical curriculum coupled with immersive outdoor learning experiences. The classical education curriculum offers innovative, future-focused benefits by leveraging time-tested methods to build superior critical thinking, adaptability, and ethical reasoning in a technology-driven world. By focusing on fundamental, cross-disciplinary learning through trivium (grammar, logic, rhetoric), students develop deep analytical skills, strong communication, and high-level independent thought. Outdoor learning transforms traditional education by utilizing natural environments as dynamic, hands-on classroom, significantly boosting student engagement, mental health, and academic performance.

(c) Provides parents and students with expanded choice

Trimble Academy will provide parents and students in Dyer County with an expanded choice by providing a school in the northern part of the county, so parents are not required to drive to drop-off and pick-up their children daily to avoid them riding a bus for an hour or more to another town to attend school. The size of the school, less than 200 K-8 students, will also provide parents and students with an option for a smaller, more personable learning environment versus the nearly

700 student K-5 and the over 400 student middle school they are now zoned to attend. Although both of these are valuable choices that contribute to the overall well-being of the children, the classical education coupled with an immersive outdoor learning model will provide parents and students with a choice of both educational content and delivery mode that is different than any other schools in the district.

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.

Our goal is for our average score on the TCAP state assessments to be 5 points or more than the district's average. Additionally, our SIS data will reflect at least 10% fewer suspensions and behavior infractions than our district. This information will of course be displayed on the TN State Report Card, communicated to stakeholders through our newsletters, and published on social media. This goal is easily measured by the respected platform of state assessments and data, and easily discernable by stakeholders to know whether or not the school is achieving its mission.

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.

The Trimble Forward Alliance was formed as a response to community outcry after the Dyer County School Board voted to close our community school with only 3 days' notice (via Facebook) over Good Friday weekend in April 2025. As a result of the closure, the 157 K-5 students were rezoned to Newbern Elementary approximately 10 miles away. Up to an hour-long bus-ride to and from school and a student body of over 700 was not the "option" parents wanted for their children. Many families had attended the current school for generations and others rented or bought homes in the zone so they could attend a small community Reward School which at the time of closure, per the TN State Report Card, was the highest ranked elementary school in the county. Parents depended on this local school to keep the education of their children close to home and to reflect the values of our small, rural community.

Due to Trimble's location in the northern corner of the county, school choice options are very limited. Dyer County has two other elementary schools, Finley and Holice Powell, that are mid-size with approximately 250 students, but both schools are approximately 28 miles away and would require even longer bus rides, if transport was available. Some of the city limits of Trimble actually sits in Obion County; however, students are considered out of county for Obion County Schools. The nearest Obion County school, Hillcrest Elementary, is approximately 15 miles away and is near capacity with almost 700 students due to the recent closing of nearby Black Oak Elementary. The Gibson County line is approximately 3 miles out of the city limits of Trimble. There are 2 smaller schools – Yorkville and Kenton and 2 mid-size schools – Rutherford and Dyer, within 10-15 miles of Trimble; however, enrollment is subject to out-of-county availability and no transportation is available. Middle school options (grades 6-8) are equally limited, with the

nearest in approximately 10 miles away almost 500 students. There is one private Christian K-12 school, Christ Classical Academy, approximately 20 miles away; however, due to tuition and distance (no public transportation), it is not a feasible option for most Trimble parents. Parents of the former Trimble Elementary School needed a voice, and Trimble Forward Alliance became that voice, thus, the first application for a school of choice through the charter school approval process began.

The “need” for a school brought us to the greater question of “what type school do we need?” Since Trimble is an agriculturally based community with an 11-acre unused school campus and charter school legislation encourages the use of different and innovative teaching methods, the Trimble Forward Alliance (TFA) membership, including parents, made a conscious decision to explore academic programs that included outdoor learning and reflected rural community values. After much research, TFA voted on November 24, 2025 to partner with Skillern Elementary (SE)/Tennessee Classical Academies (TCA) as our Education Service Provider/Mentor. ***(At date of application appeal submission, TCA has not completed the organizational process to formally serve as Education Service Provider, therefore, their role has changed to Consultant/Mentor.)*** SE/TCA provides a classical curriculum offered through immersive outdoor learning experiences. To assure support for this model beyond TFA members, we developed an on-line Facebook petition with a description of the proposed school model and link to our partner, TCA. We received over 500 signatures supporting our application and the specific model. The need for a small, local community school has been overwhelmingly supported through TFA membership, the Town of Trimble, local businesses and parents/students.

We don’t expect hundreds of residents in the southern end of our county to apply for enrollment for this school since they have mid-size options available. However, we do believe Trimble Academy will be a county school of choice due to the outdoor component to the model. From support of Trimble Forward Alliance, including recent petitions, we do expect families who attended the Trimble school prior to its closing to apply. The number of quality seats available is displayed in our enrollment number table per grade, and these numbers were determined from the data reflected in last year’s Trimble School enrollment.

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.

The following sample schedule outlines the core curriculum and can be adjusted per time of day. The referenced schedule meets all TDOE guidelines regarding number of minutes per subject, per school day, and per school year.

Kindergarten, First, and Second Grade Daily Schedule

	Kindergarten			First Grade			Second Grade		
	Teacher 1	Teacher 2		Teacher 1	Teacher2		Teacher 1	Teacher 2	
8:15-8:20	Virtue Story, Morning Routine (Pledge to the US Flag, Announcements, Math Review)	Virtue Story, Morning Routine (Pledge to the US Flag, Announcements, Math Review)	8:15-8:20	Virtue Story, Morning Routine (Pledge to the US Flag, Announcement s, Math Review)	Virtue Story, Morning Routine (Pledge to the US Flag, Announcements, Math Review)	8:15-8:20	Virtue Story, Morning Routine (Pledge to the US Flag, Announcements, Math Review)	Virtue Story, Morning Routine (Pledge to the US Flag, Announcements, Math Review)	8:15-8:20
8:20-8:25			8:20-8:25			8:20-8:25			8:20-8:25
8:25-8:30			8:25-8:30			8:25-8:30			8:25-8:30
8:30-8:35	Calendar/Math	Calendar/Math	8:30-8:35	Calendar/Math	Calendar/Math	8:30-8:35	Literacy Essentials	Literacy Essentials	8:30-8:35
8:35-8:40			8:35-8:40			8:35-8:40			8:35-8:40
8:40-8:45			8:40-8:45			8:40-8:45			8:40-8:45
8:45-8:50	Literacy Essentials	Literacy Essentials	8:45-8:50	Literacy Essentials	Literacy Essentials	8:45-8:50			8:45-8:50
8:50-8:55			8:50-8:55			8:50-8:55			8:50-8:55
8:55-9:00			8:55-9:00			8:55-9:00			8:55-9:00
9:00-9:05			9:00-9:05			9:00-9:05			9:00-9:05
9:05-9:10			9:05-9:10			9:05-9:10			9:05-9:10
9:10-9:15			9:10-9:15			9:10-9:15			9:10-9:15
9:15-9:20			9:15-9:20			9:15-9:20	Literacy Essentials	Literacy Essentials	9:15-9:20
9:20-9:25			9:20-9:25			9:20-9:25			9:20-9:25
9:25-9:30			9:25-9:30			9:25-9:30			9:25-9:30

9:30-9:35	Literature	Literature	9:30-9:35	Math	Math	9:30-9:35			9:30-9:35
9:35-9:40			9:35-9:40			9:35-9:40			9:35-9:40
9:40-9:45			9:40-9:45			9:40-9:45			9:40-9:45
9:45-9:50			9:45-9:50			9:45-9:50			9:45-9:50
9:50-9:55			9:50-9:55			9:50-9:55			9:50-9:55
9:55-10:00			9:55-10:00			9:55-10:00			9:55-10:00
10:00-10:05	Math	Math	10:00-10:05	Math	Math	10:00-10:05	Math	Math	10:00-10:05
10:05-10:10			10:05-10:10			10:05-10:10			10:05-10:10
10:10-10:15			10:10-10:15			10:10-10:15			10:10-10:15
10:15-10:20			10:15-10:20			10:15-10:20			10:15-10:20
10:20-10:25			10:20-10:25			10:20-10:25			10:20-10:25
10:25-10:30	Literacy Essentials	Literacy Essentials	10:25-10:30	Literacy Essentials	Literacy Essentials	10:25-10:30	Math Practice	Math Practice	10:25-10:30
10:30-10:35			10:30-10:35			10:30-10:35			10:30-10:35
10:35-10:40			10:35-10:40			10:35-10:40			10:35-10:40
10:40-10:45			10:40-10:45			10:40-10:45			10:40-10:45
10:45-10:50			10:45-10:50			10:45-10:50			10:45-10:50
10:50-10:55	Literacy Essentials (Review)	Literacy Essentials (Review)	10:50-10:55			10:50-10:55	Math Focus	Fine Arts	10:50-10:55

10:55-11:00			10:55-11:00			10:55-11:00			10:55-11:00
11:00-11:05	Lunch (pickup at 11:25)	Lunch (pickup at 11:25)	11:00-11:05			11:00-11:05			11:00-11:05
11:05-11:10			11:05-11:10	Recess	Recess	11:05-11:10	Embodied Arts		11:05-11:10
11:10-11:15			11:10-11:15			11:10-11:15			11:10-11:15
11:15-11:20			11:15-11:20			11:15-11:20			11:15-11:20
11:20-11:25			11:20-11:25			11:20-11:25			11:20-11:25
11:25-11:30			11:25-11:30			11:25-11:30	Fine Arts	Math Focus	11:25-11:30
11:30-11:35	Recess	Recess	11:30-11:35	Lunch (pickup 11:55)	Lunch (pickup 11:55)	11:30-11:35			11:30-11:35
11:35-11:40			11:35-11:40			11:35-11:40			11:35-11:40
11:40-11:45			11:40-11:45			11:40-11:45		Embodied Arts	11:40-11:45
11:45-11:50			11:45-11:50			11:45-11:50			11:45-11:50
11:50-11:55			11:50-11:55			11:50-11:55			11:50-11:55
11:55-12:00	Literacy Essentials (Review)	Literacy Essentials (Review)	11:55-12:00	Literacy Punctuated Practice	Literacy Punctuated Practice	11:55-12:00	Travel (Ed Asst)	Travel (Ed Asst)	11:55-12:00
12:00-12:05			12:00-12:05			12:00-12:05			12:00-12:05
12:05-12:10			12:05-12:10			12:05-12:10	Recess	Recess	12:05-12:10
12:10-12:15	Lyceum (RTI)	Lyceum (RTI)	12:10-12:15	Lyceum (RTI)	Lyceum (RTI)	12:10-12:15			12:10-12:15
12:15-12:20			12:15-12:20			12:15-12:20			12:15-12:20
12:20-12:25			12:20-12:25			12:20-12:25			12:20-12:25

12:25-12:30			12:25-12:30			12:25-12:30			12:25-12:30
12:30-12:35			12:30-12:35			12:30-12:35			12:30-12:35
12:35-12:40			12:35-12:40			12:35-12:40			12:35-12:40
12:40-12:45			12:40-12:45			12:40-12:45			12:40-12:45
12:45-12:50			12:45-12:50			12:45-12:50			12:45-12:50
12:50-12:55			12:50-12:55	Math Focus		12:50-12:55			12:50-12:55
12:55-1:00			12:55-1:00			12:55-1:00			12:55-1:00
1:00-1:05	History/Science	History/Science	1:00-1:05		Fine Arts	1:00-1:05	Travel (Teacher)	Travel (Teacher)	1:00-1:05
1:05-1:10			1:05-1:10			1:05-1:10			1:05-1:10
1:10-1:15			1:10-1:15	Embodied Arts		1:10-1:15	Math Practice	Math Practice	1:10-1:15
1:15-1:20			1:15-1:20			1:15-1:20			1:15-1:20
1:20-1:25			1:20-1:25			1:20-1:25			1:20-1:25
1:25-1:30	Literacy Essentials (assessment)	Literacy Essentials (assessment)	1:25-1:30		Math Focus	1:25-1:30			1:25-1:30
1:30-1:35	Guest Reader	Guest Reader	1:30-1:35			1:30-1:35			1:30-1:35
1:35-1:40			1:35-1:40	Fine Arts		1:35-1:40	Literature	Literature	1:35-1:40
1:40-1:45			1:40-1:45			1:40-1:45			1:40-1:45
1:45-1:50	Math / Snack / Pickup	Math / Snack / Pickup	1:45-1:50		Embodied Arts	1:45-1:50			1:45-1:50
1:50-1:55			1:50-1:55			1:50-1:55			1:50-1:55

1:55-2:00	Fine Arts	Math Focus	1:55-2:00	History/Science	History/Science	1:55-2:00	Lyceum (RTI)	Lyceum (RTI)	1:55-2:00	
2:00-2:05			2:00-2:05			2:00-2:05			2:00-2:05	
2:05-2:10			2:05-2:10			2:05-2:10			2:05-2:10	
2:10-2:15		Embodied Arts	2:10-2:15			2:10-2:15			2:10-2:15	2:10-2:15
2:15-2:20			2:15-2:20			2:15-2:20			2:15-2:20	
2:20-2:25			2:20-2:25			2:20-2:25			2:20-2:25	
2:25-2:30			2:25-2:30			2:25-2:30			2:25-2:30	
2:30-2:35	Math Focus	Fine Arts	2:30-2:35	Literature	Literature	2:30-2:35	History/Science	History/Science	2:30-2:35	
2:35-2:40			2:35-2:40			2:35-2:40			2:35-2:40	
2:40-2:45			2:40-2:45			2:40-2:45			2:40-2:45	
2:45-2:50	Embodied Arts		2:45-2:50			2:45-2:50			2:45-2:50	2:45-2:50
2:50-2:55			2:50-2:55			2:50-2:55			2:50-2:55	
2:55-3:00			2:55-3:00			2:55-3:00			2:55-3:00	
3:00-3:05			3:00-3:05			3:00-3:05			3:00-3:05	
3:05-3:10	Dismissal	Dismissal	3:05-3:10	Math Review for the Day	Math Review for the Day	3:05-3:10	Math Review for the Day	Math Review for the Day	3:05-3:10	
3:10-3:15			3:10-3:15	Dismissal	Dismissal	3:10-3:15	Dismissal	Dismissal	3:10-3:15	
	ELA	125		ELA	125		ELA	125		

	Math	100		Math	90		Math	90	
	RTI	35		RTI	35		RTI	35	
	History/Science	30		History/Science	35		History/Science	35	
	Related Arts	35		Related Arts	35		Related Arts	35	

Third, Fourth, and Fifth Grade Daily Schedule with Math Integration for Best Results

	Third Grade			Fourth			Fifth		
	Teacher 1	Teacher 2		Teacher 1	Teacher 2		Teacher 1	Teacher 2	
8:15-8:20	Virtue Story, Morning Routine (Pledge to the US Flag, Announcements, Math Review)	Virtue Story, Morning Routine (Pledge to the US Flag, Announcements, Math Review)	8:15-8:20	Virtue Story, Morning Routine (Pledge to the US Flag, Announcements, Math Review)	Virtue Story, Morning Routine (Pledge to the US Flag, Announcements, Math Review)	8:15-8:20	Virtue Story, Morning Routine (Pledge to the US Flag, Announcements, Math Review)	Virtue Story, Morning Routine (Pledge to the US Flag, Announcements, Math Review)	
8:20-8:25			8:20-8:25			8:20-8:25			
8:25-8:30			8:25-8:30			8:25-8:30			
8:30-8:35	Literacy Essentials	Literacy Essentials	8:30-8:35	Math Focus		8:30-8:35	Math Focus		
8:35-8:40			8:35-8:40			8:35-8:40			
8:40-8:45			8:40-8:45			8:40-8:45			
8:45-8:50			8:45-8:50	8:45-8:50		Embodied Arts	8:45-8:50		Embodied Arts
8:50-8:55			8:50-8:55	8:50-8:55					
8:55-9:00			8:55-9:00	8:55-9:00					
9:00-9:05			9:00-9:05	9:00-9:05					

9:05-9:10			9:05-9:10			9:05-9:10		
9:10-9:15			9:10-9:15		Math Focus	9:10-9:15		Math Focus
9:15-9:20			9:15-9:20			9:15-9:20		
9:20-9:25			9:20-9:25	Fine Arts		9:20-9:25	Fine Arts	
9:25-9:30	Literacy Essentials	Literacy Essentials	9:25-9:30		Embodied Arts	9:25-9:30		Embodied Arts
9:30-9:35			9:30-9:35			9:30-9:35		
9:35-9:40			9:35-9:40			9:35-9:40		
9:40-9:45			9:40-9:45			9:40-9:45		
9:45-9:50	Math Focus		9:45-9:50			9:45-9:50		
9:50-9:55			9:50-9:55			9:50-9:55		
9:55-10:00		Fine Arts	9:55-10:00			9:55-10:00		
10:00-10:05	Embodied Arts		10:00-10:05	ELA	ELA	10:00-10:05	ELA	ELA
10:05-10:10			10:05-10:10			10:05-10:10		
10:10-10:15			10:10-10:15			10:10-10:15		
10:15-10:20			10:15-10:20			10:15-10:20		
10:20-10:25	Fine Arts	Math Focus	10:20-10:25			10:20-10:25		
10:25-10:30			10:25-10:30	Math	Math	10:25-10:30	Math	Math
10:30-10:35		Embodied Arts	10:30-10:35			10:30-10:35		

10:35-10:40			10:35-10:40			10:35-10:40		
10:40-10:45			10:40-10:45			10:40-10:45		
10:45-10:50			10:45-10:50			10:45-10:50		
10:50-10:55	Math	Math	10:50-10:55			10:50-10:55		
10:55-11:00			10:55-11:00			10:55-11:00		
11:00-11:05			11:00-11:05			11:00-11:05		
11:05-11:10			11:05-11:10			11:05-11:10		
11:10-11:15			11:10-11:15			11:10-11:15		
11:15-11:20			11:15-11:20			11:15-11:20		
11:20-11:25			11:20-11:25			11:20-11:25		
11:25-11:30			11:25-11:30			11:25-11:30		
11:30-11:35			11:30-11:35	Literacy Essentials	Literacy Essentials	11:30-11:35	Literacy Essentials	Literacy Essentials
11:35-11:40	Math Practice	Math Practice	11:35-11:40			11:35-11:40		
11:40-11:45			11:40-11:45			11:40-11:45		
11:45-11:50			11:45-11:50			11:45-11:50		
11:50-11:55			11:50-11:55			11:50-11:55		
11:55-12:00	Travel (Teacher)	Travel (Teacher)	11:55-12:00	Travel (Teacher)	Travel (Teacher)	11:55-12:00		
12:00-12:05			12:00-12:05			12:00-12:05		

12:05-12:10	Lunch (pickup at 12:25)	Lunch (pickup at 12:25)	12:05-12:10	Lunch (pickup at 12:25)	Lunch (pickup at 12:25)	12:05-12:10	Lunch (pickup at 12:25)	Lunch (pickup at 12:25)
12:10-12:15			12:10-12:15			12:10-12:15		
12:15-12:20			12:15-12:20			12:15-12:20		
12:20-12:25			12:20-12:25			12:20-12:25		
12:25-12:30			12:25-12:30			12:25-12:30		
12:30-12:35	Recess	Recess	12:30-12:35	Recess	Recess	12:30-12:35	Recess	Recess
12:35-12:40			12:35-12:40			12:35-12:40		
12:40-12:45			12:40-12:45			12:40-12:45		
12:45-12:50			12:45-12:50			12:45-12:50		
12:50-12:55			12:50-12:55			12:50-12:55		
12:55-1:00	Travel (Ed Asst)	Travel (Ed Asst)	12:55-1:00	Travel (Ed Asst)	Travel (Ed Asst)	12:55-1:00	Travel (Ed Asst)	Travel (Ed Asst)
1:00-1:05	Lyceum (RTI)	Lyceum (RTI)	1:00-1:05	Math Practice	Math Practice	1:00-1:05	Math Practice	Math Practice
1:05-1:10			1:05-1:10			1:05-1:10		
1:10-1:15			1:10-1:15			1:10-1:15		
1:15-1:20			1:15-1:20			1:15-1:20		
1:20-1:25			1:20-1:25	History/Science	History/Science	1:20-1:25	History/Science	History/Science
1:25-1:30			1:25-1:30			1:25-1:30		
1:30-1:35			1:30-1:35			1:30-1:35		

1:35-1:40	Literacy Essentials	Literacy Essentials	1:35-1:40			1:35-1:40		
1:40-1:45			1:40-1:45			1:40-1:45		
1:45-1:50			1:45-1:50			1:45-1:50		
1:50-1:55			1:50-1:55			1:50-1:55		
1:55-2:00	History/Science	History/Science	1:55-2:00	Literature	Literature	1:55-2:00	Literature	Literature
2:00-2:05			2:00-2:05			2:00-2:05		
2:05-2:10			2:05-2:10			2:05-2:10		
2:10-2:15			2:10-2:15			2:10-2:15		
2:15-2:20			2:15-2:20			2:15-2:20		
2:20-2:25			2:20-2:25			2:20-2:25		
2:25-2:30			2:25-2:30			2:25-2:30		
2:30-2:35	Literature	Literature	2:30-2:35	Lyceum (RTI)	Lyceum (RTI)	2:30-2:35	Lyceum (RTI)	Lyceum (RTI)
2:35-2:40			2:35-2:40			2:35-2:40		
2:40-2:45			2:40-2:45			2:40-2:45		
2:45-2:50			2:45-2:50			2:45-2:50		
2:50-2:55			2:50-2:55			2:50-2:55		
2:55-3:00			2:55-3:00			2:55-3:00		
3:00-3:05			3:00-3:05			3:00-3:05		

3:05-3:10	Math Review for the Day	Math Review for the Day	3:05-3:10	Math Review for the Day	Math Review for the Day	3:05-3:10	Math Review for the Day	Math Review for the Day
3:10-3:15	Dismissal	Dismissal	3:10-3:15	Dismissal	Dismissal	3:10-3:15	Dismissal	Dismissal
	ELA	125		ELA	125		ELA	130
	Math	90		Math	90		Math	90
	RTI	35		RTI	35 + 20 (commandeer math practice block as needed)		RTI	35 + 20 (commandeer math practice block as needed)
	History/Science	35		History/Science	35		History/Science	35
	Related Arts	35		Related Arts			Related Arts	

Sixth, Seventh, and Eighth Grade Daily Schedule with ELA Integration into Science and Social Studies, and with Math Purposely Integrated and Focused at the Beginning and End of the Day

	Sixth			Seventh			Eighth	
	Teacher 1	Teacher 2		Teacher 1	Teacher 2		Teacher 1	Teacher 2
8:15-8:20	Homeroom Advisory, Announcements, Pledge to the Flag, Math Review, Schoolwide Virtue Emphasis	Homeroom Advisory, Announcements, Pledge to the Flag, Math Review, Schoolwide Virtue Emphasis	8:15-8:20	Homeroom Advisory, Announcements, Pledge to the Flag, Math Review, Schoolwide Virtue Emphasis	Homeroom Advisory, Announcements, Pledge to the Flag, Math Review, Schoolwide Virtue Emphasis	8:15-8:20	Homeroom Advisory, Announcements, Pledge to the Flag, Math Review, Schoolwide Virtue Emphasis	Homeroom Advisory, Announcements, Pledge to the Flag, Math Review, Schoolwide Virtue Emphasis
8:20-8:25			8:20-8:25			8:20-8:25		
8:25-8:30			8:25-8:30			8:25-8:30		

8:30-8:35	Core Subject either ELA, Math, Science, or Social Studies, as we add one grade per year, the time of day when this occurs will rotate. It is a 50 minute instruction with a 5 minute transition.	Rotated with electives and supplementary help subjects such as Computer Science, STEM, Career Preparation	8:30-8:35	Core Subject either ELA, Math, Science, or Social Studies, as we add one grade per year, the time of day when this occurs will rotate. It is a 50 minute instruction with a 5 minute transition.	Rotated with electives and supplementary help subjects such as Computer Science, STEM, Career Preparation	8:30-8:35	Core Subject either ELA, Math, Science, or Social Studies, as we add one grade per year, the time of day when this occurs will rotate. It is a 50 minute instruction with a 5 minute transition.	Rotated with electives and supplementary help subjects such as Computer Science, STEM, Career Preparation
8:35-8:40			8:35-8:40			8:35-8:40		
8:40-8:45			8:40-8:45			8:40-8:45		
8:45-8:50			8:45-8:50			8:45-8:50		
8:50-8:55			8:50-8:55			8:50-8:55		
8:55-9:00			8:55-9:00			8:55-9:00		
9:00-9:05			9:00-9:05			9:00-9:05		
9:05-9:10			9:05-9:10			9:05-9:10		
9:10-9:15	Core Subject either ELA, Math, Science, or Social Studies, as we add one grade per year, the time of day when this occurs will rotate. It is a 50 minute instruction with a 5 minute transition.	Rotated with electives and supplementary help subjects such as Computer Science, STEM, Career Preparation	9:10-9:15	Core Subject either ELA, Math, Science, or Social Studies, as we add one grade per year, the time of day when this occurs will rotate. It is a 50 minute instruction with a 5 minute transition.	Rotated with electives and supplementary help subjects such as Computer Science, STEM, Career Preparation	9:10-9:15	Core Subject either ELA, Math, Science, or Social Studies, as we add one grade per year, the time of day when this occurs will rotate. It is a 50 minute instruction with a 5 minute transition.	Rotated with electives and supplementary help subjects such as Computer Science, STEM, Career Preparation
9:15-9:20			9:15-9:20			9:15-9:20		
9:20-9:25			9:20-9:25			9:20-9:25		
9:25-9:30			9:25-9:30			9:25-9:30		
9:30-9:35			9:30-9:35			9:30-9:35		
9:35-9:40			9:35-9:40			9:35-9:40		
9:40-9:45			9:40-9:45			9:40-9:45		
9:45-9:50			9:45-9:50			9:45-9:50		
9:50-9:55	Core Subject either ELA, Math, Science, or Social Studies, as we add one grade per year, the time of	Rotated with electives and supplementary help subjects such as Computer Science,	9:50-9:55	Core Subject either ELA, Math, Science, or Social Studies, as we add one grade per year, the time of	Rotated with electives and supplementary help subjects such as Computer	9:50-9:55	Core Subject either ELA, Math, Science, or Social Studies, as we add one grade per year, the time of	Rotated with electives and supplementary help subjects such as Computer
9:55-10:00			9:55-10:00			9:55-10:00		
10:00-10:05			10:00-10:05			10:00-10:05		

10:05-10:10	time of day when this occurs will rotate. It is a 50 minute instruction with a 5 minute transition.	STEM, Career Preparation	10:05-10:10	day when this occurs will rotate. It is a 50 minute instruction with a 5 minute transition.	Science, STEM, Career Preparation	10:05-10:10	day when this occurs will rotate. It is a 50 minute instruction with a 5 minute transition.	Science, STEM, Career Preparation
10:10-10:15			10:10-10:15			10:10-10:15		
10:15-10:20			10:15-10:20			10:15-10:20		
10:20-10:25			10:20-10:25			10:20-10:25		
10:25-10:30			10:25-10:30			10:25-10:30		
10:30-10:35	Core Subject either ELA, Math, Science, or Social Studies, as we add one grade per year, the time of day when this occurs will rotate. It is a 50 minute instruction with a 5 minute transition.	Rotated with electives and supplementary help subjects such as Computer Science, STEM, Career Preparation	10:30-10:35	Core Subject either ELA, Math, Science, or Social Studies, as we add one grade per year, the time of day when this occurs will rotate. It is a 50 minute instruction with a 5 minute transition.	Rotated with electives and supplementary help subjects such as Computer Science, STEM, Career Preparation	10:30-10:35	Core Subject either ELA, Math, Science, or Social Studies, as we add one grade per year, the time of day when this occurs will rotate. It is a 50 minute instruction with a 5 minute transition.	Rotated with electives and supplementary help subjects such as Computer Science, STEM, Career Preparation
10:35-10:40			10:35-10:40			10:35-10:40		
10:40-10:45			10:40-10:45			10:40-10:45		
10:45-10:50			10:45-10:50			10:45-10:50		
10:50-10:55			10:50-10:55			10:50-10:55		
10:55-11:00			10:55-11:00			10:55-11:00		
11:00-11:05			11:00-11:05			11:00-11:05		
11:05-11:10			11:05-11:10			11:05-11:10		
11:10-11:15			11:10-11:15			11:10-11:15		
11:15-11:20			11:15-11:20			11:15-11:20		
11:20-11:25	Lunch	Lunch	11:20-11:25	Lunch	Lunch	11:20-11:25	Lunch	Lunch
11:25-11:30			11:25-11:30			11:25-11:30		
11:30-11:35			11:30-11:35			11:30-11:35		
11:35-11:40			11:35-11:40			11:35-11:40		
11:40-11:45			11:40-11:45			11:40-11:45		

11:45-11:50			11:45-11:50			11:45-11:50		
11:50-11:55			11:50-11:55			11:50-11:55		
11:55-12:00	Rotating Electives		11:55-12:00	Rotating Electives		11:55-12:00	Rotating Electives	
12:00-12:05	PE		12:00-12:05	PE		12:00-12:05	PE	
12:05-12:10	Art		12:05-12:10	Art		12:05-12:10	Art	
12:10-12:15	Chorus		12:10-12:15	Chorus		12:10-12:15	Chorus	
12:15-12:20	Band		12:15-12:20	Band		12:15-12:20	Band	
12:20-12:25	Music		12:20-12:25	Music		12:20-12:25	Music	
12:25-12:30			12:25-12:30			12:25-12:30		
12:30-12:35			12:30-12:35			12:30-12:35		
12:35-12:40			12:35-12:40			12:35-12:40		
12:40-12:45	Core Subject either ELA, Math, Science, or Social Studies, as we add one grade per year, the time of day when this occurs will rotate. It is a 50 minute instruction with a 5 minute transition.	Rotated with electives and supplementary help subjects such as Computer Science, STEM, Career Preparation	12:40-12:45	Core Subject either ELA, Math, Science, or Social Studies, as we add one grade per year, the time of day when this occurs will rotate. It is a 50 minute instruction with a 5 minute transition.	Rotated with electives and supplementary help subjects such as Computer Science, STEM, Career Preparation	12:40-12:45	Core Subject either ELA, Math, Science, or Social Studies, as we add one grade per year, the time of day when this occurs will rotate. It is a 50 minute instruction with a 5 minute transition.	Rotated with electives and supplementary help subjects such as Computer Science, STEM, Career Preparation
12:45-12:50			12:45-12:50			12:45-12:50		
12:50-12:55			12:50-12:55			12:50-12:55		
12:55-1:00			12:55-1:00			12:55-1:00		
1:00-1:05			1:00-1:05			1:00-1:05		
1:05-1:10			1:05-1:10			1:05-1:10		
1:10-1:15			1:10-1:15			1:10-1:15		
1:15-1:20			1:15-1:20			1:15-1:20		
1:20-1:25	Core Subject either ELA, Math, Science, or Social Studies,	Rotated with electives and supplementary help	1:20-1:25	Core Subject either ELA, Math, Science, or Social Studies, as	Rotated with electives and supplementary	1:20-1:25	Core Subject either ELA, Math, Science, or Social Studies, as	Rotated with electives and supplementary
1:25-1:30			1:25-1:30			1:25-1:30		

1:30-1:35	as we add one grade per year, the time of day when this occurs will rotate. It is a 50 minute instruction with a 5 minute transition.	subjects such as Computer Science, STEM, Career Preparation	1:30-1:35	we add one grade per year, the time of day when this occurs will rotate. It is a 50 minute instruction with a 5 minute transition.	help subjects such as Computer Science, STEM, Career Preparation	1:30-1:35	we add one grade per year, the time of day when this occurs will rotate. It is a 50 minute instruction with a 5 minute transition.	help subjects such as Computer Science, STEM, Career Preparation
1:35-1:40			1:35-1:40			1:35-1:40		
1:40-1:45			1:40-1:45			1:40-1:45		
1:45-1:50			1:45-1:50			1:45-1:50		
1:50-1:55			1:50-1:55			1:50-1:55		
1:55-2:00			1:55-2:00			1:55-2:00		
2:00-2:05	Core Subject either ELA, Math, Science, or Social Studies, as we add one grade per year, the time of day when this occurs will rotate. It is a 50 minute instruction with a 5 minute transition.	Rotated with electives and supplementary help subjects such as Computer Science, STEM, Career Preparation	2:00-2:05	Core Subject either ELA, Math, Science, or Social Studies, as we add one grade per year, the time of day when this occurs will rotate. It is a 50 minute instruction with a 5 minute transition.	Rotated with electives and supplementary help subjects such as Computer Science, STEM, Career Preparation	2:00-2:05	Core Subject either ELA, Math, Science, or Social Studies, as we add one grade per year, the time of day when this occurs will rotate. It is a 50 minute instruction with a 5 minute transition.	Rotated with electives and supplementary help subjects such as Computer Science, STEM, Career Preparation
2:05-2:10			2:05-2:10			2:05-2:10		
2:10-2:15			2:10-2:15			2:10-2:15		
2:15-2:20			2:15-2:20			2:15-2:20		
2:20-2:25			2:20-2:25			2:20-2:25		
2:25-2:30			2:25-2:30			2:25-2:30		
2:30-2:35			2:30-2:35			2:30-2:35		
2:35-2:40			2:35-2:40			2:35-2:40		
2:40-2:45	Advisory & RTI, Tutoring Homework Time		2:40-2:45	Advisory & RTI, Tutoring Homework Time		2:40-2:45	Advisory & RTI, Tutoring Homework Time	
2:45-2:50			2:45-2:50			2:45-2:50		
2:50-2:55			2:50-2:55			2:50-2:55		
2:55-3:00			2:55-3:00			2:55-3:00		
3:00-3:05			3:00-3:05			3:00-3:05		

3:05-3:10	Math Review for the Day	Math Review for the Day	3:05-3:10	Math Review for the Day	Math Review for the Day	3:05-3:10	Math Review for the Day	Math Review for the Day
3:10-3:15	Dismissal	Dismissal	3:10-3:15	Dismissal	Dismissal	3:10-3:15	Dismissal	Dismissal
	ELA	150		ELA	150		ELA	150
	Math	60		Math	60		Math	60
	RTI	25 minimum and pullouts according to need		RTI	25 minimum and pullouts according to need		RTI	25 minimum and pullouts according to need
	History/Science	50		History/Science	50		History/Science	50
	Related Arts	50		Related Arts	50		Related Arts	50

Classes will be incorporated into the outdoor component each day, weather permitting. Through use of the Charter School Program (CSP) grant and private donations, TFA will establish multiple outdoor classroom areas. TN Classical Academies, our Consultant/Mentor, will provide consulting services to provide professional development and guidance to incorporate lesson plans addressing TN State Standards with the outdoor component. While lower grades may be of a more “exploratory” nature of outdoor learning, we anticipate project-based learning in mid-to-upper grades. Examples of project-based learning would be incorporating a school garden to provide supplemental fresh food for the school nutrition program and/or set-up a farmers’ market to develop entrepreneurial skills.

In addition to the ultimate goal of academic success, our culture instills character formation and development of engaged, service-minded citizens. The school’s core virtues are woven into our literary curriculum to reinforce these values. As seen on the sample schedule, each morning begins with a “story”. This reading, followed by guided discussion, reflects a specific virtue. To further reinforce civic responsibility and character development, each teacher leads at least one student service project annually. These projects, such as collecting food for local families in need or organizing health-related donation drives, teach students the importance of service, empathy and responsibility while developing a strong sense of pride and belonging within the school community.

Trimble Academy plans to follow the Dyer County district calendar. An example of the most recent calendar (2026-2027) published on their website was not in a format that would copy to this document. Key dates include:

- July 27-31 Inservice
- August 3 First half day school for students
- September 11 Inservice
- October 5-9 Fall Break
- November 23-27 Thanksgiving Break
- December 21-31 Winter Break
- January 4 Inservice
- January 5 Classes Resume
- March 15-19 Spring Break
- May 21 Last ½ day School for students
- May 24 Inservice

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.**

The anticipated student population for Trimble Academy is less than what the Trimble Elementary School for the 2024 - 2025 school year – 137 (112 K-5 and 25 6th grade) versus 157 (K-5 only). Although we expect to have more applicants, our methodology is rooted in keeping classes below the average class size per TCA 49-1-104. The Institute of Education Sciences, the research arm of the US Department of Education, concludes that class size reduction is one of only four, evidence-based reforms that have been proven to increase student achievement through rigorous, randomized experiments – the “gold standard” of research. The Student/Teacher Achievement Ratio (STAR) project in Tennessee, as well as studies from Wisconsin and elsewhere, demonstrate that students who are assigned to smaller classes in the early grades do better in every way that can be measured: they score higher on tests, receive better grades, and exhibit improved attendance. A study commissioned by the US Department of Education analyzed achievement levels across the nation including large, small, urban, rural, affluent and poor area schools. After controlling student background, the only objective factor that correlated with higher test scores was class size, and the gains in the upper grades associated with smaller classes surpassed the gains from smaller classes in lower grades. In addition, smaller classes enhance the development of “non-cognitive” skills not captured by tests, like persistence, motivation and self-esteem, which are also linked to success in school and in life.

Parents will want their children to attend Trimble Academy as a high-quality charter school option due to the focus on well-being, behavioral health and school services. In addition to addressing non-academic needs through lower teacher/student ratios, the TN Classical curriculum, outdoor learning delivery model and overall smaller learning environment provide a unique opportunity not currently available in the LEA.

The following comparative chart, per the Tennessee State Report Card, shows the Trimble school population versus the whole of Dyer County.

2024 – 2025 Data	Trimble Elementary	Dyer County (District)
Student Enrollment	157	3460
Number of Teachers	13	224
Grades Serviced	Pre-K – Grade 5	Pre-K – Grade 12
Enrollment change 2018-2024	141 – 157 (increase)	3843 to 3460 (decrease)
Black/Hispanic/Native American	8%	14%
Economically Disadvantaged	25%	27%
Students with Disabilities	17%	15%
English Learner Transitional 1-4	< 10 students	<1%
Foster	< 10 students	<1%
Homeless	< 10 students	<1%
Migrant	< 10 students	< 10 students
Military-Connected	< 10 students	<1%
Per Pupil Expenditures	\$14,681.16	\$13,170.35
Percent Federal	14%	14%
Percent Local	30.7%	30.7%
Percent State	55.3%	55.3%

The annual American Community Survey (ACS) conducted by the U.S. Census Bureau provides the following additional data regarding the town of Trimble:

Total Population	554
Age 5-17	13%
Male	52.9%
Female	47.1%
Race (One) - White	86.8%
Race (One) - Black or African American	2.7%
Race (One) - American Indian	0%
Race (One) - Asian	0.7%
Race (One) Other Race	0%
Race (Two or more) Hispanic or Latino	1.1%
Population 5 years and older	544
Speaks English Language less than “very well”	.4% (2)
Educational Status (Population 25 years & older)	382
Less than High School	16.5%
High School Graduate (includes equivalency)	46.9%
Some College or Associate Degree	24.1%
Bachelors Degree	11.3%
Graduate or Professional Degree	1.3%
Median Income	\$29,821
Poverty Status – below 100%	13%
Poverty Status – 100% - 149%	23.8%

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

The source and methodology for determining initial enrollment is the Tennessee State Report Card prior enrollment data for the former Trimble Elementary School, U.S. Census Data – American Community Survey, the Tennessee Department of Education class size guidance, and the experience and guidance of Tennessee Classical Academies. TN Code 49-1-104 mandates Kindergarten - 3rd Grade: maximum 25, average 20; 4th-6th Grade: maximum 30, average 25; 7th-12 Grade: maximum 35, average, 30. Tennessee Classical Academies, through experience in teaching the classical curriculum and outdoor learning delivery model, have determined lower teacher-student ratios are desirable. This determination is supported by additional research included in question #6 of this application noting significant positive outcomes for smaller class sizes.

Trimble Forward Alliance (TFA) has re-evaluated the onboarding of grade levels. Although the overall school mission and vision remain the same - to serve students in K-8th grades, the initial implementation plan for Fall 2027 has changed from K-5th grades to K-6th grades. The additional net revenue from adding 25 6th grade students' year 1 provides a more stable and positive fund balance for operations, including facilities. With the need to hire "highly qualified" subject matter teachers for the middle school grades, TFA also voted to accelerate to the overall grade level model by adding not just the 7th grade, but also a limited number of 8th grade students' year 2, Fall 2028. This will allow us to fully develop our "middle school" grades being at less than full capacity. Our prior year 6th graders will progress to 7th grade and families with siblings in 8th grade or other students in need of a small learning environment for their 8th grade year will have an opportunity to attend Trimble Academy. Trimble Academy will provide parents a "choice" to attend a smaller middle school learning environment versus one of two large (500+ students) middle schools in the county. We project full capacity for 8th grade Fall 2029 when the 7th grade moves forward. For long-term growth goals, TFA voted to eliminate the plan to add duplicate classes between years 6 and 10, keeping not only small class sizes, but a small school atmosphere. TFA will consider the addition of a pre-school program and an amendment to the charter to add high school grades in the future.

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	18	18	18	18	18	18	18	18	18	18	18
1	18	18	18	18	18	18	18	18	18	18	18
2	18	18	18	18	18	18	18	18	18	18	18
3	18	18	18	18	18	18	18	18	18	18	18
4	20	20	20	20	20	20	20	20	20	20	20
5	20	20	20	20	20	20	20	20	20	20	20
6	25	25	25	25	25	25	25	25	25	25	25
7		25	25	25	25	25	25	25	25	25	25
8		15	25	25	25	25	25	25	25	25	25
9											
10											
11											
12											
TOTAL	137	177	187	187	187	187	187	187	187	187	187

Projected enrollments may vary, not to exceed state maximums, to accommodate student enrollment demand.

- 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.

The sources and methodology for completing the following chart include the percentages for Trimble Elementary 2024-25, based on information from the Tennessee State Report Card 2024-25 and U.S. Census Data included in #6 of this application. According to the application guidance, economically disadvantaged is defined in Tennessee's Every Student Succeeds Act (ESSA) plan established pursuant to the federal Every Student Succeeds Act (20 U.S.C. § 6301 et seq.), a homeless, foster, runaway, or migrant student or a student eligible for free or reduced-price school meals or milk through the direct certification eligibility guidelines

established pursuant to 42 U.S.C. §§ 1751-176. To be eligible for Free school meals, families must be at or below 130% of poverty. Reduced school meal eligibility is between 130% and 185% of poverty. According to U.S. Census data, the poverty status for the entire population of town of Trimble is 13% below 100% of poverty and 23.8 % between 100% and 149% of poverty indicating a greater percentage than anticipated. However, since we have requested a waiver to include the former enlarged school zone and will offer enrollment opportunities for the remainder of the county and/or nearby counties, if available, this percentage could change. We do not have additional data for students with disabilities, so our methodology was to rely on the prior school enrollment data. For English Learners, we believe this will be minimal based U.S. Census data for the entire population of Trimble being .4% (2 persons) and based on recollection of a former Trimble Elementary employee that only 2 students received limited ELA services. Our overall methodology was to take a conservative approach to estimated percentage of Economically Disadvantaged, Students with Disabilities, and English Learners and utilize the former Trimble Elementary data from the Tennessee State Report Card.

Table 2. Anticipated Demographics	
Student Population*	Estimated Percent of Total Enrollment at Capacity
Economically Disadvantaged	25%
Students with Disabilities	17%
English Learners	<10 students
At-Risk (<i>for opportunity public charter schools only</i>)	N/A

**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.

The target population is students from the former Trimble Elementary School zone; however, any Dyer County student may apply. To ensure diverse student populations are aware of school offerings, Trimble Academy representatives will reach out to local churches, non-profits and civic organizations. The school will advertise on their social media pages. This is a free and effective means of reaching the community the school will serve. Other public charter schools within our state such as Ivy Academy Chattanooga have grown to capacity utilizing this as the main communication tool to the community. Two social media pages are currently utilized to provide the community with updates on the Trimble Academy public charter school initiative - Trimble Forward Alliance, which was established May 16, 2025 and has 397 followers and Trimble Academy, which was established January 15, 2026 and has 306 followers. Logos of both pages are included below. Additionally, TFA has purchased trimbleacademy.org for future development of a school website.



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 generate a waiting list when the initial applications come in and pull from those applicants for any seats becoming open after school begins. Some families in the area choose homeschooling because there has not been an option they deem appropriate for their child. The Tennessee Classical Model attracts numerous homeschooled families, and we suspect that once Trimble Academy’s reputation is established, the pool of homeschool applicants can also be a resource for backfilling open seats. The TFA Director of Education - Instruction/Curriculum and Student Services began homeschooling her child after the closure of Trimble Elementary, which was only 2 blocks from her home, rather than send her child on approximately an hour bus ride to and from a school with over 700 students. She will be a great resource to connect Trimble Academy to various homeschool students in the area during our recruitment process.

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.

This scenario has played out more in the form of “describe how the community has voiced the need for this school to the Trimble Forward Alliance.” The TFA was formed because of public outcry for a school within our own community. With the only notice given on Facebook, over Good Friday/Easter weekend, over 300 concerned citizens, parents and teachers attended the meeting where the school board laid out their concerns about future repairs needed to the current Trimble Elementary School building and plans to “retire” the school at the end of the

school year. Sixteen individuals spoke passionately about the small, community values the school offered including that it was repeatedly recognized as a TN Reward School and received the highest score of any Dyer County elementary school per the current TN Report Card. They spoke of the difference the school had made in their families lives, some with as many as 5 generations attending the school. They voiced concerns about their children being rezoned and bused to a school with approximately 700 students when they currently attended a community school of approximately 150. They voiced concerns about children with disabilities that would struggle in a larger school. They voiced concerns that the school was the lifeline of the town of Trimble and its businesses, with families moving to the area to be able to attend Trimble Elementary School. The economic impact to the town, property values and future growth would be devastating. A petition against closing the school with over 800 signatures (1178 eventually) was presented. Speakers begged and pleaded for the school board to delay their decision to allow the town and citizens time to develop a plan to repair the building; however, the Dyer County School Board voted that night, April 21, 2025, to close the school a month later at the end of the school year. The following day, a community wide meeting was announced to be held on May 4 to discuss establishing our own school. After research of various options, a standing room only crowd heard a proposal to establish a public charter school and agreed to move forward with this option. From this, on May 16, an organizational meeting was held to establish a 501c3 non-profit, Trimble Forward Alliance to support the initiative. This has become our initial charter school board. Since that time TFA, along with the Town of Trimble, have worked toward this goal, researching, seeking input, securing financial support and community involvement.

The “need” for a school brought us to the greater question of “what type school do we need?” Since Trimble is an agriculturally based community with an 11-acre unused school campus and charter school legislation encourages the use of different and innovative teaching methods, the Trimble Forward Alliance (TFA) membership, including parents, made a conscious decision to explore academic programs that included outdoor learning and reflected rural community values. After much research, TFA voted on November 24, 2025, to partner with Skillern Elementary (SE)/Tennessee Classical Academies (TCA) as our Education Service Provider/Mentor. ***(At date of application appeal submission, TCA has not completed the organizational process to formally serve as Education Service Provider, therefore, their role has changed to Consultant/Mentor.)*** SE/TCA provides a classical curriculum offered through immersive outdoor learning experiences. Although TFA is the “voice” of the community with approximately 50 members; to assure support beyond TFA membership, we developed an on-line Facebook petition with a description of the proposed school model and link to our partner, TCA. We received over 500 signatures supporting our application and the specific model of a classical curriculum coupled with outdoor learning experiences. The need for a small, local community school has been overwhelmingly supported through TFA membership, the Town of Trimble, local businesses, parents/students, and the greater Trimble area community.

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.
Petition in Support of Trimble Academy posted to Trimble Forward Alliance and Trimble Academy Facebook pages on January 12, 2026	Evidence of TFA's engagement with the general community via social media. In two weeks 517 supporters have signed the on-line petition in support of Trimble Academy. Preliminary plans, a link to our 3rd party education provider's website, TN Classical Academies, and a contact for questions were included. In addition to
	signing the petition, we have had individuals reaching out to us offering their assistance.
Letter of Support - Ben Sturdivant, Mayor, Town of Trimble	Evidence of TFA's engagement with the officials of the Town of Trimble and their support of the proposed Trimble Academy, including providing use of the former elementary school building.
Letter of Support - Chris Young, former Mayor of Trimble, former Mayor of Dyer County, former student and Dyersburg businessman.	Evidence of TFA's engagement with the former Mayor of both Trimble and Dyer County, and Dyersburg business man and his support of the proposed Trimble Academy from a personal, as well as, business and economic standpoint.
Letter of Support - John Uitendaal, Southern Dutchman Corp.	Evidence of TFA's engagement with non-Trimble residents or business and his support of the proposed Trimble Academy based on years of knowledge of the attributes of "small-local-schools".

Letter of Support - Christi Bane, Executive Director, Prevention Alliance of Dyersburg and Dyer County	Evidence of TFA's engagement with area-wide organizations that offer their support of Trimble Academy through vital services to our students and parents.
Letter of Support - Jennifer Bane, Executive Director, Workforce Innovations, Inc.	Evidence of TFA's engagement with regional organizations that will provide economic and workforce development support to Trimble Academy.
Letter of Support - Heather McFarland, Town of Trimble Alderwoman & civic leader	Evidence of TFA's engagement with local civic leaders who have pledged their support to Trimble Academy including fundraising, event planning, literacy advocacy and youth programming.
Letter of Support - Trimble First Baptist Church, Pastor, Rick Isbell	Evidence of TFA's engagement with local citizens who are ready and willing to support Trimble Academy in meaningful ways.
Letter of Support, Yaser Saleh, Owner, Trimble Food Market	Evidence of TFA's engagement with local business who support Trimble Academy for both its educational and economic opportunities, including a return of customer traffic to sustain business.
Letter of Support, Paula and Jeff Jetton, Owners, Holy Cow Bakery LLC, civic leaders and former educator, parent and student (Paula)	Evidence of TFA's engagement with local citizens who can offer insight as a former student, parent, teacher, business owner and civic leader for the need of a high-quality education option in our community and pledge of support, including resources and service to Trimble Academy.
Letter of Support - Jessica Dunivant, former educator and parent	Evidence of TFA's engagement with a former educator and parent of school age children to gain insight into the needs of Trimble Academy from both perspectives.
Letter of Support - Kelly Goodlett, former educator	Evidence of TFA's engagement with a former educator to gain insight into the interaction between staff, students, parents and the entire community, how it relates to student achievement and how to instill these values in Trimble Academy.
Letter of Support - John Lowrance, Pastor Trimble Christian Church; former educator/administrator	Evidence of TFA's engagement with a former teacher and administrator to provide insight into curriculum and school culture.

Letter of Support, State Representative Rusty Grills, House of Representatives, District 77, State of TN	Evidence of TFA's engagement with state-level representatives who offer strong support for Trimble Academy as an additional educational option for families within the district, the economic impact on the town of Trimble and his personal belief that community-based schools are a much more effective way to educate future generation.
Letter of Support - Michael and Angie Ballard, owners, Full Throttle Distillery, owners, Blue House Quilt and Craft, parents or prospective students	Evidence of TFA's engagement with local business owners and parents who see not only the economic value of Trimble Academy, but also the educational opportunities provided in a small community school.
Membership Roll for Trimble Forward Alliance	Evidence of TFA's engagement with local citizens who have paid dues and attend meetings, participate in fundraisers, and/or provide financial support toward establishment of Trimble Academy. Many have elected to participate in TeamReach for communication beyond Facebook.

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

Upon approval, the school will actively engage families through multiple communication and involvement opportunities. While initial examples are outlined below, we recognize that meaningful parent engagement is essential to a school's long-term success. Accordingly, the school will remain responsive to family needs and will expand engagement opportunities beyond those initially described.

Pre-Launch Parent Engagement

The school will begin by establishing a social media presence to share key milestones and provide opportunities for families to participate in specific pre-launch initiatives, including:

- **Community information and recruitment meetings** open to all interested families. These sessions will provide an overview of the school's mission and educational model, curriculum samples, data from schools with similar models, and opportunities to subscribe to a pre-opening newsletter for ongoing updates.
- **Parent input meetings** to gather feedback on topics such as the student dress code.
- **Volunteer workdays** to support facility preparation through cleaning, organization, and

minor repairs.

- **Outreach to local businesses and elected officials** to build community partnerships and support.
- **We will have a fundraising campaign in February 2027 called “Love Our School.”** This fundraiser will be held February 1 - 15, and center around Valentines Day. Community members will be able to “send a Valentine” to the community school that they love by donating through an easy-to-use online platform that can be easily shared via a text message or QR code. Investment brings engagement.

Post-Launch Parent Engagement

Once students are enrolled and families are formally part of the school community, post-launch communication and engagement strategies will include:

Establishing a Parent-Teacher Organization (PTO) that will initially meet monthly and transition to bi-monthly meetings once established. The PTO will support the school’s mission, recognizing that the school’s primary role is to provide high-quality education for students.

- **Regular parent newsletters** to share school updates, events, and announcements.
- **A parent text-based communication platform** to provide timely, day-to-day information.
- **An annual community festival fundraiser**, offering parents opportunities to volunteer and inviting broader community participation.

In accordance with state law, after enrollment is set, **we will have one or more parents on our charter school board** so a parent representative is kept abreast of all school business and we keep parental perspective at the forefront of all we do.

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.**

A Community of Acceptance, Service, and High Expectations

Trimble Academy is grounded in a clearly articulated ethos captured by its guiding motto: *“We learn the true, we do the good, we love the beautiful.”* This principle shapes the daily life of the school and informs all instructional, relational, and organizational practices. It reflects our commitment to academic excellence, ethical character, and an appreciation for learning that is both rigorous and meaningful.

The school’s culture is intentionally designed to support the development of well-educated, flourishing individuals who are prepared to contribute positively to their communities, their state,

and their country. Expectations for behavior, scholarship, and citizenship will be clearly communicated in the Student and Family Handbook and Discipline Policy which will include discipline tiers, due process procedures, bullying/harassment/Title IX policy, suspension/expulsion procedures consistent with T.C.A. 49-6-3401. The Student and Family Handbook and Discipline Policy will be developed by the School Director and Principal with guidance from our consultant/mentor team from TN Classical Academies, no later than March 15, 2027, with board-adoption and submission to the Authorizer for review no later than March 31, 2027. The policies and procedures included in the handbook will be consistently reinforced by faculty and staff. Trimble Academy's ultimate goal is not only short-term academic success, but the long-term formation of individuals who lead purposeful lives, engage in civic responsibility, and find fulfillment in meaningful work and service.

Trimble Academy is an inclusive community where every student is welcomed and valued. Students are not defined by race, ability or disability, gender, sexual orientation, appearance, socioeconomic status, housing situation, or length of time in the community. Each child enters Trimble Academy as a scholar and is supported within a respectful environment that emphasizes dignity, belonging, and mutual respect. The school community works collaboratively toward the shared goal of developing knowledgeable, capable, and confident learners.

Faculty and staff actively model the school's values through high-quality instruction, strong relationships with students and families, and a commitment to service. To reinforce civic responsibility and character development, each teacher leads at least one student service project annually. These projects may include initiatives such as collecting food for local families in need or organizing health-related donation drives in partnership with international organizations. Through these experiences, students learn the importance of service, empathy, and responsibility while developing a strong sense of pride and belonging within the school community.

Together, these cultural elements create a positive academic environment that aligns with Trimble Academy's mission and goals—supporting academic achievement, character formation, and the development of engaged, service-minded citizens.

The school's literary curriculum reinforces these values by highlighting stories and poems that exemplify the school's core virtues. Each morning begins with a reading, followed by guided discussion on how the text reflects a specific virtue. Students are recognized for exemplary behavior when they demonstrate these virtues, empowering them to lead by example and positively influence their peers. Here is a small sampling of the morning assembly readings:

Reading	Virtue
The Lion and the Mouse" pg. 110 <i>The Book of Virtues</i>	Friendship

"Diamonds and Toads" pg. 112 <i>The Book of Virtues</i>	Friendship
"Little Thumbelina" pg. 120 <i>The Book of Virtues</i>	Friendship
"Beautiful" pg. 134 <i>The Book of Virtues</i>	Friendship
"Little Sunshine" pg. 110 <i>The Book of Virtues</i>	Friendship
St. George and the Dragon requires 3 days for kindergarteners	Citizenship
"The Legend of the Dipper," pg. 122 <i>The Book of Virtues</i>	Humility
"As Rich as Croesus," pg. 135 <i>The Book of Virtues</i>	Humility
"Old Mr. Rabbit's Thanksgiving Dinner," pg. 114 <i>The Book of Virtues</i>	Humility
"Little Thumbelina," pg. 120 <i>The Book of Virtues</i>	Humility
"Why Frog and Snake Never Play Together" pg. 284 <i>The Book of Virtues</i> or <i>The Children's Book of Virtues</i>	Friendship
"The Selfish Giant" pg. 292 <i>The Book of Virtues</i>	Friendship
"The Quails" pg. 595 <i>The Book of Virtues</i>	Citizenship
"Hans the Shepherd Boy" <i>The Moral Compass</i> , pg. 260	Integrity

Trimble Academy's Core Virtues:

Fortitude: showing courage and perseverance in the face of adversity. Fortitude means doing what is noble and right even if it would be easier to do what is wrong. I show fortitude when I persevere and do my duty when the task is hard or when I am afraid of failure.

I Don't Give Up

Self-government: controlling myself so that others don't have to. Self-government means

showing moderation, self-control, and restraint, even when I want to do what is wrong. When I am self-governed, I am more free, because I am not enslaved by my undisciplined urges and careless impulses.

I Practice Self-Control

Integrity: keeping my character consistent and whole. To keep my character whole means always being honest. My words should match my actions which should match what I know to be true and right. Integrity is doing what is right even when no-one is watching.

I am Honest in Word and Deed

Friendship: loving others for their own sake and seeking virtue together. The highest form of friendship is rooted in a mutual love of the good, true, and beautiful. I am a true friend when I am kind, generous, truthful, and loyal, and when I encourage others to pursue virtue.

I Pursue Goodness with Others

Stewardship: caring for and respecting something of value. Stewardship is understanding that the world around me is a gift of great worth, and that I have a responsibility to treat it with respect. As a steward, I care for the natural world, my material blessings, my relationships with others, and my opportunities to learn and grow.

I Care for the People and Things Around Me

Citizenship: sacrificially working towards the common good. As a citizen of a republic, where the people rule, I have a unique duty to speak and act virtuously for the sake of the whole. Citizenship means putting the good of my country and my community above my personal interests by following the rules, speaking and acting with kindness even when I disagree, and serving others.

I Wisely Work toward the Common Good

Humility: seeing the worth in others by thinking of myself less. When I am humble, I am not boastful or arrogant but put others before myself because I understand that everyone is of equal value. I also recognize that we are all broken, helping me to admit when I am wrong and to forgive the mistakes of others.

I Put Others First

Wonder: being open to and amazed by all that life has to offer. Wonder is the spark of all true learning because it means learning for the sake of learning—learning because I am in awe of all of the beautiful things there are to learn. To wonder is also to be humbled by all that I do not know.

I Am Open to Learning

Gratitude: I am grateful for what I have. I show appreciation for what I have. I express a heart of

thankfulness for what I have, and to whom/where it came from.

I Am Thankful

- 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.**

Set the Staff up for Success

Staff development will support teachers and staff in implementing the school culture. In addition to a two-week professional development “boot camp” in the summer prior to Fall school launch, the staff will participate in additional professional development during the school year. Professional development will include a staff handbook outlining expectations. The mission and vision are reaffirmed through personal commitment, conversations, data examination, and explanation. Tools for keeping the climate and culture are covered such as morning meeting routines, dress code checks and what to do if a student is not in dress code, how to handle misbehaviors or maladaptive behaviors, and what consequences are available for classroom teachers. A climate of nurturing is the goal. This is a learning environment from all aspects.

Set the School Year through Welcoming Parents, and Make Easy Access to Information

Trimble Academy staff will conduct parent orientations at times and locations most convenient to parents, to set the foundation for expectations for both the parents and their students. Our school website will have all enrollment forms, core virtues, dress code information, school calendar, bus stop information, board and staff contact information, and all other pertinent information. The more involved and informed parents are, the better the student academic outcomes. Student, parent, and staff handbooks defining policies and setting expectations will be easily accessible online. We will have hard copies of the handbooks available at the school for reference, also. Keeping all information public open and transparent leads to best outcomes for the parental climate.

Students and parents who enter mid-year are given an orientation by our recruitment director. They are given the same handbook and compacts as the students and staff who came at the start of the year. In addition, new students are given a “buddy” to have someone to ask questions of as the needs arise.

Communication with parents is key to forming an appropriate climate and culture. Before parents have time to ask about what their students did at school for the day, we try to post “happenings of the day” on our social media platforms. Social media can be hard to manage sometimes, but we consistently utilize it to promote a positive image of our school within the community. This makes parents feel more connected, more invested, builds school pride among our families, students and staff and nurtures a positive school climate and culture. It also reminds us of our responsibility to our school family and our community. People are watching what we do, and we

can be a positive influence on and off campus. In today's world, social media is where negative feelings will likely appear if they are present. As such, we monitor and address any negative feelings toward the school posted on social media. Social media works both ways. It allows the school to put its best foot forward, and at the same time, provides a venue for public complaints and therefore valuable feedback.

Set the School Day

We begin every day after the Pledge of Allegiance to the United States flag, then we state our school motto. There are motions that go with that motto, and it impacts how the students see themselves for the day. We start out the academic day with this verbalization as a reminder of why we are here, and what our priorities are. Foremost, academic scholarship is emphasized. It is the first thing mentioned in our motto, and it is the first thing on our minds. A student may be a great athlete, take care of the planet, and give his time in service, but if his grades are not excellent or on the rise, there is a problem. The school motto sets the tone not only for academics, but for social emotional wellness. This tone affects interactions among peers and students to staff. A student who is "doing the good" is going to be concerned with what is around her. The motto creates a team atmosphere, emphasizing togetherness, not differences.

Encouragement for and Recognition of Being Good Examples of Fulfilling Expectations

Each week, the school awards the **Scholars Cup**, a rotating trophy presented to the class that most consistently demonstrates the school's core virtues. Throughout the week, staff members observe whole-class behavior and award gold coins when a class exemplifies these values.

For example, a staff member might note: *"Mrs. Summers, I noticed your class transitioned silently past the kindergarten room while students were listening to a guest presenter from the museum. That demonstrated self-government, citizenship, and friendship. Your class has earned a gold coin."*

This system encourages students to be mindful of their actions and motivates peers to support one another in making positive choices. The class that earns the Scholars Cup receives schoolwide recognition, along with the honor of holding the trophy for the week. From time to time, the class may also enjoy a simple celebration, such as an extra outdoor hike, hot chocolate around a fire in the schoolyard, or frozen treats on a warm day—special experiences that are meaningful for students and practical for school to provide and teachers to facilitate.

For negative consequences to behaviors that fall outside of the expectations of our climate and culture, we rely on the code of conduct and consequences. Parental communication is key to success with any training program for students. Teachers, staff, students and parents will have the opportunity to provide feedback on school culture to gauge any areas for improvement through annual surveys and open-door communication policy.

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.

Our goal is a monthly rate of 93% attendance or higher. Students will love to come to school at Trimble Academy. At the charter schools in Hamilton County that utilizes the hybrid outdoor model, parent surveys reflect that 92% of parents say they have less of a problem with students wanting to stay out of school than before their student started attending a school where the outdoor environment is utilized daily when possible. Sometimes the weather makes that impossible. Our model in and of itself is a truancy deterrent according to this data.

We have a multi-tiered catch net for students encountering frequent unexcused absences.

- 1) If a teacher suspects there is a lack of parental support to get a student to school daily, even before the 5 unexcused absences occur, they reach out to the administration, and the administration makes a wellness check phone call to the family. This lets the family know there is a concern and often eliminates the problem.
- 2) Once a student accrues five unexcused absences, a letter is generated from PowerSchool, emailed, and US mailed to the parent. At this time, we require a meeting with the parent on campus to help define and address where the attendance problem may lie. A Truancy Plan is developed, including an individualized assessment of attendance barriers, early intervention strategies, regular monitoring, and support to counter whatever is prohibiting consistent attendance.
- 3) If a student reaches eight unexcused absences, another meeting is held to warn the parent that upon ten unexcused absences, a truant notice is issued and they can be held liable in court for not providing the means for their student to attend school consistently. Per the Truancy Plan, we will continue to assess attendance barriers, enlist intervention strategies, monitor attendance situations and support the student and family.
- 4) Once ten unexcused absences are accrued, the consequences for the family are basically out of the school's hands and a matter of state law and the county's juvenile court system to handle, but we still always support the student. This may mean additional time to make up missed progress, or collaboration within the community to see if additional transportation options are available.

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.

We plan to utilize a code of conduct and consequence framework consistent with state laws and local practice. The infraction should be logically related to the consequence. At the elementary level, the process for training students to adhere to expectations is formative, and not punitive, however, lessons are learned when misbehaviors or maladaptive behaviors result in something unpleasant for the student, the student learns to not repeat the behavior. Good recognition and

awards for good behavior and unpleasant rewards for undesired behavior help shape a student in the proper manner. We will abide by all state laws regarding K-12 public school student behaviors, this includes proper documentation for all infractions and when necessary, removal of the student from the learning community for zero tolerance behaviors and other egregious actions. When dealing with students and behaviors, it is as important to train the parents as it is to train the student, therefore, parent communications always accompany any consequences. In-person parent meetings are required for serious infractions, and parent meetings are required prior to the first day back after any suspension.

We will incorporate all the state required online reporting for systems such as bullying and bus safety concerns. We will maintain a cumulative online document for recording reports. We will maintain student anonymity on those documents by recording only the student's initials; if we need to reference the report number, only the reporter will recognize the initials matched with the date and description. Having the reporting numbers for the whole campus in one location provides an assurance to administration and all staff that we have documentation and witnesses for fulfilling our responsibility to students and TN state law. An assured and confident staff builds a good school climate and culture.

We will network with multiple governmental resources for our economically disadvantaged students, in addition to having our own set of community partners who help with student clothing and field trip needs. No student is, or will be, denied access to any learning opportunity due to lack of funds. We are a fully free public education with some amazing opportunities. Having a student body that knows they are cared for and are provided for, whatever the need, contributes to a positive school climate and culture.

To ensure all policies are applied equitably to all students, development of the Student and Family Handbook and Discipline Policy will include research and inclusion of best practices relate to English learners often face higher rates of suspensions and expulsions and students with disabilities. For English learners, Trimble Academy will assure that our policies account for language barriers which may lead to potential misinterpretation of behavior. Additionally, staff will be trained to recognize the difference between behavioral issues and cultural challenges when applying policy. Students with disabilities have specialized legal protections, primarily governed by IDEA, which will be incorporated into the Student and Family Handbook and Discipline Policy. These include, but are not limited to, mandatory IEP/504 plan reviews, behavioral interventions, and continued educational services.

The Trimble Academy Student and Family Handbook and Discipline Policy will include discipline tiers, due process procedures, bullying/harassment/Title IX policy, suspension/expulsion procedures consistent with T.C.A. 49-6-3401. The handbook and policy will be developed by the School Director and Principal with guidance from our consultant/mentor team from TN Classical

Academies, no later than March 15, 2027, with board- adoption and submission to the Authorizer for review no later than March 31, 2027.

Preemptive Feedback

During the entry into the classroom and the morning meetings, teachers get a feel for the current mood and attitude of the student. They purposely ask probing questions to understand the student more, and to help the student with communications. The following are example guiding questions:

- What is one thing new that you have learned in school since we last talked?
- How do you think that you are doing with your grades and assignments?
- Is there anything at school that you need extra help with?
- What is something that you did at school to help someone since we last spoke?
- Have you done a service project with your class? Explain to me what it was.
- What is your favorite_____? (This question varies throughout the year but is always related to the outdoors, such as favorite tree, flower, weather, animal, etc.)
- What was your most favorite thing at school since we last talked?
- Is there any student in your class that you need help being friends with?

Teachers will receive regular, actionable feedback through ongoing school climate and culture check-ins. These tools will help educators proactively identify early signs of emotional distress, disengagement, or behavioral challenges. By monitoring students' well-being and readiness to learn, teachers can intervene before negative behaviors escalate, support positive peer interactions, and prevent students from withdrawing academically or socially during instructional, collaborative, or play-based activities.

Our annual parent surveys will include questions focused on perceptions of our discipline policy, as fostering parent buy-in is essential to a strong school community. When parents understand that the school views them as partners in developing disciplined, engaged learners who are excited about learning and their future, collaboration replaces criticism. This partnership builds trust and confidence that the school values parent voice and responds thoughtfully to feedback. Encouraging this level of parental engagement is fundamental to meaningful family participation in a child's education and contributes positively to the overall school climate and culture.

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.**

1. Academic Plan & Model for Trimble Academy

A. Core Philosophical Foundation

Classical education emphasizes the **Trivium** (grammar → logic → rhetoric) as developmental stages of thinking and curriculum.

The TN Classical Model approach centers on **pedagogy** that embraces the trivium and use of the outdoors as a master teacher— how students encounter ideas (living books, narration, nature) and experience education as a way of life.

TA school is rooted in the classical liberal arts model, emphasizing:

- **A broad, deep curriculum** that includes literature, history, mathematics, science, and the fine arts.
- Development of *intellectual virtues* like reasoning, expression, and discernment.
- A focus on *content mastery* and *rigorous engagement with foundational texts and ideas*.
- Classical emphases such as *grammar, logic, and rhetoric*—strategies that train students in thinking, reasoning, and communicating effectively. ([TENNESSEE CLASSICAL ACADEMIES](#))

This mirrors widely accepted classical education principles that education is not merely about covering standards but fostering *enduring understanding*.

Character & Civic Formation

Alongside academic content, the Tennessee Classical Model that Trimble follows explicitly integrates:

- **Moral and civic virtues** — respect, responsibility, service, and citizenship.
- A school culture that emphasizes well-ordered lives as part of learning (i.e., *formation of habits* and dispositions).
- Teachers as intellectual leaders guiding Socratic dialogue and thoughtful discussion. ([TENNESSEE CLASSICAL ACADEMIES](#))
- Emphasis on wonder and joy resonates with classical goals of lifelong intellectual engagement.

Teacher-Led Pedagogy

Instruction is primarily delivered by trained educators who:

- Lead discussions and nurture curiosity.
- Use Socratic methods, narration, and direct instruction strategically.

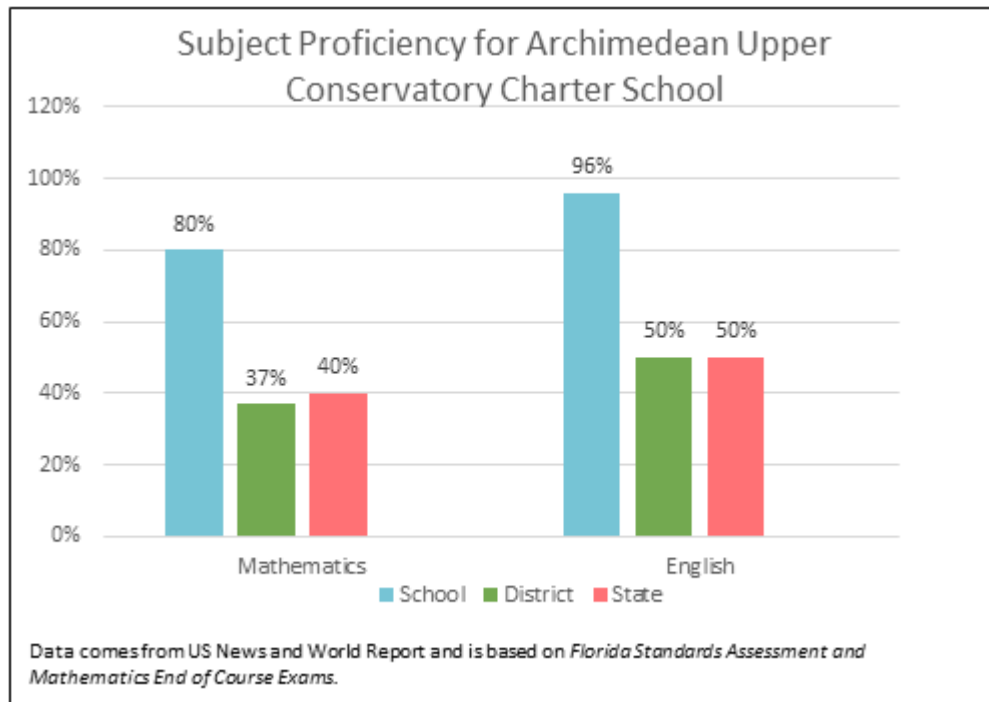
- Structure experiences that encourage deeper thought rather than rote memorization. ([TENNESSEE CLASSICAL ACADEMIES](#))
- Rote memorization has its place though in providing the mental framework for reading and mathematics and is emphasized in the earlier grades.
- Student-led learning is not part of our model because although it is excellent for preschool programs, it has uneven content mastery and gaps in foundational knowledge in K-12 education. Additionally, excessive reliance on self-directed time management at these stages can reinforce short-term preferences rather than the disciplined learning habits associated with long-term academic achievement and lifelong success.

Data Supporting our Model

By keeping this vision at the forefront of everything we do, we motivate our students with meaningful ambition enabling us to achieve the school's mission.

Trimble Academy will provide the connection for successful academic achievement by utilizing the Classical educational model of brain training, which ensures greater student performance for best outcomes and proficiency on state assessments. Students around the nation in Classical schools typically score in the top 10-15% on nationally standardized tests, such as the Stanford Achievement Test¹. The National Alliance for Public Charter Schools offers that the Classical model of education allows “*students to grow into the brilliant thinkers of tomorrow.*” On their website they share the below graphic showing the success of Classical public charter [Archimedean Conservatory School](#) in Florida.

¹ Perrin, Christopher A. 2004. *An Introduction to Classical Education*. Camp Hill, PA: Classical Academic Press. 9781600510205.



Within Tennessee, [Nashville Classical Charter School](#) which is in MNPS provides an in-state example of success with the Classical model for public charter school students. Some of the most recent state assessment data are included in these tables where it is evident that these students out-scored the district and state average. Excuse the irregular spacing. When displaying charts, they will not split per page, and this leaves blank white space. See below for Nashville Classical Charter School's data further attesting to the Classical curricula and methods being more effective than standard state curricula, and effective for all subgroups of students.

Percent of NCCS scholars scoring on track or mastered in ELA Grades 3rd-5th

Year	NCCS ELA	MNPS ELA	TN ELA
2016-2017	67%	25%	34%
2017-2018	49%	27%	35%
2018-2019	50%	27%	35%

Percent of NCCS scholars scoring on track or mastered in Math Grades 3rd-5th

Year	NCCS Math	MNPS Math	TN Math
2016-2017	55%	29%	38%
2017-2018	55%	28%	40%
2018-2019	65%	33%	45%

When this achievement data is put in the context of Nashville Classical’s scholar population, it becomes even more significant. For example, 82% of Nashville Classical’s scholars are part of the state’s “Super Subgroup,” which includes Racial Minorities, English Language Learners, Students with Disabilities, and Economically Disadvantaged scholars. This number is almost identical to the district’s “Super Subgroup” population and is significantly greater than the percentage of scholars in the “Super Subgroup” statewide.

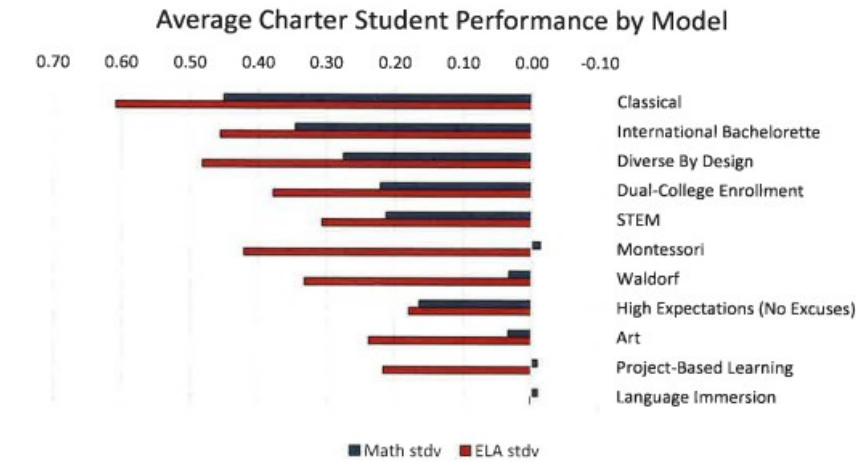
Percent on Track in ELA and Math with Super Subgroup

Data Group	% Super Subgroup	ELA	Math
NCCS	81.9%	50%	65%
MNPS	81.5%	27%	33%
TN	59.4%	35%	45%

Another example within our own state is **Ivy Academy’s Skillern Elementary**. They utilize the Tennessee Classical model of Classical instruction with the outdoor delivery whenever outdoor learning is possible. This particular school does not have TVAAS data yet because they are only in their fourth year, and have only had students old enough to take state assessments for one school year, but they do have achievement data. Although the data is limited, it is quite impressive. Within a district that averages between 30% and 40% proficient and above on the third grade ELA portion of the TCAP test, Skillern Elementary had 54% percent of third graders show proficient or above on the third grade ELA TCAP test. According to parent surveys, the excellent staff, curricula, and outdoor component contributed to this success. This is a demographic where 25% of students have an IEP, 10% have a dyslexia diagnosis, 27% are economically disadvantaged, and less than 5% are ENL. These demographics are similar or more challenging than we would anticipate collecting at TA, if we follow suit of who attended the school before it closed. Literacy Essentials in particular meets the needs of all learners for literacy instruction with good results as is reflected in the data contained in this section.

Nationwide, the Classical education model is gaining with parents and educators alike. Many school systems have adopted Classical models for public charter schools. Poudre School District in Fort Collins, Colorado, chartered Ridgeview Classical Schools², a K-12th charter school. It is consistently ranked in *U.S. News and World Report’s* list of our country’s best schools, and has ranked as high as 103rd in the nation. Other networks of Classical public charter schools around the nation such as the Great Hearts Academies are meeting with academic superiority over standard public charter school students on CCSS assessments which are the same as TN State Standards, as well as other nationally standardized tests. A chart showing comparative math and ELA performance using standard deviation over one school year from different educational models is published by the Alliance for Public Charter Schools, currently viewable on their website, and included below. The Classical model’s results outranked every other model

including STEM, Montessori and Project Based Learning themed schools.



*ELA and Math scores are standardized across states using weighted standard deviations of 2016-17 Edfacts Proficiency data

For more information, please email: Datarequest@Publiccharters.org

Additional data: 2025 Snapshot Academic Achievement (TCAP Proficiency)

	Nashville Classical (East)	Tennessee
Reading Proficiency	48%	37%
Marth Proficiency	43%	34%

TN Parents for Public School Options recently published the following findings:

- In 2025, 54% of Tennessee Charter Schools earned TVAAS levels 4 & 5 at higher rates than district operated schools (54% vs. 39%). 44% of charters also earned TVAAS level 5 compared to 30% of district-operated schools. and are 34 days ahead in reading and 39 days ahead in math growth.
- 37% of Tennessee Charter Schools earned an A or B from the state's Report Card in 2025, up from 36% in 2024 and 32% in 2023. 30% of Charter Schools also moved to a higher letter grade, compared to 26% of traditional schools.
- Public charter schools continue to sustain strong growth on TCAP proficiency compared to peers with a growth rate of 11 points in ELA and 12 points in March scores from 2021 to 2024 for grades 308.
- TN charter students are 34 days ahead in reading growth and 39 days ahead in math growth

² Ridgeview Classical Schools. n.d. "Honors & Rankings." Ridgeview Classical Schools. <https://www.ridgeviewclassical.com/honors-rankings>.

B. Curriculum Structure & Expectations

Content Emphasis

The curriculum is described as *content-rich* and sequenced across disciplines:

- **Reading “great books”** and historically significant works.
- Selecting *living books* that are non-religious or culturally diverse.
- Leading *narrations* that emphasize comprehension and analytic expression.
- Conducting *nature study* focused on inquiry and observation.
- **Grammar, logic, rhetoric sequence:** basic knowledge, analytical thinking, and expressive skills.
- **Fine arts and humanities** to invite students into cultural and creative understanding.
- **Character education** deliberately woven into academic study. ([TENNESSEE CLASSICAL ACADEMIES](#))

Public classical charter schools in Tennessee align their curricula with state standards while layering the classical model, meaning students still meet Tennessee’s academic requirements but through classical content and pedagogy with delivery in the outdoors as much as is feasibly possible. The particular set of curricula we will utilize and has been utilized in the above referenced school’s data at least partially or as a full set is:

Grade	Literacy/ELA	Math	Science	Social Studies	Fine Arts	P.E
K-3	Literacy Essentials and accompanying readers and living books	Singapore	Core Knowledge	Core Knowledge	Core Knowledge	TN Standards
4-8	CKLA and living books	Singapore	Core Knowledge	Core Knowledge	Core Knowledge	TN Standards

When a school can properly train students to achieve and grow in literacy and mathematics, then the other core subjects follow suit. In the section above, data was given for literacy. The Singapore math series has the consistent pedagogy of moving from the concrete to the pictorial, to the abstract at every level, even pre-algebra and beginning algebra. Students easily transition from middle school math to high school mathematics courses when they are prepared by this text.³

³ Discovery Institute. (2024, March 13). *Could Singapore Math be a fix for U.S. mathematics education?*
<https://www.discovery.org/education/2024/03/13/could-singapore-math-be-a-fix-for-u-s-mathematics-education/>

A public school that adopted Singapore Math showed **significant outperformance over state averages** on state math assessments, with notable score gaps in grades 3–7 in favor of students taught with Singapore Math. An independent study of **Math in Focus®: Singapore Math®** used in nine U.S. schools found **statistically significant gains** from pretest to post-test for grade 6–8 students. Effect sizes were **large**, including for both higher- and lower-performing students. These findings suggest that when Singapore Math curricula are implemented with fidelity — including regular instruction and teacher experience — student learning gains can be strong.⁴

Assessment & Accountability

- Assessments reflect both content mastery and readiness for subsequent academic steps. TA will utilize formative and summative assessments.
 - TA is accountable to both state standards and their own classical academic goals. TN Classical Academies schools do not focus on test prep. We provide excellent curricula, excellent instruction, a healthy immersive outdoor environment, and this combination does the job in producing results higher than the standard progressive education model that has been adopted by our state as you can see from the data presented above.
-

C. Whole-Child Focus

While Tennessee Classical Academies emphasize *academic excellence*, they also stress:

- **Social-emotional development** through virtue and character formation.
 - **Community and civic life**, seeing learning as embedded within a culture of mutual respect and service.
 - Students are prepared *not just for tests*, but for life. ([TENNESSEE CLASSICAL ACADEMIES](https://www.tnca.org/))
-

2. Principles & Practices of Integrating the Outdoors

A. Core Philosophy

1. Nature is the Master Teacher

- The vast majority of the content of knowledge contained in our entire world (including all of mathematics and science) consists of observation of, and interaction with nature,

⁴ Houghton Mifflin Harcourt. (n.d.). *Math in Focus: Singapore Math middle grades efficacy study*. <https://www.hmhco.com/research/math-in-focus-singapore-math-middle-grades-efficacy-study>

and our fellow man (literature and the humanities). We must not isolate learning from consistent time in nature. When a pedagogy does, it loses its meaning.

- Every child is a **full, unique person**, *not* a vessel to be filled with facts.
- Education must respect the *dignity and potential* of each learner and the earth that surrounds them.
- Learning is a *life* — all of it — not a fraction of activities.

This stands in philosophical harmony with classical aims to educate the *whole person* (mind, heart, character).

2. Rich, “Living” Ideas via Great Books

- **Living books** — works written by passionate authors that engage students intellectually and emotionally.
- These books offer ideas rather than facts to be memorized, fostering contemplation and personal response.
- Historical fiction books which accurately portray the times are readers.
- Class events such as Narnia Day, Johnny Appleseed Day, or Little House on the Prairie Day bring emphasis to delightful stories students have read creating a love of learning.

3. Narration Instead of Worksheets When at all Possible

- Rather than conventional worksheets, students narrate orally or in writing what they learn. Replace or supplement workbooks with narrative works that engage imagination and critical thinking.
- Narration fosters comprehension, expression, and internalization of material. Employ *narration* as a method across disciplines — history, science, literature.

4. Nature Study as Part of All Learning

- Regular time outdoors is central — students observe, wonder, record, and connect with the natural world. Nature is incorporated into outdoor PE time and all subjects
- Nature study supports scientific thinking, attention development, and joy in learning.
- Outdoor learning complements classical study and deepens scientific curiosity (especially in lower grades).

5. Habit Formation

- **Habit training** is essential to moral and intellectual development.
- Habit training teaches self-control, attention, order, courtesy, and diligence.

- Habit instruction enhances character and self-regulated learning, which fits classical aims of forming disciplined thinkers.

This secular usage of the classical outdoor model aligns well with public charter schools that do not teach religion but can teach moral and civic virtues in a neutral, humanistic manner.

- **Develop Habits Alongside Skills**

- Habit instruction enhances character and self-regulated learning, which fits classical aims of forming disciplined thinkers.

- **Foster Lifelong Love of Learning**

- Charlotte Mason’s emphasis on wonder and joy resonates with classical goals of lifelong intellectual engagement.
-

4. Summary & Model Synthesis

Tennessee Classical Academies

- Are public charter schools grounded in the **classical liberal arts tradition**.
- Focus on **content-rich curriculum**, *grammar*, *logic*, *rhetoric* progression, and character formation.
- Emphasize **truth, goodness, and beauty** as educational priorities and teacher-driven discussions that develop virtue and intellect. ([TENNESSEE CLASSICAL ACADEMIES](#))

Outdoor Delivery Approach (separate but complementary)

- Views education as *the whole life of the child* with **living ideas**, **narration**, **nature study**, and **habit training** as central.
- Offers pedagogical tools that many modern classical schools borrow to enrich student experience and engagement.

Together — **classical content and TN Classical Model pedagogy** — produce a **rigorous, joyful, student-centered education** that emphasizes deep thinking, expressive power, and lifelong learning.

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.

Trimble Academy will have a teacher-led classroom environment that is either indoors or outdoors (weather permitting). Class sizes targets are at or below the TDOE recommended average with teacher-to-student ratio at 18:1 for K-3rd, 20:1 for 4th and 5th, and 25:1 for 6th, 7th and 8th grades. Our answer to question number 18 above describes how this supports the school's mission.

As far as anticipated population is concerned, we expect all students to benefit from the immersive outdoor learning experiences. Studies show that outdoor movement causes newly gained knowledge to transfer from the short-term memory to the scholar's long term-memory, along with supporting physical health. Additionally, results from surveys suggest that outdoor learning and physical movement withing multiple classes improve student academics by improving their attitude and desire for attendance. Our proposed campus includes eleven (11) acres to integrate outdoor learning experiences into all classes. Just as indoor classrooms, we will assure all outdoor classroom are ADA compliant and accessible. When developing outdoor classrooms we will be mindful of the following:

- Accessible Routes: Paths must be firm, stable and slip-resistant
- Surface Requirements: Allow for wheelchair and mobility aid access
- Shade and Shelter: including covered areas or shad structure for students with sun or heat sensitivity
- Location and Accessibility: Choose locations that are easy to reach from the main building and avoid steep terrain
- Equipment and Materials: Incorporate adaptive equipment such as specialized seating or accessible tables.

The programming of experiential learning suits all manner of learners well including those with IEP's, those who come from households where a smaller vocabulary is used, and those who are neurodivergent. Active, healthy learning supports planned outcomes for all learners and produces excellent academic performance.

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 have purposely created a learning environment where the classroom is an accommodation for all learners regardless of learning differences, preparation, or disabilities. As previously stated, our philosophy is that nature is the master teacher, that movement outdoors in a child's day dispels pent up energy that can lead to disruptions from any student but especially those with

ADHD diagnoses, restores vitamin-D production which is needed for immunity (helping reduce absences due to illnesses), provides fresh air, and that uplifting feeling that we all know happens when we pause to take a short walk outside. This one element of the TN Classical Model is well-suited for all learners if they have one prerequisite, that they are human. It does not matter if they are a certain race of humans, if they have certain diagnoses as a , or if they have certain learning disabilities as a human. This strategy helps the learner be more ready and more present for learning.

As we develop outdoor spaces, we keep in mind students with ambulatory disabilities. There is always a solution and a way to make the outdoors accessible to all.

The early literacy program used is Literacy Essentials, which is a tier 3 intervention that automatically differentiates for those who might have a reading disability. The Singapore Math curriculum with its concrete → pictorial → abstract method is a whole class method that also acts as a differentiation for neurodiverse learners.

Note: When school boards unaccustomed to outdoor instruction read success stories, questions arise about weather. The family handbook includes information that we are always safe. We do not take students out if the air quality is poor, if the heat index is too high, or if the windchill is too low. Those are defined in our handbook.

The Case for This Curriculum Supporting Growth in All Students and Closing Gaps

This robust type curriculum that is both literacy rich and focuses on a core knowledge is **well-suited for all students including the students coming from homes where they have not gotten context from day to day activities or conversation.** Unfortunately, the approach in the standard classroom has been to focus on “comprehension skills” like finding the main idea, making inferences or identifying text features like captions. The theory is that students who master these skills will be able to use them to acquire knowledge from their own reading later on, and to do well on high stakes standardized reading tests. As a result, the subjects that could build students’ knowledge—social studies, science, the arts—have, over the last 20 years, been edged out to make more time for comprehension skill practice. But as cognitive scientists have discovered, the key factor in comprehension isn’t skill; it’s subject-specific knowledge and vocabulary. And so, for all its good intentions, the approach that now dominates public schools across America only further penalizes disadvantaged students⁵. –

⁵ Hirsch, E.D. “Reading Comprehension Requires Knowledge - of Words and the World” *American Educator*. 2003.

Children from wealthier and better educated families are likely to pick up the background knowledge they need to understand a wide variety of texts at home. Their parents are better able to provide enriching experiences and engage them in conversations that involve sophisticated concepts and vocabulary. Such children start school better equipped to understand more complex books. Because knowledge tends to build on related knowledge, they're able to acquire more knowledge through their reading, allowing them to read even more complex books. Meanwhile, their less advantaged peers fall farther behind every year. By high school, the gap between these two groups is great—as is the gap between what teenagers are assumed to know and what many actually do. At high schools serving low-income populations, students may arrive unaware of the difference between a city and a state or a country and a continent or confuse the American Civil War with the Civil Rights movement. That's because they have not been taught these things early enough. That is why it is critical that this curriculum, which offers strategically sequenced vocabulary development along with related literacy emphasis in all subjects, be a choice option for Dyer County students at the elementary school level.

Researchers agree that the most critical stage at which to close the achievement gap is in the youngest grades. If left unaddressed, this gap steadily widens each year from kindergarten forward. Notably, vocabulary size in kindergarten predicts reading comprehension in middle elementary years, and orally tested vocabulary at the end of first grade predicts reading comprehension 10 years later⁶. To address this challenge, Classical Education with a rich and intense focus on literacy development is a unique and needed option not currently available to many of the families we seek to serve. An additional strategic plan to address **gap closure** by Trimble Academy is to not let gaps get beyond kindergarten by infusing these students with the necessary stop gap literature/vocabulary to make that happen.

Research Specific to Outdoor Learning Environment

The companion that enhances and propels the Classical model is outdoor environmental learning(OEL). This term OEL refers to the immersive outdoor environment where we recognize nature as the master teacher. In recent years, the research around outdoor, environmental, and nature based education has proliferated. Educators and parents are increasingly seeking opportunities for these types of educational experiences, and results from research suggest that this desire is well founded. The bureaucratic nature of indoor classroom public education sometimes can come across as stifling to ingenuity and creativity in students, and it does little for student motivation. Educators are looking for “hooks” or stimuli to stimulate learning, and many are finding this through outdoor experiences.

⁶ Cunningham, A.E. and K.E. Stanovich. "Early reading acquisition and its relation to reading experience and ability 10 years later." *Developmental Psychology*. 1997

For example, the state of Colorado has long been a leader in outdoor models. A study in the Rocky Mountains showed that the methods and strategies used in outdoor education are more effective at developing positive attitudes toward learning science than typical classroom experiences⁷. Experiential collaborative learning in the outdoors fosters cognitive pathways that could take much longer to develop otherwise. **Outdoor movement causes newly gained knowledge to transfer from the short-term memory to the scholar's long-term memory, along with supporting physical health**⁸. This is a significant tool in this era where studies also show that there can be electrical interference in the brain from too much screen time which may interfere with transferring newly learned material from the short term to long term memory. Early data from a landmark National Institutes of Health (NIH) [study](#) that began in 2018 indicates that children who spent more than two hours a day on screen time activities scored lower on language and thinking tests, and some children with more than seven hours a day of screen time experienced thinning of the brain's cortex, the area of the brain related to critical thinking and reasoning. The growing human brain is constantly building neural connections while pruning away less-used ones, and digital media use plays an active role in that process, according to pediatrician Michael Rich of a Harvard study on brain development. Much of what happens on screen provides "impoverished" stimulation of the developing brain compared to reality, he says. Children need a diverse menu of online and offline experiences, including the chance to let their minds wander. Our Dyer County students certainly deserve a chance to gain the benefits from this OEL approach and avoid negatives from too much sedentary screen time.

At other TN charter schools such as Skillern Elementary, they conducted parent surveys about outdoor learning and its effect upon precursors to success in academics. Each year we have managed to secure responses from over half our families. Results from these surveys overwhelmingly suggest that outdoor learning and physical movement within multiple classes improve student academics by improving their attitude and desire for attendance. Multiple years of data concerning student overall health and fitness, attendance, attitude about school, and student mood have been collected. Results document that fitness and attendance are better after attending outdoor classes for at least half a school year. Moreover, after attending outdoor classes for at least half a school year, students' parents reported that they had a more positive attitude about school and an overall elevated mood. These results demonstrate the important benefits of an outdoor education approach⁹.

⁷ Rudolf, Daniel William. "Effect Of Outdoor Education Methods and Strategies on Student Engagement in Science: A Descriptive Study." University of Montana, July 2012, <https://scholarworks.montana.edu/xmlui/bitstream/handle/1/2163/RudolfD0812.pdf?sequence=1>.

⁸ Berman, Marc G, et al. "Interacting with Nature Improves Cognition and Affect for Individuals with Depression." Journal of Affective Disorders, U.S. National Library of Medicine, Nov. 2012, <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3393816/>; Schmidt-Kassow, Maren, et al. "Treadmill Walking during Vocabulary Encoding Improves Verbal Long-Term Memory." Behavioral and Brain Functions : BBF, BioMed Central, 12 July 2014, <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4114134/>

⁹ Ivy Academy. "Outdoor Learning Survey Results" slides 7-14. 2019. <https://docs.google.com/presentation/d/1NSAU5ah4gU6TLMXgHqGK8QkqKZ-bcggZVaAqRJH-ReQ/edit?> Movement during the school day regulates incoming sensory data. It increases blood flow which

increases oxygen, which is essential for brain function. Research shows that voluntary exercise, as is experienced when walking on a trail to an outdoor classroom, **influences gene expression to improve memory and learning**. This type of movement feeds neurotrophins to increase the number of connections between neurons. Studies show that increased neurogenesis increases cognition, better memory, and reduced likelihood of depression. Movement can also help special needs learners get out of counterproductive mental states. It activates areas across the brain and helps trigger learning. Physical movement/exercise can positively affect our ability to remember¹⁰.

Our state has unprecedented numbers of students for whom nonacademic issues are affecting academic outcomes. Our current cultural climate demands that we address the social emotional needs of students. Johann Hari's new book, Lost Connections: Uncovering the Real Causes of Depression—and the Unexpected Solutions, highlights the power of nature exposure in combating depression. Today's students must be ready to learn before they can learn. Students do not have the ability to simply compartmentalize social emotional and mental issues for the school day. We have never before seen the high number of students suffering from social emotional and mental issues as we have today in our public schools. The behaviors and resulting attention required from adults to treat these issues take time away from academic learning time. If we can increase positive mental attitude, while decreasing depression, we can increase learning time. In an analysis on outdoor learning and its influence on classroom motivation, Dettweiler, Lauterbach, Becker & Simon (2017) conclude by recommending the integration of experiential and immersive outdoor components into the student's school day. "It may not be possible to break down classroom walls and to replace them with trees, but providing students with hands-on opportunities to exercise autonomy while practicing that which is introduced in a classroom-based lesson may enhance learning and motivation. Implications for anxiety reduction and psycho-social implications warrant future investigation¹¹."

By having class outdoors, we instantly remove education from a "laboratory or classroom type setting" into real world applications and problem solving. Although indoor classrooms do provide for some degree of integrated problem solving, because each day should be a problem-solving adventure for any primary student, the outdoors take this to a whole new level.

¹⁰ Ascd. "Chapter 4. Movement and Learning." Movement and Learning, www.ascd.org/publications/books/104013/chapters/Movement-and-Learning.aspx; Madan, Christopher R, and Anthony Singhal. "Using Actions to Enhance Memory: Effects of Enactment, Gestures, and Exercise on Human Memory." Frontiers in Psychology, Frontiers Media S.A., 19 Nov. 2012, <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3536268/>.

¹¹ Dettweiler, et al. "A Bayesian Mixed-Methods Analysis of Basic Psychological Needs Satisfaction through Outdoor Learning and Its Influence on Motivational Behavior in Science Class." Frontiers, Frontiers, 8 Dec. 2017, www.frontiersin.org/articles/10.3389/fpsyg.2017.02235/full.

The added elements of precipitation, drought, temperature, humidity, uneven terrain, wildlife, wind, shade, insects, and sounds present opportunities for problem solving in a way advantageous to learning. In both traditional and outdoor settings students are confronted with obstacles. For example, in an indoor or outdoor setting, a student may have to figure out how to maneuver by another student with whom they do not get along yet. However, in an outdoor setting, there is no time to fixate on that part of the daily experience. The learner must move on to the next adventure and location at hand. This proves to lessen the focus on negative relational issues and focus more on the team attitude of conquering the situation at hand. “We are all on the same team to learn, to get to our outdoor learning space, to face and solve problems as we meet them, and to do our job for today, which is to become the best students we can be.”

Outdoor projects and activities allow children to actively participate and learn by doing. These projects and activities provide foundational experiences that help children to transform theoretical knowledge into practice. Through the practice of doing, the information becomes an experience to remember and is then recorded in long-term memory. The information can then be retrieved to create solutions to problems the students encounter in daily life. Because the experience was hands-on in the real world (like collecting acorns or hickory nuts as our sample lesson showed, instead of just counting bears out of a storage box), students are much more likely to record, retrieve and apply information than they are with information learned in traditional settings. Children, especially primary students in the grammar stage, can record information that stimulates all of their senses into their long-term memory in outdoor learning environments. Having more sensory “hooks” allows for information to be more readily retrieved from long-term memory. The outdoors are far more effective at stimulating all the senses than an indoor classroom. This process is illustrated through a study of the effects of outdoor activities on the cognitive, motor, linguistic and social emotional development of preschool children. Thirty-five primary children living in disadvantaged districts in Izmir, Turkey, who were not able to attend school due to their location, were offered a ten-week preschool education involving outdoor activities. The results demonstrated that outdoor activities improved cognitive, linguistic, social emotional and motor skills of preschool children¹².

There are sometimes added issues to address with OEL, but typically these can be used for teaching moments. Are students properly dressed for outdoor learning for the day? This requires an extra step and sometimes takes time to remedy. Generally, the OLE acts as a calming factor. However, things like flying insects, a sudden wind gust, or the sun being in a different location due to season changes can all cause class interruptions. But consider the learning that development of preschool children can take place with each of these examples mentioned.

¹²Yıldırım, Günseli & Özyılmaz Akamca, Güzin. (2017). The effect of outdoor learning activities on the development of preschool children. South African Journal of Education. 37. 1-10, <https://www.researchgate.net/publication/317364687>

Insect characteristics and life cycles, how to identify that insect, properly pronounce or spell that insect's common or Latin (scientific) name, understanding weather system fronts, the earth's elliptical orbit pattern - all of these are Tennessee State Standards for some grade level, are related to these "interruptions" in some way, and a properly trained instructor will seize these as teachable moments. The benefits far outweigh the cost from our experience.

Motivating Learners Is Key to Our Academic Plan

Most people educated in the United States within the past 50 years equate the term "grammar" with the mechanics of the English language. Elementary schools were once called "grammar schools," and there is a reason why. There is a "grammar" to math, a "grammar" to science, and a "grammar" to history, along with the grammar of the English language. Grammar provides the building blocks of core knowledge that children use to construct knowledge through application in real world settings. Establishing the grammar foundation of core knowledge in young learners is essential to developing **motivation** for the rest of their education. Once this grammar stage is fostered within the mind of a child age five to nine, the educational world becomes a place of relevance. They understand that we learn so we can know what impacts us, and how we can influence that. Learning becomes pertinent and desirable. Students engage in learning because they want to understand. How can they learn the true, do the good, and love what is beautiful if they do not have the vocabulary base to understand the same? On the other hand, there is no intrinsic motivation in a student to learn for the purpose of doing well on a standardized test - only the motivation extrinsic to the student applies. In our current society, with the focus on standardized testing, we have lost the motivation and love for learning in many students. The problems associated with that negative result are remedied with the CE model, and especially remedied with IASE's model, which puts action into learning at each stage with our OLE and service.

Meeting the Needs of the Modern Learner Is Key to Our Academic Plan

Our culture has changed dramatically within the past 30 years. Our youth are more sedentary, experience more "screen time" and are less involved in the world around them. This has led to negative results such as the rise in childhood obesity, asthma, and diabetes. The social media connection also plays a negative role in many cases contributing to anxiety and depression in very young students. The average child's world was once filled with the activities of "chores," playing outdoors, friendly neighborhood games, and sports teams. That is no longer the case. Studies have shown consistently that U.S. students spend, on average, between seven and eight hours of screen time per day¹³.

¹³ Welch, Ashley. "Health Experts Say Parents Need to Drastically Cut Kids' Screen Time." CBS News, BS Interactive, 6 Aug. 2018, www.cbsnews.com/news/parents-need-to-drastically-cut-kids-screen-time-devices-american-heart-association/

This poses serious educational and health threats. Students must be healthy enough to attend classes. Students must be present to learn best. Absenteeism rises in unhealthy bodies. Unfortunately, underserved students in poverty tend to have the most health problems from the lack of physical movement present within our current culture and the increased screen time as it is used as a babysitter. This is why the Classical model alone is not as effective as the Tennessee Classical Model which delivers the lessons within the OLE. In the absence of daily physical activity outside of school, which has been replaced with screen time; students must be active while at school. Humans cannot be healthy physically, mentally, or socially without healthy bodily movement. Outdoor activity in fresh air and sunshine is the best environment for increased health and mental wellness¹⁴.

Meeting the Needs of All Learners Is Key to Our Academic Plan

Meeting the needs of all modern learners includes meeting the needs of students with disabilities(SWD). They thrive in our outdoor learning spaces at what will be one of our sister schools, [Skillern Elementary](#). This is why over the past 10 years the average percentage of students with IEP's at TN schools with an outdoor learning model is right at 25%. For example, on average over ten years, one quarter of our student body at Ivy Academy Chattanooga holds IEP's. For select single years, that percentage has risen to over 30%. Why do families of students with IEP's flock to schools with the TN Classical Model? Perhaps the standard model does not meet their needs. We accommodate as needed. They should not be denied the health and academic benefits from outdoor learning. Although any parent should always consider if any particular setting is the best setting for their student. For example, if a student's present levels are such that the student is in danger in an outdoor setting in any situation(home, sports, events, church) and parents normally avoid taking their student to outdoor setting, then this might not be the best fit. To bring a student, regardless of whatever the need is, whose parents prefer the student to be indoors at all times, they are asking us to create a different instructional routine and school model for just one student. This is a school of choice, and there are many schools that might be a better fit for that student. Because we accommodate any need, the school will make provision regardless, however, the concept of "choice setting and best fit" should be emphasized in recruiting efforts for full disclosure. There are many school theme models within our state. Choosing the best one is the best thing for our students. This model fits the needs of all children well, and we are proud of that. At the same time, we are not a therapeutic setting and must maintain our least restrictive environment definition by remaining a Tennessee regular education setting with accommodations for all.

¹⁴ Graham, Author Kelsey Graham Contributor Kelsey. "Get Out! 5 Benefits of Outdoor Exercise." ACE, www.acefitness.org/education-and-resources/lifestyle/blog/6360/get-out-5-benefits-of-outdoor-exercise.

Classical education's thorough coverage of the truth of history automatically **builds honor for diverse people groups**. We do not want to rely only upon annual calendar topics such as Black History month in February, Hispanic Heritage month beginning mid-September, or Native American Heritage month in November, although we emphasize those. There are stories of perseverance over persecution, resilience, inventions, and leadership when history over the span of human existence is emphasized. The character curriculum includes highlights from the life of W.E.B. Dubois as a positive role model who in "The Talented Tenth" published in 1903 predicted that racial advancement would be through the educational attainments of a few select men who achieved excellence through a rigorous Classical education. A Classical curriculum and disciplined commitment to scholarship can enable all students to cross the bridge of learning into the world of sustained high school success and beyond. We ensure all people groups feel represented and honored in our study, while emphasizing that the sky's the limit for all students, and the most important ladder to reach that sky is education.

Preventing Inhibitors to Education Is Key to Our Academic Plan

Public schools in Tennessee have a large number of students on medication to control behaviors. The social emotional needs of our students are great. To some degree, this may be due to the fact that the educational methods they endure are too sedentary. Tennessee has one of the largest obesity populations in the nation. We have a large group of students who act out with negative social behaviors due to anxiety possibly resulting from pent-up energy that must be released in some way. If they do not engage in activities to release energy, negative words and negative social interactions may be the next route for students, especially for those who are immature and unskilled about how best to communicate. When the force behind social interaction is an expression of pent-up energy, the communication comes out "like a rocket," which is usually not beneficial to school climate and culture¹⁵. The outdoor learning environment makes movement a natural part of every class. That movement can be the force that removes would-be negative behaviors.

Physical movement is most beneficial when integrated as a part of the learning experience, rather than separated from learning through an isolated experience. The lack of physical movement during the school day has created an added burden for educators because of how it negatively influences student social emotional health, attendance, and behaviors.

¹⁵ "Health Risks of an Inactive Lifestyle." MedlinePlus, U.S. National Library of Medicine, 9 Jan. 2020, medlineplus.gov/healthrisksofaninactivelifestyle.html.; Swartz, Ann M, et al. "Energy Expenditure of Interruptions to Sedentary Behavior." The International Journal of Behavioral Nutrition and Physical Activity, BioMed Central, 27 June 2011, <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3141617/>.; Panahi, Shirin, and Angelo Tremblay. "Sedentariness and Health: Is Sedentary Behavior More Than Just Physical Inactivity?" Frontiers in Public Health, Frontiers Media S.A., 10 Sept. 2018, <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6139309/>

With movement through community service, learning projects and making learning products, in addition to movement to and from outdoor classrooms, we compensate for the negatives created by the combination of sedentary home life and excessive screen time at home and school. The results in our middle and high school are healthier students with better attendance, better attention spans, and kinder interactions¹⁶. We have experiential evidence of this outdoor model curbing these social emotional and behavioral learning inhibitors.

Summary of Academic Focus and Plan

The stages of delivering the Classical trivium follow the natural physical development of the human brain, moving from labeling (grammar) to engaging with, analyzing, and asking questions about their newfound knowledge (logic), to eventually expressing and synthesizing grammar and logic in compelling applications (rhetoric). The quality curriculum and engaging OEL work together to solidify learning through providing not only engagement, but by actually providing the physical movement that can facilitate the brain to retain knowledge. This educational method specifically works in each stage of student growth to best develop knowledgeable, thinking, and articulate students by recognizing the phase of the students' physical brain maturation associated with their age, capitalizing upon what is happening with brain growth at that time, and providing a captivating "third teacher," the OEL.

Trimble Academy will apply this curriculum - unique instructional methods of the outdoor immersive environment - so the learner can utilize the grammar and logic they are learning, guiding them to the rhetoric stage. This unique framework leads us to take a structured, sequential approach to instruction and curriculum delivery, create consistency across all subjects and in all classrooms, **support the learning of diverse students, and close gaps**. With these effective strategies in place, it is important that we monitor performance closely in order to quickly respond to any academic need, or absence of precursor to learning which could inhibit receptiveness of quality instruction. This model can address all these needs. Therefore, we have a basic benchmarking framework to help inform any targeted focus. Consistency of the measurement tool is important, but so is a non-rigid approach to measurement tools. Each school year is faced with new challenges and most likely new benchmarking programs. A best practice for schools is to analyze needs and options annually then move forward with the best the industry has to offer. We expect this initial framework to morph and improve with the variables presented each school year.

¹⁶ Ivy Academy. "Outdoor Learning Survey Results" slides 9-14. 2019.
<https://docs.google.com/presentation/d/1NSAU5ah4gU6TLMXgHqGK8QkqKZ-bcggZVaAqRJH-ReQ/edit?usp=sharing>

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.*

A Waiver Request is included in the Waivers Section “Curriculum – Use of Unapproved Textbooks” to ensure Trimble Academy’s curriculum selection process includes texts that data reflects will help students reach their maximum achievement and prepare students to meet required TN Standards. The high-quality instructional materials are listed below. All the listed curricula are currently in use through waivers in multiple Tennessee Charter Schools. Data associated with these curricula have been given in detail in the prior sections in response to the learning environment, differentiation, and support for use with all learners

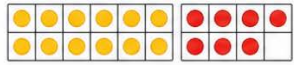
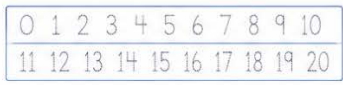
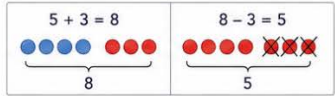
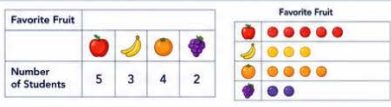
Literacy in K -3rd.....Literacy Essentials
Literacy in 4th - 8th.....Core Knowledge Language Arts Math in
K - 8th..... Singapore Math
Social Studies K - 8th.....Core Knowledge History and Geography (uses many living books)
Science K - 8th.....Core Knowledge Science (uses many living books)

The following pages provide a crosswalk analysis for specific instructional programs and the Tennessee State Standards. This crosswalk reflects conceptual and instructional alignment based on program scope. Please note, formats were different for the various curriculum and/or grade level.

TENNESSEE STATE STANDARDS FOR KINDERGARTEN MATH

Mapped to SINGAPORE PRIMARY MATH **KINDERGARTEN**

This alignment shows how the Tennessee Academic Standards for Mathematics, Kindergarten, are addressed within Singapore Primary Math, Kindergarten.

TN STATE STANDARDS FOR KINDERGARTEN MATH		SINGAPORE PRIMARY MATH – KINDERGARTEN COMPONENTS Where the standard is taught and reinforced	
	K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$).	→	UNIT 1: NUMBERS TO 20 - Understand numbers to 20 - Compose and decompose numbers to 20 - Use part-whole relationships - Represent with objects, drawings, and number sentences  $18 = 10 + 8$
	K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0 to 20 (with 0 representing a count of no objects).	→	UNIT 1: NUMBERS TO 20 - Read and write numbers 0 to 20 - Represent quantities with numerals - Match numerals with sets 
	K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	→	UNIT 2: ADDITION AND SUBTRACTION WITHIN 10 - Understand addition as joining and adding to - Understand subtraction as taking away and finding the difference - Use objects, fingers, drawings, and equations - Solve addition and subtraction story problems 
	K.G.A.2 Correctly name shapes regardless of their orientations or overall size.	→	UNIT 3: 2-D AND 3-D SHAPES - Identify and name 2-D shapes (circle, square, triangle, rectangle) - Identify and name 3-D shapes (cube, cuboid, sphere, cone, cylinder) - Recognize shapes in different orientations and sizes 
	K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	→	UNIT 4: MEASUREMENT - Compare length (longer, shorter, same) - Compare weight (heavier, lighter, same) - Use non-standard units to measure length and weight 
	K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	→	UNIT 5: DATA AND GRAPHS - Sort and classify objects by one attribute - Count and compare the number of objects in each category - Represent data with picture graphs 

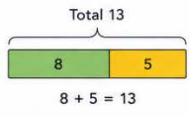
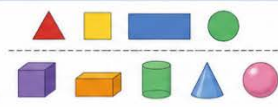
★ Singapore Primary Math, Kindergarten provides a comprehensive, coherent progression that fully supports the Tennessee State Standards for Kindergarten Mathematics.

Source: Tennessee Academic Standards for Mathematics (2021) | Singapore Primary Math U.S. Edition, Kindergarten

TENNESSEE STATE STANDARDS FOR FIRST GRADE MATH

Mapped to SINGAPORE PRIMARY MATH **GRADE 1**

This alignment shows how the Tennessee Academic Standards for Mathematics, First Grade, are addressed within Singapore Primary Math, Grade 1.

TN STATE STANDARDS FOR FIRST GRADE MATH		SINGAPORE PRIMARY MATH – GRADE 1 COMPONENTS Where the standard is taught and reinforced	
	1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	→	UNIT 1: NUMBERS TO 20 - Count, read and write numbers 0 to 20 UNIT 2: NUMBERS TO 100 - Count, read and write numbers to 100 Use number charts 
	1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	→	UNIT 3: ADDITION AND SUBTRACTION WITHIN 20 - Addition facts within 20 - Subtraction facts within 20 - Word problems – all problem types - Use of bar models, diagrams, and number sentences 
	1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	→	UNIT 9: 2-D SHAPES - Identify and describe 2-D shapes (triangle, square, rectangle, circle) UNIT 10: 3-D SHAPES - Identify and describe 3-D shapes (cube, cuboid, cylinder, cone, sphere) 
	1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	→	UNIT 11: LENGTH - Compare lengths directly and indirectly - Order objects by length - Use of non-standard units 
	1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.	→	UNIT 12: TIME - Tell time to the hour - Tell time to the half-hour - Write time on analog and digital clocks 
	1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	→	UNIT 13: DATA AND GRAPHS - Collect and organize data (up to 3 categories) - Make picture graphs - Read and interpret data - Compare categories 

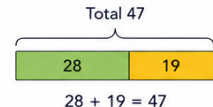
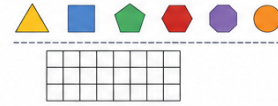
★ Singapore Primary Math, Grade 1 provides a comprehensive, coherent progression that fully supports the Tennessee State Standards for First Grade Mathematics.

Source: Tennessee Academic Standards for Mathematics (2021) | Singapore Primary Math U.S. Edition, Grade 1

TENNESSEE STATE STANDARDS FOR SECOND GRADE MATH

Mapped to SINGAPORE PRIMARY MATH GRADE 2

This alignment shows how the Tennessee Academic Standards for Mathematics, Second Grade, are addressed within Singapore Primary Math, Grade 2.

TN STATE STANDARDS FOR SECOND GRADE MATH		SINGAPORE PRIMARY MATH – GRADE 2 COMPONENTS Where the standard is taught and reinforced																	
	2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; read and write numbers to 1,000 using base-ten numerals, number names, and expanded form.	→	UNIT 1: NUMBERS TO 1,000 - Understand hundreds, tens, and ones - Read and write numbers to 1,000 - Use base-ten numerals, number names, and expanded form - Compare and order numbers  $243 = 200 + 40 + 3$																
	2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, comparing, and unknowns in all positions, e.g., by using drawings, equations with a symbol for the unknown number to represent the problem, and mental strategies.	→	UNIT 2: ADDITION AND SUBTRACTION WITHIN 100 - Addition facts within 100 - Subtraction facts within 100 - One-step and two-step word problems - All problem types and unknowns in all positions - Use of bar models, number lines, diagrams, and equations  $28 + 19 = 47$																
	2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	→	UNIT 6: 2-D AND 3-D SHAPES - Identify and describe 2-D shapes (number of sides and angles) - Identify and describe 3-D shapes (faces, edges, vertices) - Draw shapes with specified attributes - Partition rectangles into rows and columns of same-size squares - Count to find the total number of squares  $4 \text{ rows} \times 6 \text{ columns} = 24 \text{ squares}$																
	2.MD.A.1 Measure the lengths of objects using standard units of length; tell and write time from analog and digital clocks to the nearest five minutes; and solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.	→	UNIT 10: LENGTH - Measure and compare lengths using standard units - Solve word problems involving length  UNIT 11: TIME - Tell and write time to the nearest five minutes - Use analog and digital clocks  UNIT 12: MONEY - Identify coins and dollar bills - Count money using \$ and ¢ symbols - Solve word problems involving money 																
	2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories; solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	→	UNIT 14: DATA AND GRAPHS - Collect and organize data (up to 4 categories) - Draw picture graphs - Draw bar graphs with single-unit scale - Solve put-together, take-apart, and compare problems Favorite Pet<table><tr><td>Dog</td><td></td></tr><tr><td>Cat</td><td></td></tr><tr><td>Fish</td><td></td></tr><tr><td>Bird</td><td></td></tr></table> Number of Students<table><tr><td>Dog</td><td>4</td></tr><tr><td>Cat</td><td>3</td></tr><tr><td>Fish</td><td>2</td></tr><tr><td>Bird</td><td>1</td></tr></table>	Dog		Cat		Fish		Bird		Dog	4	Cat	3	Fish	2	Bird	1
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 Singapore Primary Math, Grade 2 provides a comprehensive, coherent progression that fully supports the Tennessee State Standards for Second Grade Mathematics.

Source: Tennessee Academic Standards for Mathematics (2021) | Singapore Primary Math U.S. Edition, Grade 2

★ Singapore Primary Math, Grade 2 provides a comprehensive, coherent progression that fully supports the Tennessee State Standards for Second Grade Mathematics.

Source: Tennessee Academic Standards for Mathematics (2021) | Singapore Primary Math U.S. Edition, Grade 2

TN STATE STANDARD FOR 3RD GRADE MAPPED TO SIGNAPORE MATH GRADE 3				
	Pacing	Lesson	Standards Addressed	Notes
Chapter 1: Numbers to 10,000	1 day	Chapter Opener and Recall		Use Transition Guide as necessary.
	1 day	1A Place Value	3.NBT.A.4 Read and write multi-digit whole numbers (less than or equal to 100,000) using standard form, word form, and expanded form	
	1 day	1B Compare and Order Numbers		
	1 day	1C Number Patterns		This prepares for mental math in the next chapter.
	1 day	1D Rounding Numbers	3.NBT.A.1 Round whole numbers to the nearest 10 or 100 using understanding of place value and use a number line to explain how the number was rounded.	
	1 day	Chapter Wrap Up and Performance Task		
	1 day	STEAM		Optional
	2 days	Chapter Practice		Could be done 1 day in class and remaining as homework for reviewing for test
	2 days	Chapter Assessment		May not take the two full days

Chapter 2: Addition and Subtraction within 10,000	1 day	Chapter Opener and Recall		Use transition guide as necessary.
	1 day	2A Add Fluently within 1,000	3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	
	1 day	2A Subtract Fluently within 1,000		
	1 day	2B Addition within 10,000 without Renaming		
	1 day	2B Addition within 10,000 with Renaming		
	1 day	2B Subtraction within 10,000 without Renaming		
	1 day	2B Subtraction within 10,000 with Renaming		
	1 day	2C Add Using Number Lines		
	1 day	2C Other Strategies to Add		
	1 day	2C Subtract Using Number Lines		
	1 day	2C Other Strategies to Subtract		
	1 day	2D Word Problems		
	1 day	Chapter Wrap Up and Performance Task		
	1 day	STEAM		Optional
	2 days	Chapter Practice		Could be done 1 day in class and remaining as homework for reviewing for test
	3 days	Chapter Test/ Cumulative Assessment		May not take the two full days and may not need to do the cumulative assessment.

Chapter 3: Multiplication and Division	1 day	Chapter Opener and Recall		Use Transition Guide as necessary.
	1 day	3A Use Equal Groups to Multiply	3.OA.A.1 Interpret the factors and products in whole number multiplication equations	
	1 day	3A Use Arrays to Multiply		
	1 day	3B Multiply by 2		
	1 day	3B Use Doubles to Multiply by 2		
	1 day	3C Multiply by 5	3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the properties of operations or the relationship between multiplication and division	
	1 day	3D Multiply by 10		
	1 day	3E Multiply by 3		
			3.OA.D.9 Identify patterns in a multiplication chart and explain them using properties of operations.	
	1 day		3.OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers within 100.	
		3E Multiply by 3 Using Known Facts	3.OA.B.5 Apply properties of operations as strategies to multiply and divide.	
	1 day	3F Multiply by 4	See above standards	
	1 day		3.OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers within 100.	
		3F Multiply by 4 Using Known Facts	3.OA.B.5 Apply properties of operations as strategies to multiply and divide.	
	1 day	3G Word Problems	3.OA.A.3 Multiply and divide within 100 to solve contextual problems, with the unknown in any positions, in situations involving equal groups, arrays/area, and measurement quantities using strategies based on place value, the properties of operations, and the relationship between multiplication and division	
	1 day	3H Division as Sharing	3.OA.A.2 Interpret the dividend, divisor, and quotient in whole number division equations	
	1 day	3H Division as Grouping		
	1 day	3I Divide by 2		
	1 day	3J Divide by 5		
	1 day	3K Divide by 10	3.OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers within 100.	
	1 day	3L Divide by 3		
	1 day	3M Divide by 4		
			3.OA.B.6 Understand division as an unknown-factor problem.	
			3.OA.B.5 Apply properties of operations as strategies to multiply and divide.	
	1 day	3N Word Problems: Divide by 2, 3, 4, 5 and 10	3.OA.A.3 Multiply and divide within 100 to solve contextual problems, with the unknown in any positions, in situations involving equal groups, arrays/area, and measurement quantities using strategies based on place value, the properties of operations, and the relationship between multiplication and division	
	1 day	3N Word Problems: Multiply by 2, 3, 4, 5 and 10		
	1 day	Chapter Wrap Up and Performance Task		
	1 day	STEAM		Optional
	2 days	Chapter Practice		Could be done 1 day in class and remaining as homework for reviewing for test
	2 days	Chapter Test		May not take the two full days.
	1 day	Heuristics		

Chapter 4: Multiplication and Division of 6, 7, 8, and 9	1 day	Chapter Opener and Recall		Use Transition Guide as necessary.
	1 day		3.OA.B.5 Apply properties of operations as strategies to multiply and divide.	
		4A Multiply by 6	3.OA.D.9 Identify patterns in a multiplication chart and explain them using properties of operations.	
	1 day	4A Divide by 6	3.OA.B.6 Understand division as an unknown-factor problem.	
	1 day	4A Word Problems: Multiply and Divide by 6	3.OA.A.3 Multiply and divide within 100 to solve contextual problems, with the unknown in any positions, in situations involving equal groups, arrays/area, and measurement quantities using strategies based on place value, the properties of operations, and the relationship between multiplication and division	
	1 day		3.OA.B.5 Apply properties of operations as strategies to multiply and divide.	
		4B Multiply by 7	3.OA.D.9 Identify patterns in a multiplication chart and explain them using properties of operations.	
	1 day	4B Divide by 7	3.OA.B.6 Understand division as an unknown-factor problem.	
	1 day	4B Word Problems: Multiply and Divide by 7	3.OA.A.3 Multiply and divide within 100 to solve contextual problems, with the unknown in any positions, in situations involving equal groups, arrays/area, and measurement quantities using strategies based on place value, the properties of operations, and the relationship between multiplication and division	
	1 day		3.OA.B.5 Apply properties of operations as strategies to multiply and divide.	
		4C Multiply by 8	3.OA.D.9 Identify patterns in a multiplication chart and explain them using properties of operations.	
	1 day	4C Divide by 8	3.OA.B.6 Understand division as an unknown-factor problem.	
	1 day	4C Word Problems: Multiply and Divide by 8	3.OA.A.3 Multiply and divide within 100 to solve contextual problems, with the unknown in any positions, in situations involving equal groups, arrays/area, and measurement quantities using strategies based on place value, the properties of operations, and the relationship between multiplication and division	
	1 day		3.OA.B.5 Apply properties of operations as strategies to multiply and divide.	
		4D Multiply by 9	3.OA.D.9 Identify patterns in a multiplication chart and explain them using properties of operations.	
	1 day	4D Divide by 9	3.OA.B.6 Understand division as an unknown-factor problem.	
	1 day	4D Word Problems: Multiply and Divide by 9	3.OA.A.3 Multiply and divide within 100 to solve contextual problems, with the unknown in any positions, in situations involving equal groups, arrays/area, and measurement quantities using strategies based on place value, the properties of operations, and the relationship between multiplication and division	
	1 day	4E Multiply by Tens	3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.	
	1 day	4F Multiply a 2-Digit Number by a 1-Digit Number		
	1 day	4G 2-Part Word Problems: The Four Operations	problems, with the unknown in any positions, in situations involving equal groups, arrays/area, and measurement quantities using strategies based on place value, the properties of operations, and the relationship between multiplication and division	
	1 day	4G 2-Step Word Problems: The Four Operations		
			3.OA.D.8 Solve two-step contextual problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding	
	1 day	Chapter Wrap Up and Performance Task		
	1 day	STEAM		Optional
	2 days	Chapter Practice		Could be done 1 day in class and remaining as homework for reviewing for test
	2 days	Chapter assessment		May not take the two full days
	1 day	Heuristics		

Chapter 5: Time	1 day	Chapter Opener and Recall		Use Transition Guide as necessary.
	1 day	5A Hours and Minutes	3.MD.A.1 Solve contextual problems in time and money.	
	1 day	5A Time Intervals		
	1 day	5B Word Problems: Find the Duration	a. Tell and write time to the nearest minute and measure time intervals in minutes. Solve contextual problems involving addition and subtraction of time intervals in minutes.	
	1 day	5B Word Problems: Find the Start Time or End Time		
	1 day	Chapter Wrap Up and Performance Task		
	1 day	STEAM		Optional
	2 days	Chapter Practice		Could be done 1 day in class and remaining as homework for reviewing for test
	6 days	Chapter Test/ Cumulative Assessment/ Mid Year Assessment		May not take the two full days and may not need to do the cumulative assessment.
	1 day	Chapter Opener and Recall		Use Transition Guide as necessary
Chapter 6: Area and Perimeter	1 day	6A Area in Square Units	3.MD.C.5 Recognize that plane figures have an area and understand concepts of area measurement. a. Understand that a square with side length 1 unit, called "a unit square," is said to have "one square unit" of area and can be used to measure area. b. Understand that a plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	
	1 day	6A Area in Square Centimeters and Square Inches	3.MD.C.6 Measure areas by counting unit squares (square centimeters, square meters, square inches, square feet, and improvised units).	
	1 day	6A Area in Square Meters, Square Feet, and Square Yards		
	1 day	6B Area of Squares and Rectangles		
	1 day	6C Perimeter	3.MD.C.7 Relate area of rectangles to the operations of multiplication and addition. a. Find the area of a rectangle with whole-number side lengths by tiling it and show that the area is the same as would be found by multiplying the side lengths. b. Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real-world and mathematical problems and represent whole-number products as rectangular areas in mathematical reasoning. c. Use tiling to show in a concrete case that the area of a rectangle with whole number side lengths a and $(b + c)$ is the sum of $(a \times b)$ and $(a \times c)$. Use area models to represent the distributive property in mathematical reasoning.	
	1 day	6C Word Problems: Perimeter	3.MD.D.8 Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exploring rectangles with the same perimeter and different areas or with the same area and different perimeters.	
	1 day	6D Composite Figures	d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems.	
	1 day	6E Word Problems		
	1 day	Chapter Wrap Up and Performance Task		
	1 day	STEAM		Optional
	2 days	Chapter Practice		Could be done 1 day in class and remaining as homework for reviewing for test
	2 days	Chapter assessment		May not take the two full days
	1 day	Heuristics		

Chapter 7: Fractions	1 day	Chapter Opener and Recall		Use Transition Guide as necessary.
	1 day	7A Unit Fractions	3.NF.A.1 Understand a unit fraction, $1/b$, as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a non-unit fraction, n/b , as the quantity formed by n parts of size $1/b$.	
	1 day	7B More Fractions	3.G.A.2 Partition shapes into parts with equal areas. Recognize that equal shares of identical wholes need not have the same shape. Express the area of each part as a unit fraction of the whole.	
	1 day	7C Fractions Greater Than 1		
	1 day	7D Compare 2 Fractions	d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Use the symbols $>$, $=$, or $<$ to show the relationship and justify the conclusions.	
	1 day	7D Compare and Order Fractions		
	1 day	7E Equivalent Fractions	3.NF.A.3 Explain equivalence of fractions and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size or the same point on a number line. b. Recognize and generate simple equivalent fractions (e.g., $1/2 = 2/4$, $4/6 = 2/3$) & explain why the fractions are equivalent using a visual fraction model. c. Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers.	
	1 day	7F Fractions on a Number Line	3.NF.A.2 Understand a fraction as a number on the number line. Represent fractions on a number line. a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint locates the number $1/b$ on the number line. b. Represent a fraction n/b on a number line diagram by marking off n lengths $1/b$ from 0. Recognize that the resulting interval has size n/b and that its endpoint locates the number n/b on the number line.	
	1 day	7G Fractions of a Set		
	1 day	Chapter Wrap Up and Performance Task		
	1 day	STEAM		1 day
	2 days	Chapter Practice		Could be done 1 day in class and remaining as homework for reviewing for test
	4 days	Chapter Test/ Cumulative Assessment		May not take the two full days and may not need to do the cumulative assessment.
Chapter 8: Mass and Liquid Volume	1 day	Chapter Opener and Recall		Use Transition Guide as necessary.
	1 day	8A Measure Mass in Kilograms	3.MD.A.2 Measure the mass of objects and liquid volume using standard units of grams (g), kilograms (kg), milliliters (ml), and liters (l). Estimate the mass of objects and liquid volume using benchmarks.	
	1 day	8B Measure Mass in Grams		
	1 day	8C Measure Volume in Liters		
	1 day	8D Word Problems		
	1 day	Chapter Wrap Up and Performance Task		
	1 day	STEAM		Optional
	2 days	Chapter Practice		Could be done 1 day in class and remaining as homework for reviewing for test
	2 days	Chapter Assessment		May not take the two full days
	1 day	Heuristics		
Chapter 9: Data	1 day	Chapter Opener and Recall		Use Transition Guide as necessary.
	1 day	9A Picture Graphs	3.MD.B.3 Draw a pictograph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems	
	1 day	9B Bar Graphs		
	1 day	9C Line Plots	3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units: whole numbers, halves, or quarters.	
	1 day	Chapter Wrap Up and Performance Task		
	1 day	STEAM		Optional
	2 days	Chapter Practice		Could be done 1 day in class and remaining as homework for reviewing for test
	2 days	Chapter Assessment		May not take the two full days
	1 day	Heuristics		
	1 day			

Chapter 10: Angles and Shapes	1 day	Chapter Opener and Recall		Use Transition Guide as necessary.
	1 day	10A Angles and Triangles	3.G.A.1 Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals and recognize examples of quadrilaterals that do not belong to any of these subcategories.	
	1 day	10A Angles and Quadrilaterals		
			3.G.A.3 Determine if a figure is a polygon.	I believe we do this in Grade 2. I would just add this to the language of the entire chapter.
	1 day	Chapter Wrap Up and Performance Task		
	1 day	STEAM		Optional
	2 days	Chapter Practice		Could be done 1 day in class and remaining as homework for reviewing for test
		Chapter Test/ Cumulative Assessment/ End Of Year Assessment		May not take the two full days and may not need to do the cumulative assessment.
	5 days		b. Solve one-step contextual problems involving amounts less than one dollar including quarters, dimes, nickels, and pennies using the ¢ symbol appropriately. Solve contextual problems involving whole number dollar amounts up to \$1000 using the \$ symbol appropriately.	We do this in Grades 1 and 2. I would suggest adding this to Chapter 2 for addition and subtraction. Review coins and bills. Talk about how those can be added and subtracted.

TN STATE STANDARD FOR 4TH GRADE MAPPED TO SIGNAPORE MATH GRADE 4				
	Pacing	Lessons	Standards Addressed	Notes
Chapter 1: Multi-Digit Whole Numbers	1 day	Chapter Opener and Recall		
			4.NBT.A.2 Read and write multi-digit whole numbers (less than or equal to 1,000,000) using standard form, word form, and expanded notation (e.g. the expanded notation of 4256 is written as $(4 \times 1000) + (2 \times 100) + (5 \times 10) + (6 \times 1)$). Compare two multi-digit numbers based on meanings of the digits in each place and use the symbols $>$, $=$, and $<$ to show the relationship.	
	1 day	1A: Numbers to 1,000,000		
	1 day	1B: Compare and Order Numbers		
	1 day	1C: Number and Shape Patterns	4.OA.C.5 Generate a number or shape pattern that follows a given rule.	
	2 days	1D: Rounding Numbers	4.NBT.A.3 Round multi-digit whole numbers to any place (up to and including the hundred-thousand place) using understanding of place value and use a number line to explain how the number was rounded.	
	1 day	Chapter Wrap Up and Performance Task		
	1 day	STEAM		
	2 days	Chapter Practice		
	2 days	Chapter Assessment		
Chapter 2: Addition and Subtraction	1 day	Chapter Opener and Recall		
	1 day	2A: Add Multi-Digit Whole Numbers		
	1 day	2B: Subtract Multi-Digit Whole Numbers	4.NBT.B.4 Fluently add and subtract within 1,000,000 using efficient strategies and algorithms.	
	3 days	2C: Word Problems		
	1 day	Chapter Wrap Up and Performance Task		
	1 day	STEAM		
	2 days	Chapter Practice		
	4 days	Chapter Test/ Cumulative Assessment		
	1 day	Heuristics		
	1 day	Chapter Opener and Recall		
Chapter 3: Multiplication and Division	1 day	3A: Multiplicative Comparisons	4.OA.A.1 Interpret a multiplication equation as a comparison	
			4.OA.A.2 Multiply or divide to solve contextual problems involving multiplicative comparison, and distinguish multiplicative comparison from additive comparison.	
	1 day	3B: Word Problems		
	3 days	3C: Factors, Multiples and Prime Numbers	4.OA.B.4 Find factor pairs for whole numbers in the range 1–100 using models. Recognize that a whole number is a multiple of each of its factors. Determine whether a given number is a multiple of a given one-digit number.	
	1 day	3D: Multiply by Tens, Hundreds and Thousands	4.NBT.A.1 Recognize that in a multi-digit whole number (less than or equal to 1,000,000), a digit in one place represents 10 times as much as it represents in the place to its right.	
	1 day	3E: Multiply a 2-digit Number by a 1-Digit Number	4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	
	1 day	3F: Multiply a 3-Digit or 4-Digit Number by a 1-Digit Number		
	1 day	3G: Word Problems		
	1 day	3H: Multiply a 2-Digit Number by a 2-Digit Number	4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	
	1 day	3I: Quotient and Remainder		
	1 day	3J: Divide a 2-Digit Number by a 1-Digit Number	4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	
	2 days	3K: Divide a 3-Digit or 4-Digit Number by a 1-Digit Number		
	1 day	3L: Estimate Quotients		
	2 days	3M: Word Problems		
	1 day	Chapter Wrap Up and Performance Task		
	1 day	STEAM		
	2 days	Chapter Practice		
	2 days	Chapter Assessment		

Chapter 4: The 4 Operations Using Bar Models	1 day	Chapter Opener and Recall		
			4.OA.A.3 Solve multi-step contextual problems (posed with whole numbers and having whole-number answers using the four operations) including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity.	
	2 days	4A: Word Problems		
		Chapter Wrap Up and Performance Task		
	1 day	STEAM		
	2 days	Chapter Practice		
	2 days	Chapter Assessment		
	1 day	Heuristics		
Chapter 5: Fractions	1 day	Chapter Opener and Recall		
			4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(a \times n)/(b \times n)$ or $(a \div n)/(b \div n)$ using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	
	3 days	5A: Equivalent Fractions		
			4.NF.A.2 Compare two fractions with different numerators and different denominators by creating common denominators or common numerators or by comparing to a benchmark such as 0 or $1/2$ or 1. Recognize that comparisons are valid only when the two fractions refer to the same whole. Use the symbols $>$, $=$, or $<$ to show the relationship and justify the conclusions.	
	2 days	5B: Compare and Order Fractions		
	2 days		4.NF.B.3a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	
			4.NF.B.3b. Decompose a fraction into a sum of fractions with the same denominator in more than one way (e.g., $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$) recording each decomposition by an equation. Justify decompositions using a visual fraction model.	
		5C: Add and Subtract Like Fractions		
	2 days	5D: Word Problems	4.NF.B.3d. Solve contextual problems involving addition and subtraction of fractions referring to the same whole and having like denominators	
		Chapter Wrap Up and Performance Task		
	1 day	STEAM		
	2 days	Chapter Practice		
	2 days	Chapter Assessment		
	1 day	Chapter Opener and Recall		
Chapter 6: Mixed Numbers, Improper Fractions and Operations on Fractions	4 days	6A: Mixed Numbers and Improper Fractions		
			4.NF.B.3c. Add and subtract mixed numbers with like denominators by replacing each mixed number with an equivalent fraction and/or by using properties of operations and the relationship between addition and subtraction.	
	2 days	6B: Add and Subtract Mixed Numbers		
			3.NF.B.3d. Solve contextual problems involving addition and subtraction of fractions referring to the same whole and having like denominators	
	3 days	6C: Word Problems		
			4.NF.b.4a. Understand a fraction a/b as a multiple of $1/b$.	
			4.NF.b.4b. Understand a multiple of a/b as a multiple of $1/b$ and use this understanding to multiply a whole number by a fraction.	
		6D: Multiply a Fraction and a Whole Number	4.NF.B.4c. Solve contextual problems involving multiplication of a whole number by a fraction	
	3 days			
			4.MD.B.4 Make a line plot to display a data set of measurements in fractions of the same unit ($1/2$ or $1/4$ or $1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots.	
	2 days	6E: Line Plots		
		Chapter Wrap Up and Performance Task		
	1 day	STEAM		
	2 days	Chapter Practice		
	2 days	Chapter Assessment		

Chapter 7: Decimals	1 day	Chapter Opener and Recall		
			4.NF.C.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.	
			4.NF.C.6 Read and write decimal notation for fractions with denominators 10 or 100. Locate these decimals on a number line.	
			4.NF.C.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Use the symbols $>$, $=$, or $<$ to show the relationship and justify the conclusions.	
	3 days	7A: Tenths		
			4.NF.C.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.	
			4.NF.C.6 Read and write decimal notation for fractions with denominators 10 or 100. Locate these decimals on a number line.	
			4.NF.C.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Use the symbols $>$, $=$, or $<$ to show the relationship and justify the conclusions.	
	3 days	7B: Hundredths		
	1 day	7C: Number Patterns		
	1 day	Chapter Wrap Up and Performance Task		
	1 day	STEAM		
	2 days	Chapter Practice		
	2 days	Chapter Assessment		
Chapter 8: Area and Perimeter	1 day	Chapter Opener and Recall		
	2 days	8A: Rectangles and Squares	4.MD.A.3 Know and apply the area and perimeter formulas for rectangles in real- world and mathematical contexts.	
	1 day	8B: Composite Figures		
	1 day	Chapter Wrap Up and Performance Task		
	1 day	STEAM		
	2 days	Chapter Practice		
	2 days	Chapter Assessment		
	1 day	Heuristics		

Chapter 9: Geometry	1 day	Chapter Opener and Recall		
	1 day	9A: Points, Lines, Line Segments, Rays and Angles	4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse, straight, reflex), and perpendicular and parallel lines. Identify these in two-dimensional figures.	
	1 day	9B: Acute Angles, Obtuse Angles, Right Angles	4.MD.C.5a. Understand that an angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. 4.MD.C.5b. Understand that an angle that turns through $\frac{1}{360}$ of a circle is called a "onedegree angle," and can be used to measure angles. An angle that turns through n onedegree angles is said to have an angle measure of n degrees and represents a fractional portion of the circle.	
	3 days	9C: Measure Angles	4.MD.C.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	
			4.MD.C.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems.	
	2 days	9D: Parallel and Perpendicular Lines	4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size. Classify triangles based on the measure of the angles as right, acute, or obtuse.	Focus on shapes
	1 day	9E: Lines of Symmetry	4.G.A.3 Recognize and draw lines of symmetry for two-dimensional figures.	
	1 day	Chapter Wrap Up and Performance Task		
	1 day	STEAM		
	2 days	Chapter Practice		
	2 days	Chapter Assessment		
Chapter 10: Measurement, Time and Conversion	1 day	Chapter Opener and Recall		
	3 days	10A: Metric Units of Measurement and Conversion	4.MD.A.1 Measure and estimate to determine relative sizes of measurement units within a single system of measurement involving length, liquid volume, and mass/weight of objects using customary and metric units.	
	3 days	10B: Customary Units of Measurement and Conversion		
	1 day	10C: Time and Conversion		
	1 day	10D: Word Problems	4.MD.A.2 Solve one- or two-step real-world problems involving whole number measurements (including length, liquid volume, mass/weight, time, and money) with all four operations within a single system of measurement. (Contexts need not include conversions.)	
	1 day	Chapter Wrap Up and Performance Task		
	1 day	STEAM		
	2 days	Chapter Practice		
	2 days	Chapter Assessment		

TN STATE STANDARD FOR 5TH GRADE MAPPED TO SINGAPORE MATH GRADE 5				
	Pacing	Lessons	Standards Addressed	Notes
Chapter 1: Multi-Digit Whole Numbers	1 day	Chapter Opener and Recall		
	1 day	1A: Numbers to 10 Million		
	2 days	1B: Multiply by Tens, Hundreds and Thousands	a digit in one place represents 10 times as much of the product when multiplying a number by	
	1 day	Thousands	a digit in one place represents 10 times as much	
	1 day	Chapter Wrap Up and Performance Task		
	1 day	STEAM		
	2 days	Chapter Practice		
	2 days	Chapter Assessment		

Chapter 2: The Four Operations with Whole Numbers	1 day	Chapter Opener and Recall		
			numerical expressions involving whole numbers	lesson but could easily be
	2 days	2A: Order of Operations	calculations with numbers and interpret numerical	
	1 day	2B: Multiply by a 2-Digit Number Fluently	numbers (up to three-digit by four-digit factors)	digit numbers.
	1 day	Digit Number	numbers (up to three-digit by four-digit factors)	digit numbers.
	1 day	2D: Divide by Tens	remainders of whole numbers with up to four-digit	
	2 days	2E: Divide by a 2-Digit Number	remainders of whole numbers with up to four-digit	
	1 day	Number	remainders of whole numbers with up to four-digit	
	2 days	2G: Word Problems	All of the above standards are met with these two lessons	
	1 day	Chapter Wrap Up and Performance Task		
	1 day	STEAM		
	2 days	Chapter Practice		
	4 days	Assessment		
	1 day	Heuristics		
Chapter 3: Addition and Subtraction of Fractions	1 day	Chapter Opener and Recall		
	2 days	3A: Add and Subtract Unlike Fractions	denominators (including mixed numbers) by	
	2 days	3B: Add and Subtract Mixed Numbers	denominators (including mixed numbers) by	
	2 days	3C: Word Problems	addition and subtraction of fractions referring to the	
	1 day	Chapter Wrap Up and Performance Task		
	1 day	STEAM		
	2 days	Chapter Practice		
	2 days	Chapter Assessment		
Chapter 4: Multiplication and Division of Fractions	1 day	Chapter Opener and Recall		
	3 days	Numbers	understandings of multiplication to multiply a	
			understandings of multiplication to multiply a	
	3 days	4B: Product of Fractions	(resizing). a. Compare the size of a product to the	
	1 day	4C: Product of Mixed Numbers	number by a fraction greater than 1 results in a	
	1 day	4D: Fractions as Division	fractional side lengths by tiling it with unit squares	
	3 days	4E: Divide a Fraction by a Whole Number	numerator by the denominator ($a/b = a \div b$). Solve	
	2 days	Fraction	understandings of division to divide unit fractions	
	1 day	Chapter Wrap Up and Performance Task	a unit fraction and compute such quotients.	
	1 day	STEAM		
	2 days	Chapter Practice		
	4 days	Assessment		
Chapter 5: Word Problems: The Four Operations of Fractions	1 day	Chapter Opener and Recall		
			addition and subtraction of fractions referring to the	
			fractional side lengths by tiling it with unit squares	
	3 days	5A: Word Problems	multiplication of fractions and mixed numbers by	
	1 day	Chapter Wrap Up and Performance Task	division of unit fractions by non-zero whole	
	1 day	STEAM		
	2 days	Chapter Practice		
	2 days	Chapter Assessment		
Chapter 6: Decimals	1 day	Chapter Opener and Recall		
	3 days	6A: Thousandths	thousandths using standard form, word form, and	
	1 day	6B: Rounding Decimals	hundredth, tenth, or whole number using	
	1 day	Chapter Wrap Up and Performance Task		
	1 day	STEAM		
	2 days	Chapter Practice		
	4 days	Assessment		

Chapter 7: The Four Operations of Decimals	1 day	Chapter Opener and Recall		
	4 days	7A: Addition and Subtraction of Decimals	decimals to hundredths, using concrete models or	
	5 days	7B: Multiplication of Decimals	decimals to hundredths, using concrete models or	
	5 days	7C: Division of Decimals	decimals to hundredths, using concrete models or	
	2 days	7D: Conversion of Measurement Units	decimals to hundredths, using concrete models or	
			measurement units within a single system by	
	1 day	Chapter Wrap Up and Performance Task		
	1 day	STEAM		
	2 days	Chapter Practice		
	2 days	Chapter Assessment		
Chapter 8: Word Problems: The Four Operations of Decimals	1 day	Chapter Opener and Recall		
	3 days	8A: Word Problems	decimals to hundredths, using concrete models or	
	1 day	Chapter Wrap Up and Performance Task		
	1 day	STEAM		
	2 days	Chapter Practice		
	4 days	Assessment		
Chapter 9: Volume	1 day	Chapter Opener and Recall		
	1 day	9A: Measure and Compare Volume	solid figures and understand concepts of volume	
	1 day	9B: Volume of Rectangular Prisms	using cubic centimeters, cubic inches, cubic feet,	
	1 day	9C: Volume of Composite Solids	multiplication and addition and solve real-world and	
	1 day	Chapter Wrap Up and Performance Task	volumes of solid figures composed of two non-	
	1 day	STEAM		
	2 days	Chapter Practice		
	2 days	Chapter Assessment		
	1 day	Heuristics		
	1 day	Chapter Opener and Recall		
Chapter 10: Properties and Classification of 2D Shapes	1 day	10A: Properties and Classification of Triangles	hierarchy based on properties. Understand that	
	1 day	Quadrilaterals	hierarchy based on properties. Understand that	
	1 day	Chapter Wrap Up and Performance Task		
	1 day	STEAM		
	2 days	Chapter Practice		
	4 days	Assessment		
Chapter 11: Line Plots and Coordinate Plane	1 day	Chapter Opener and Recall		
	1 day	11A: Line Plots	measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$).	
	1 day	11B: The Coordinate Plane	using the first quadrant of the coordinate plane.	
	1 day	11C: Line Graphs	problems by graphing points in the first quadrant of	
	1 day	Chapter Wrap Up and Performance Task		
	1 day	STEAM		
	2 days	Chapter Practice		
Chapter 12: Number Patterns and Relationships	2 days	Chapter Assessment		
	1 day	Chapter Opener and Recall		
	2 days	12A: Number Patterns and Relationships	two given rules.	
	1 day	Chapter Wrap Up and Performance Task	consisting of corresponding terms from two	
	1 day	STEAM		
	2 days	Chapter Practice		
	6 days	Assessment		

Alignment of Core Knowledge Science with TN State Standards

Below is a Tennessee Academic Standards crosswalk for Core Knowledge Science (CKSci) Grades K–5. This is not an official Tennessee Department of Education publication, but it reflects the strong alignment between Core Knowledge Science domains and the Tennessee Academic Standards for Science, which are NGSS-based. ([Tennessee State Government](http://www.tn.gov))

You can reference the official Tennessee Science Standards here:

- [Tennessee Academic Standards for Science](#)
- [TDOE Science Standards Overview](#)
- [Core Knowledge Science Curriculum](#)

Tennessee Standards Crosswalk — Core Knowledge Science K–5

Grade	Core Knowledge Science Domains	Tennessee Academic Standards Alignment
Kindergarten	Plants & Animals, Weather, Pushes & Pulls, Human Body	K.LS1, K.LS3, K.ESS2, K.PS2
Grade 1	Sun, Moon & Stars, Light & Sound, Simple Machines, Animal & Plant Survival	1.ESS1, 1.PS4, 1.LS1, 1.LS3
Grade 2	Matter, Insects, Habitats, Magnetism & Electricity	2.PS1, 2.LS2, 2.PS2
Grade 3	Forces & Motion, Weather & Climate, Fossils, Classification	3.PS2, 3.ESS2, 3.LS4
Grade 4	Energy, Waves, Earth Processes, Ecosystems	4.PS3, 4.PS4, 4.ESS2, 4.LS1
Grade 5	Matter, Water Cycle, Astronomy, Ecosystems & Food Webs	5.PS1, 5.ESS2, 5.ESS1, 5.LS2

Detailed Grade-Level Alignment

Kindergarten

Core Knowledge Unit	Tennessee Standards
Plants & Animals	K.LS1.1, K.LS1.2

Weather	K.ESS2.1, K.ESS3.2
Pushes & Pulls	K.PS2.1, K.PS2.2
Human Body & Senses	K.LS1.3

Grade 1

Core Knowledge Unit	Tennessee Standards
Sun, Moon & Stars	1.ESS1.1, 1.ESS1.2
Light & Sound	1.PS4.1, 1.PS4.2
Plant & Animal Traits	1.LS3.1
Animal Survival	1.LS1.1

Grade 2

Core Knowledge Unit	Tennessee Standards
States of Matter	2.PS1.1, 2.PS1.2
Habitats & Ecosystems	2.LS2.1
Insects	2.LS1.1
Electricity & Magnetism	2.PS2.1

Grade 3

Core Knowledge Unit	Tennessee Standards
Forces & Motion	3.PS2.1, 3.PS2.2
Weather & Climate	3.ESS2.1, 3.ESS2.2
Fossils	3.LS4.1

Organism Classification 3.LS4.2

Grade 4

Core Knowledge Unit	Tennessee Standards
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Energy Transfer	4.PS3.1, 4.PS3.2
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Waves & Information	4.PS4.1
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Earth Changes	4.ESS2.1
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Ecosystems	4.LS1.1, 4.LS1.2
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Grade 5

Core Knowledge Unit	Tennessee Standards
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Matter	5.PS1.1, 5.PS1.2
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Water Cycle	5.ESS2.1
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Solar System & Stars	5.ESS1.1
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Food Webs & Ecosystems	5.LS2.1
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Important Notes

- Tennessee’s science standards are three-dimensional and based heavily on NGSS structure and practices. ([Tennessee State Government](#))
- Core Knowledge Science was designed around NGSS-aligned content progressions, making the match particularly strong in elementary grades. ([Tennessee State Government](#))
- Most Tennessee standards are addressed through:
 - hands-on investigations,
 - informational texts,
 - vocabulary development,
 - modeling,
 - and science discourse embedded in CKSci lessons. ([Tennessee State Government](#))

Core Knowledge History & Geography (CKHG) Crosswalk

Tennessee Academic Standards for Social Studies — Grades K–5

This crosswalk aligns the [Core Knowledge History & Geography Sequence](#) with the [Tennessee Academic Standards for Social Studies](#) for Kindergarten through 5th Grade. Tennessee’s standards emphasize civics, economics, geography, culture, and chronological thinking, all of which are substantially reflected throughout the CKHG sequence. ([Tennessee State Government](#))

Kindergarten Crosswalk

Core Knowledge History & Geography Units	Tennessee Social Studies Standards Alignment
Let’s Explore Our World!	K.15, K.16, K.17 Geography & maps
Native Americans	K.3, K.4, K.5 Culture & traditions
Exploring and Moving to America	K.6, K.7 Historical figures & communities
Mount Rushmore Presidents	K.8, K.9, K.10 American symbols & leaders
Civics Integration	K.11–K.14 Citizenship, rules, authority

Major Tennessee Skills Addressed

- Recognizing maps and globes
 - Understanding communities
 - National symbols and holidays
 - Historical figures
 - Rules and citizenship
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Grade 1 Crosswalk

CKHG Units	Tennessee Standards Alignment
Continents, Countries, and Maps	1.15–1.19 Geography skills

Mesopotamia	1.1–1.4 Early civilizations
Ancient Egypt	1.1–1.4 Ancient cultures
Three World Religions	1.5–1.6 Culture & beliefs
Early Civilizations of the Americas	1.7–1.8 Indigenous peoples
Culture of Mexico	1.19 Global awareness
Early Explorers and Settlers	1.9–1.11 Exploration
From Colonies to Independence	1.12–1.14 American history foundations
Exploring the West	1.20 Geography & expansion
Lessons in Civics	1.21–1.25 Citizenship & government

Major Tennessee Skills Addressed

- Ancient world civilizations
- Cultural awareness
- Geographic reasoning
- Foundational U.S. history
- Civic participation

Grade 2 Crosswalk

CKHG Units	Tennessee Standards Alignment
Ancient India	2.1–2.4 Early civilizations
Ancient China	2.1–2.4 Asian civilizations
Culture of Japan	2.5 Cultural traditions

Ancient Greece	2.6–2.9 Classical civilizations
Geography of the Americas	2.20–2.22 Geography
Making the Constitution	2.10–2.12 Government foundations
War of 1812	2.13–2.14 Early U.S. history
Americans Move West	2.15–2.16 Expansion
Civil War	2.17–2.18 U.S. conflict
Immigration and Citizenship	2.23–2.25 Citizenship
Civil Rights Leaders	2.19 Historical change
Lessons in Economics	2.26–2.28 Economics

Major Tennessee Skills Addressed

- Ancient civilizations
- U.S. Constitution
- Westward expansion
- Immigration
- Economics and citizenship

Grade 3 Crosswalk

CKHG Units	Tennessee Standards Alignment
World Rivers	3.22–3.25 Geography
Ancient Rome	3.1–3.4 Classical civilizations
Vikings	3.5 Exploration & migration

Earliest Americans	3.6 Indigenous peoples
Canada	3.23 Geographic regions
Exploration of North America	3.7–3.10 Exploration
Thirteen Colonies	3.11–3.18 Colonial America

Major Tennessee Skills Addressed

- Roman civilization
- Exploration
- Colonial America
- Indigenous cultures
- Physical geography

Grade 4 Crosswalk

CKHG Units	Tennessee Standards Alignment
Using Maps	4.26–4.30 Geography skills
World Mountains	4.26–4.30 Physical geography
Medieval Europe	4.1–4.5 Middle Ages
Medieval Islamic Empires	4.6–4.8 Islamic civilizations
Early & Medieval African Kingdoms	4.9–4.10 African civilizations
Dynasties of China	4.11–4.13 Asian civilizations
American Revolution	4.14–4.18 Revolutionary era
U.S. Constitution	4.19–4.20 Government
Early Presidents	4.21–4.22 Early republic

American Reformers

4.23–4.25 Reform movements

Understanding Civics

4.C&G Civic standards

Major Tennessee Skills Addressed

- Medieval world history
- American founding documents
- Civics and government
- Historical analysis
- Geographic literacy

Grade 5 Crosswalk

CKHG Units	Tennessee Standards Alignment
World Lakes	5.30–5.34 Geography
Maya, Aztec, & Inca Civilizations	5.1–5.4 Indigenous civilizations
Age of Exploration	5.5–5.8 Exploration
Renaissance	5.9–5.10 European intellectual movements
Reformation	5.11–5.12 Religious change
England and the Golden Age	5.13–5.14 European development
Early Russia	5.15 World civilizations
Feudal Japan	5.16 Asian civilizations
Geography of the United States	5.30–5.34 U.S. geography
Westward Expansion Before Civil War	5.17–5.20 Expansion

Civil War**5.21–5.24 Civil War**

Westward Expansion After Civil War	5.25–5.26 Reconstruction era
Native Americans: Cultures & Conflicts	5.27–5.28 Indigenous history
Understanding Economics	5.E Economics standards

Major Tennessee Skills Addressed

- World civilizations
 - Exploration and colonization
 - Civil War & Reconstruction
 - Geography
 - Economics and citizenship
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Overall Alignment Summary

The Core Knowledge History & Geography sequence strongly aligns with Tennessee’s elementary social studies framework because both emphasize:

- chronological history instruction,
- geography and map skills,
- civics and citizenship,
- economics,
- cultural literacy,
- and foundational world civilizations. ([Tennessee State Government](#))

Core Knowledge tends to provide:

- greater historical depth,
- more coherent chronological sequencing,
- stronger world civilization exposure,
- and richer content knowledge than many traditional elementary social studies programs. ([Core Knowledge](#))

The Core Knowledge Sequence provides students with an exceptionally thorough and coherent understanding of history through its content-rich, chronological approach to world and American civilizations. Because the sequence is intentionally comprehensive and often explores topics in greater depth than traditional elementary social studies programs, students develop strong historical

knowledge, vocabulary, and contextual understanding across grade levels. While limited supplementation may occasionally be needed to achieve perfect alignment with Tennessee state standards, this is typically due to differences in the grade level or timing at which specific topics are taught—not because the Core Knowledge Sequence lacks rigor or breadth. In many cases, the Core Knowledge curriculum is more robust and historically comprehensive than standard elementary social studies texts.

Alignment of Literacy Essentials Curriculum to TN State Standards

Program Overview: Literacy Essentials

Literacy Essentials is a structured literacy program designed to systematically develop students' proficiency in reading, writing, spelling, and language through explicit instruction in:

- Phonemic awareness and phonics
- Systematic decoding and encoding
- Syllable patterns and orthographic mapping
- Morphology (prefixes, suffixes, and roots)
- Grammar and syntax development
- Writing instruction integrated with language study
- Vocabulary acquisition through structured word analysis
- Reading fluency and comprehension development

The program emphasizes cumulative skill development and mastery learning consistent with the science of reading.

Grade-Level Alignment to Tennessee ELA Standards

Kindergarten - Literacy Essentials Instructional Components

- Phonemic awareness (segmenting, blending, manipulation)
- Letter-sound correspondence and phonics introduction
- Early encoding (spelling through sound-symbol mapping)
- Controlled decodable text reading
- Sentence formation and handwriting development
- Oral vocabulary development

Tennessee ELA Alignment

- RF.K.1–3: Print concepts, phonological awareness, phonics, and word recognition

- RL/RI.K.1–10: Listening comprehension and early text understanding
- W.K.1–3: Emergent writing (drawing, dictation, and sentence formation)
- L.K.1–6: Foundational grammar and vocabulary development
- SL.K.1–6: Oral language development and collaborative communication

Alignment Summary

Literacy Essentials demonstrates **strong alignment** with Tennessee foundational reading standards (RF) and early language development expectations. Instruction supports systematic development of the alphabetic principle and early literacy acquisition.

Grade 1 - Literacy Essentials Instructional Components

- Systematic phonics progression (advanced phonograms)
- Introduction to syllable patterns
- Early morphological awareness
- Decodable reading with increasing complexity
- Sentence-level grammar and structured writing
- Encoding/spelling integrated with phonics instruction

Tennessee ELA Alignment

- RF.1.1–4: Phonics, word recognition, and fluency
- RL/RI.1.1–10: Text comprehension and vocabulary development
- W.1.1–5: Opinion, narrative, and informational writing foundations
- L.1.1–6: Grammar conventions and vocabulary acquisition
- SL.1.1–6: Oral communication and collaborative discussions

Alignment Summary

Strong alignment is present across foundational skills, particularly in phonics, decoding, and early writing. Literacy Essentials provides explicit and systematic instruction that supports and, in some cases, exceeds Tennessee RF expectations.

Grade 2 - Literacy Essentials Instructional Components

- Advanced phonics and syllable division strategies
- Introduction to morphological structures (prefixes and suffixes)
- Expansion of spelling and encoding skills
- Development of paragraph-level writing
- Increasing reading fluency through structured text progression

Tennessee ELA Alignment

- RF.2.3–4: Decoding multisyllabic words and fluency
- RL/RI.2.1–10: Comprehension and vocabulary development
- W.2.1–5: Development of structured writing (paragraph level)
- L.2.1–6: Grammar and language conventions
- SL.2.1–6: Oral language and discussion skills

Alignment Summary

Literacy Essentials maintains **strong alignment** with Tennessee standards, particularly in word recognition, fluency, and grammar. Morphology instruction provides an enhanced structure for vocabulary development beyond minimum expectations.

Grade 3 - Literacy Essentials Instructional Components

- Expanded morphology instruction (prefixes, suffixes, roots)
- Transition to independent reading fluency
- Sentence expansion and paragraph development
- Continued structured writing instruction
- Vocabulary development through word analysis

Tennessee ELA Alignment

- RF.3.3–4: Fluency and multisyllabic word decoding
- RL/RI.3.1–10: Text analysis and comprehension
- W.3.1–6: Opinion, narrative, and informational writing
- L.3.1–6: Grammar and vocabulary development
- SL.3.1–6: Academic discussion and presentation skills

Alignment Summary

Instruction aligns strongly with Tennessee expectations in language and foundational reading skills. As text complexity increases at Grade 3, supplemental exposure to diverse literature and informational texts may be required to fully support Tennessee comprehension demands.

Grade 4 - Literacy Essentials Instructional Components

- Advanced morphological analysis (Greek/Latin roots)
- Grammar mastery and sentence structure refinement
- Multi-paragraph writing development
- Vocabulary instruction through structured word study

Tennessee ELA Alignment

- RL/RI.4.1–10: Close reading and text analysis
- W.4.1–6: Multi-paragraph writing and research
- L.4.1–6: Language conventions and vocabulary acquisition
- SL.4.1–6: Academic discussion and presentation skills

Alignment Summary

Literacy Essentials demonstrates **strong alignment in Language (L) and Writing (W)** standards. Supplemental instructional materials are typically required to ensure full coverage of Tennessee’s increased emphasis on analytical reading of complex texts.

Grade 5 - Literacy Essentials Instructional Components

- Advanced morphology and etymology
- Grammar and syntax mastery
- Structured composition and writing fluency
- Vocabulary development through word structure analysis

Tennessee ELA Alignment

- RL/RI.5.1–10: Literary and informational text analysis
- W.5.1–6: Argumentative, explanatory, and research writing
- L.5.1–6: Advanced grammar and vocabulary development
- SL.5.1–6: Academic discussion and presentation skills

Alignment Summary

Literacy Essentials provides strong alignment in language conventions and writing mechanics. Tennessee Grade 5 standards place increased emphasis on analysis of complex texts and evidence-based reasoning, which is typically addressed through supplemental literature and informational text sets.

Overall Alignment Summary (K–5)

Across Kindergarten through Grade 5, Literacy Essentials demonstrates **comprehensive alignment** with Tennessee English Language Arts Standards, particularly in the following domains:

- Reading Foundational Skills (RF)
- Language Standards (L)
- Early Writing Development (W)
- Vocabulary and Morphology Instruction

The program provides a **systematic, structured literacy approach aligned with the science of reading**, supporting strong early literacy acquisition and long-term language development.

As grade-level expectations increase in complexity (particularly Grades 4–5), Tennessee standards place greater emphasis on:

- Independent reading of complex texts
- Evidence-based analysis across genres
- Research and synthesis writing

Accordingly, **occasional supplementation with grade-level literature and informational text sets may be required to ensure full pacing alignment with Tennessee standards**, not due to gaps in program rigor, but due to differences in instructional sequencing and text selection.

Literacy Essentials is a tier 3 intervention that automatically differentiates for those who might have a reading disability. Singapore Math curriculum, with its concrete > pictorial > abstract method is a whole class method that also acts as a differentiation for neurodiverse learners. The Core Knowledge curriculum is used to build a robust, shared foundation of knowledge across literature, history, science, and the arts, fostering improved reading comprehension, critical thinking, and academic equity. It is specifically sequenced grade-by-grade to minimize learning gaps, boost long-term retention, and prepare students for higher education and future employment.

Alignment of the Core Knowledge Sequence for Science (Grades 6–8) with Tennessee Academic Standards for Science

This document provides a general alignment of the Core Knowledge Sequence for Science for grades 6–8 with the Tennessee Academic Standards for Science. Because both the Core Knowledge Sequence and Tennessee standards are broad and interdisciplinary, this alignment is intended as a curriculum planning and crosswalk tool rather than a lesson-by-lesson pacing guide.

The Tennessee Academic Standards for Science are organized around four disciplinary core ideas:

- Physical Sciences (PS)
- Life Sciences (LS)
- Earth and Space Sciences (ESS)
- Engineering, Technology, and Applications of Science (ETS)

The Core Knowledge Sequence provides strong and comprehensive coverage of middle school science content and aligns well with Tennessee’s three-dimensional science standards. Some supplementation or pacing adjustments may be necessary to ensure all Tennessee standards are taught within the preferred grade-level sequence.

Sources consulted include the Tennessee Academic Standards for Science and Tennessee Department of Education science guidance documents. (tn.gov)

Grade 6 Alignment

Core Knowledge Science Topics	Related Tennessee Science Standards	Alignment Notes
Ecology and ecosystems	6.LS2 Ecosystems: Interactions, Energy, and Dynamics	Strong alignment with ecosystem interactions, food webs, biodiversity, and environmental impacts.
Energy transfer and conservation	6.PS3 Energy	Aligns with conservation of energy, thermal energy transfer, and energy systems.
Weather, climate, and Earth systems	6.ESS2 Earth's Systems	Covers atmospheric processes, climate systems, and Earth interactions.
Human impact on the environment	6.ESS3 Earth and Human Activity	Strong alignment with conservation, sustainability, and environmental stewardship.
Renewable and nonrenewable resources	6.ESS3 Earth and Human Activity	Supports Tennessee standards regarding resource use and sustainability.
Biological change and diversity	6.LS4 Biological Change: Unity and Diversity	Aligns with adaptation, biodiversity, and species survival concepts.
Engineering design and problem solving	6.ETS1 Engineering Design	Supports design, testing, and evaluation of engineering solutions.
Scientific inquiry and experimentation	Embedded SEPs and CCCs	Strong alignment with Tennessee science and engineering practices.

Grade 6 Summary

The Core Knowledge Sequence for Grade 6 provides particularly strong alignment with Tennessee standards in ecosystems, environmental science, energy transfer, and Earth systems. Tennessee's emphasis on science and engineering practices is well supported through investigations and applied learning opportunities within the Core Knowledge curriculum.

Grade 7 Alignment

Core Knowledge Science Topics	Related Tennessee Science Standards	Alignment Notes
Structure and properties of matter	7.PS1 Matter and Its Interactions	Strong alignment with atoms, molecules, compounds, and chemical reactions.
Chemical reactions	7.PS1 Matter and Its Interactions	Aligns with evidence of reactions, conservation of matter, and reaction processes.
Cell structure and function	7.LS1 From Molecules to Organisms: Structures and Processes	Strong alignment with cell theory, organelles, and biological processes.
Body systems and organization	7.LS1 From Molecules to Organisms	Supports organization of living systems and interactions among systems.
Genetics and heredity	7.LS3 Heredity	Aligns with inherited traits, genetic variation, and reproduction.
Photosynthesis and respiration	7.LS1 From Molecules to Organisms	Supports molecular-level life science concepts emphasized in Tennessee standards.
Earth history and geologic processes	7.ESS1 Earth's Place in the Universe and 7.ESS2 Earth's Systems	Partial alignment; may require supplemental Tennessee-specific pacing support.
Engineering and scientific modeling	7.ETS1 Engineering Design	Supports design processes and use of scientific models.

Grade 7 Summary

The Core Knowledge Sequence for Grade 7 aligns especially well with Tennessee standards in life science and chemistry-related physical science concepts. Some Tennessee Earth and Space Science standards may require supplemental instruction or pacing adjustments depending on local implementation.

Grade 8 Alignment

Core Knowledge Science Topics	Related Tennessee Science Standards	Alignment Notes
Forces and motion	8.PS2 Motion and Stability: Forces and Interactions	Strong alignment with Newtonian motion, forces, and interactions.
Energy and waves	8.PS4 Waves and Their Applications in Technologies for Information Transfer	Aligns with wave behavior, electromagnetic waves, and information transfer.
Plate tectonics and geologic processes	8.ESS2 Earth's Systems	Strong alignment with tectonic processes, earthquakes, volcanoes, and Earth history.
Natural selection and adaptation	8.LS4 Biological Change: Unity and Diversity	Aligns with evolution, adaptation, and survival of species.
Space science and Earth systems	8.ESS1 Earth's Place in the Universe	Supports understanding of the solar system and gravitational interactions.
Human impacts and environmental systems	8.ESS3 Earth and Human Activity	Aligns with environmental impacts and sustainability discussions.
Engineering solutions and technology	8.ETS1 Engineering Design	Supports iterative design and problem-solving practices.
Scientific investigations and argument from evidence	Embedded SEPs and CCCs	Strong support for Tennessee's science and engineering practices.

Grade 8 Summary

The Core Knowledge Sequence for Grade 8 provides robust coverage of Tennessee standards related to physical science, Earth science, and biological change. The sequence strongly supports Tennessee's emphasis on evidence-based reasoning, engineering practices, and interdisciplinary scientific understanding.

Overall Alignment Conclusion

The Core Knowledge Science Sequence provides comprehensive and content-rich instruction that aligns well with the Tennessee Academic Standards for Science in grades 6–8. The sequence includes strong coverage of life science, physical science, Earth and space science, and engineering concepts while also supporting scientific inquiry and critical thinking.

Although some pacing differences may require supplemental lessons or strategic scheduling to ensure perfect alignment with Tennessee grade-level expectations, the overall sequence offers students a rigorous and thorough middle school science foundation.

Sources: Tennessee Department of Education Academic Standards for Science and supporting science implementation materials. (tn.gov)

Alignment of the Core Knowledge Sequence for History and Geography (Grades 6–8) with Tennessee Academic Standards for Social Studies

This document provides a general alignment of the Core Knowledge Sequence for History and Geography for grades 6–8 with the Tennessee Academic Standards for Social Studies. This alignment is intended as a curriculum planning guide and crosswalk rather than a lesson-by-lesson pacing document.

The Tennessee Academic Standards for Social Studies integrate history, geography, civics, economics, and culture through a chronological and thematic framework. The Core Knowledge Sequence provides a rich and content-based approach to history and geography instruction that aligns strongly with Tennessee’s emphasis on historical thinking, civic understanding, and world cultures.

Because Tennessee standards sometimes place historical topics in different grade levels than the Core Knowledge Sequence, some supplementation or pacing adjustments may be required to ensure perfect grade-level alignment.

Sources consulted include the Tennessee Academic Standards for Social Studies and Tennessee Department of Education guidance documents. (tn.gov)

Grade 6 Alignment

Core Knowledge History and Geography Topics	Related Tennessee Social Studies Standards	Alignment Notes
Ancient Mesopotamia	6.20–6.28 Ancient River Valley Civilizations	Strong alignment with early civilizations, government, religion, trade, and innovation.

Ancient Egypt	6.20–6.28 Ancient River Valley Civilizations	Covers geography, cultural achievements, belief systems, and political structures.
Ancient India	6.29–6.36 Ancient India	Aligns with Hinduism, Buddhism, social structures, and classical achievements.
Ancient China	6.37–6.45 Ancient China	Strong alignment with dynasties, Confucianism, inventions, and trade routes.
Ancient Greece	6.46–6.58 Ancient Greece	Covers democracy, philosophy, mythology, warfare, and cultural contributions.
Ancient Rome	6.59–6.71 Ancient Rome	Aligns with Roman government, law, expansion, and influence on Western civilization.
Judaism and early religions	Embedded throughout Grade 6 standards	Supports Tennessee emphasis on belief systems and cultural development.
Geography skills and map analysis	Embedded geography standards	Strong alignment with geographic reasoning and spatial understanding.

Grade 6 Summary

The Core Knowledge Sequence for Grade 6 aligns very strongly with Tennessee standards focused on ancient civilizations and classical cultures. Students gain substantial historical background knowledge while also developing geographic literacy and understanding of cultural development.

Grade 7 Alignment

Core Knowledge History and Geography Topics	Related Tennessee Social Studies Standards	Alignment Notes
Medieval Europe	7.01–7.18 The Medieval World	Strong alignment with feudalism, the Catholic Church, the Crusades, and the growth of kingdoms.

Byzantine Empire	7.01–7.18 The Medieval World	Aligns with Eastern Orthodox Christianity, Constantinople, and preservation of classical knowledge.
Islamic civilizations	7.19–7.27 Islamic World	Strong alignment with the rise of Islam, cultural achievements, and trade networks.
Renaissance and Reformation	7.28–7.37 The Renaissance and Reformation	Covers artistic, scientific, religious, and political developments in Europe.
African kingdoms and trade	7.19–7.27 and geography standards	Aligns with trans-Saharan trade, cultural diffusion, and economic systems.
Asian civilizations and empires	7.38–7.49 Asia and the Americas	Supports understanding of major Asian dynasties and cultural traditions.
Indigenous civilizations of the Americas	7.38–7.49 Asia and the Americas	Aligns with Mayan, Aztec, and Incan civilizations.
Exploration and global interaction	7.50–7.57 Age of Exploration	Strong alignment with European exploration, trade, and colonization.
Geography and cultural interaction	Embedded geography standards	Supports geographic literacy and analysis of cultural diffusion.

Grade 7 Summary

The Core Knowledge Sequence for Grade 7 aligns closely with Tennessee’s world history standards emphasizing the medieval world, Renaissance, exploration, and global interaction. The sequence provides rich historical context and supports Tennessee’s emphasis on historical analysis and cultural understanding.

Grade 8 Alignment

Core Knowledge History and Geography Topics	Related Tennessee Social Studies Standards	Alignment Notes
Colonial America	8.01–8.13 Colonial America	Strong alignment with settlement patterns, colonial economies, and regional development.

Causes of the American Revolution	8.14–8.22 American Revolution	Covers taxation, representation, major events, and revolutionary ideas.
Founding documents and Constitutional principles	8.23–8.34 Constitution and Early Republic	Strong alignment with the Constitution, Bill of Rights, branches of government, and federalism.
Early presidents and westward expansion	8.35–8.52 Expansion and Reform	Aligns with political development, territorial growth, and reform movements.
Jacksonian Democracy	8.35–8.52 Expansion and Reform	Covers voting rights expansion, populism, and political changes.
Sectionalism and slavery	8.53–8.62 Sectionalism and the Civil War	Strong alignment with economic differences, slavery, and rising tensions.
Civil War	8.53–8.62 Sectionalism and the Civil War	Aligns with major events, leaders, and consequences of the Civil War.
Reconstruction	8.63–8.68 Reconstruction	Covers constitutional amendments, rebuilding efforts, and social change.
Civics and citizenship	Embedded civics standards	Strong support for constitutional literacy and civic understanding.
Geography and economic systems	Embedded geography and economics standards	Aligns with regional development and economic change.

Grade 8 Summary

The Core Knowledge Sequence for Grade 8 provides strong and comprehensive alignment with Tennessee United States history standards from the colonial era through Reconstruction. The sequence supports Tennessee’s emphasis on constitutional principles, civic understanding, and analysis of historical events and perspectives.

Overall Alignment Conclusion

The Core Knowledge Sequence for History and Geography provides a rigorous, content-rich framework that aligns well with the Tennessee Academic Standards for Social Studies in grades 6–8. Students are exposed to a

broad range of historical periods, civilizations, cultures, and civic concepts that support deep background knowledge and historical literacy.

The sequence strongly supports Tennessee’s focus on chronological understanding, primary source analysis, geography skills, civic understanding, and cultural awareness.

Although some supplementation or pacing adjustments may be necessary to ensure perfect alignment with Tennessee’s specific grade-level placement of topics, the Core Knowledge Sequence offers students a thorough and academically robust foundation in middle school social studies.

Sources: Tennessee Department of Education Academic Standards for Social Studies and implementation guidance documents. (tn.gov)

Singapore Math Alignment to TN State Standards

Singapore Math Topics – Grade 6	Related Tennessee Math Standards	Alignment Notes
Ratios and rate reasoning	6.RP.A.1–3 Ratios and Proportional Relationships	Strong alignment with ratio language, unit rates, proportions, and real-world problem solving.
Fractions, decimals, and percents	6.NS Number System	Aligns with operations involving rational numbers and conversion among forms.
Positive and negative numbers	6.NS.C Rational Numbers	Covers integers, number lines, ordering, and operations with signed numbers.
Algebraic expressions and equations	6.EE Expressions and Equations	Strong alignment with writing, evaluating, and solving expressions and equations.
Geometry and measurement	6.G Geometry	Aligns with area, surface area, volume, and coordinate geometry concepts.
Statistical reasoning and data analysis	6.SP Statistics and Probability	Supports distributions, measures of center, variability, and interpretation of data.
Problem solving using bar modeling and visual strategies	Mathematical Practices	Strong support for conceptual understanding and mathematical reasoning emphasized by Tennessee.

Multi-step real-world application problems

Mathematical Practices and 6.EE/6.RP

Aligns with Tennessee’s emphasis on application and mathematical modeling.

Grade 6 Summary

Singapore Math for Grade 6 aligns strongly with the Tennessee Academic Standards for Mathematics, particularly in ratio reasoning, rational number operations, introductory algebra, geometry, and statistics. The curriculum’s emphasis on conceptual understanding, visual modeling, and multi-step problem solving supports Tennessee’s focus on mathematical reasoning and procedural fluency.

Singapore Math Topics – Grade 7	Related Tennessee Math Standards	Alignment Notes
Proportional relationships	7.RP Ratios and Proportional Relationships	Strong alignment with proportional reasoning, unit rates, and percent problems.
Operations with rational numbers	7.NS Number System	Covers addition, subtraction, multiplication, and division of rational numbers.
Algebraic expressions and equations	7.EE Expressions and Equations	Aligns with solving equations, inequalities, and multi-step algebraic problems.
Geometry concepts	7.G Geometry	Supports scale drawings, angle relationships, circles, area, and volume.
Probability and statistics	7.SP Statistics and Probability	Aligns with probability models, sampling, and comparative data analysis.
Pre-algebra foundations	7.EE and 8.F preparation	Provides strong preparation for algebraic reasoning and functions in Grade 8.
Visual problem-solving strategies	Mathematical Practices	Supports abstract reasoning and mathematical communication.
Real-world mathematical applications	Mathematical Practices	Strong alignment with Tennessee emphasis on modeling and application.

Grade 7 Summary

Singapore Math for Grade 7 provides strong alignment with Tennessee standards in proportional reasoning, algebraic thinking, rational number operations, geometry, and statistics. The curriculum's coherent progression and emphasis on deep conceptual understanding support Tennessee's focus on both procedural fluency and application-based mathematics instruction.

Singapore Math Topics – Grade 8	Related Tennessee Math Standards	Alignment Notes
Linear equations and systems	8.EE Expressions and Equations	Strong alignment with solving linear equations and analyzing systems.
Functions and graphing	8.F Functions	Aligns with function notation, graph interpretation, and linear relationships.
Irrational numbers	8.NS Number System	Covers square roots, cube roots, and irrational numbers.
Geometry and transformations	8.G Geometry	Strong alignment with transformations, congruence, similarity, and the Pythagorean Theorem.
Data analysis and statistics	8.SP Statistics and Probability	Supports scatter plots, bivariate data, and associations between variables.
Algebra readiness	8.EE and Algebra I preparation	Provides substantial preparation for Algebra I concepts and reasoning.
Multi-step modeling and applications	Mathematical Practices	Strong support for mathematical modeling and critical thinking.
Visual and conceptual problem-solving methods	Mathematical Practices	Aligns with Tennessee emphasis on conceptual understanding and perseverance in solving problems.

Grade 8 Summary

Singapore Math for Grade 8 aligns closely with Tennessee standards related to functions, algebraic reasoning, geometry, irrational numbers, and statistics. The curriculum's rigorous progression and emphasis on conceptual mastery provide strong preparation for Algebra I and higher-level mathematics coursework.

Overall Alignment Conclusion

Singapore Math provides a rigorous and conceptually rich mathematics sequence that aligns well with the Tennessee Academic Standards for Mathematics in grades 6–8. The curriculum strongly supports Tennessee’s emphasis on conceptual understanding, procedural fluency, application, and mathematical reasoning. Tennessee standards emphasize mathematical practices such as problem solving, modeling, precision, and reasoning, all of which are strongly embedded within Singapore Math instruction.

The curriculum’s use of visual models, multi-step problem solving, and coherent progression of mathematical concepts provides students with a strong middle school mathematics foundation and excellent preparation for Algebra I.

Some supplementation or pacing adjustments may occasionally be necessary to ensure perfect alignment with Tennessee’s grade-level sequencing of specific standards. However, such supplementation is generally related to the placement or timing of concepts rather than any lack of rigor or depth within the Singapore Math curriculum itself.

CKLA Alignment to TN State Standards for Grades 6, 7, 8

Core Knowledge Language Arts (CKLA) – Grade 6 Topics and Skills	Related Tennessee ELA Standards	Alignment Notes
Reading complex literary texts	6.RL.KID, 6.RL.CS, 6.RL.IKI	Strong alignment with analysis of theme, characterization, plot, and literary structure.
Reading informational texts	6.RI.KID, 6.RI.CS, 6.RI.IKI	Aligns with determining central ideas, analyzing arguments, and evaluating evidence.
Vocabulary and morphology study	6.L.VAU Vocabulary Acquisition and Use	Strong emphasis on Greek and Latin roots, academic vocabulary, and context clues.
Grammar and language conventions	6.L.CSE Conventions of Standard English	Aligns with sentence structure, punctuation, capitalization, and grammar usage.
Writing arguments and explanatory texts	6.W.TTP Text Types and Purposes	Strong alignment with argumentative, informational, and narrative writing standards.

Research and evidence-based writing	6.W.RBPK Research to Build and Present Knowledge	Supports research skills, citation, organization, and use of textual evidence.
Speaking and listening discussions	6.SL.CC Comprehension and Collaboration	Aligns with collaborative discussions, presentations, and active listening skills.
Knowledge-based domains (history, science, mythology, world cultures)	Integrated literacy standards	Strong support for content-rich literacy and background knowledge development.

Grade 6 Summary

Core Knowledge Language Arts for Grade 6 aligns strongly with the Tennessee English Language Arts standards through its emphasis on close reading, evidence-based writing, vocabulary development, grammar instruction, and knowledge-building content. The curriculum’s integrated approach supports Tennessee’s focus on literacy across disciplines and critical thinking. (tn.gov)

Core Knowledge Language Arts (CKLA) – Grade 7 Topics and Skills	Related Tennessee ELA Standards	Alignment Notes
Literary analysis and interpretation	7.RL.KID, 7.RL.CS, 7.RL.IKI	Strong alignment with analysis of themes, author’s craft, and literary devices.
Informational text comprehension	7.RI.KID, 7.RI.CS, 7.RI.IKI	Aligns with analyzing arguments, central ideas, and informational structures.
Academic vocabulary and word study	7.L.VAU Vocabulary Acquisition and Use	Supports morphology, figurative language, and domain-specific vocabulary.
Grammar and mechanics instruction	7.L.CSE Conventions of Standard English	Aligns with usage, punctuation, sentence variety, and language conventions.
Argumentative and informational writing	7.W.TTP Text Types and Purposes	Strong support for structured writing using evidence and logical reasoning.

Research projects and source integration	7.W.RBPK Research to Build and Present Knowledge	Aligns with research skills, evaluating sources, and synthesizing information.
Collaborative discussions and presentations	7.SL.CC Comprehension and Collaboration	Supports academic discussion, presentation skills, and listening comprehension.
Content-rich knowledge domains	Integrated literacy standards	Strong support for interdisciplinary literacy and comprehension development.

Grade 7 Summary

CKLA Grade 7 aligns closely with Tennessee ELA standards by combining rigorous reading instruction with structured writing, vocabulary development, grammar, and content knowledge. The curriculum strongly supports Tennessee’s emphasis on analytical reading, evidence-based communication, and literacy across subject areas. (tn.gov)

Core Knowledge Language Arts (CKLA) – Grade 8 Topics and Skills	Related Tennessee ELA Standards	Alignment Notes
Analysis of literary themes and structure	8.RL.KID, 8.RL.CS, 8.RL.IKI	Strong alignment with theme analysis, symbolism, tone, and author’s purpose.
Analysis of informational and argumentative texts	8.RI.KID, 8.RI.CS, 8.RI.IKI	Aligns with evaluating claims, reasoning, evidence, and informational structures.
Advanced vocabulary and language study	8.L.VAU Vocabulary Acquisition and Use	Strong emphasis on academic vocabulary, figurative language, and word relationships.
Grammar, syntax, and conventions	8.L.CSE Conventions of Standard English	Supports mastery of grammar, punctuation, and sentence fluency.
Argumentative, explanatory, and narrative writing	8.W.TTP Text Types and Purposes	Strong alignment with organized writing using textual evidence and logical structure.

Research, synthesis, and citation skills	8.W.RBPK Research to Build and Present Knowledge	Aligns with evaluating sources, conducting research, and presenting findings.
Speaking, listening, and presentation skills	8.SL.CC Comprehension and Collaboration	Supports collaborative discussions, presentations, and academic discourse.
History, science, and cultural knowledge domains	Integrated literacy standards	Reinforces content knowledge and disciplinary literacy emphasized by Tennessee.

Grade 8 Summary

CKLA Grade 8 provides strong alignment with Tennessee ELA standards through rigorous literary and informational text analysis, structured writing instruction, vocabulary development, grammar study, and interdisciplinary knowledge-building. The curriculum effectively supports Tennessee’s focus on college and career readiness skills, evidence-based communication, and critical analysis. (tn.gov)

Overall Alignment Conclusion

Core Knowledge Language Arts (CKLA) provides a comprehensive and knowledge-rich literacy program that aligns well with the Tennessee Academic Standards for English Language Arts in grades 6–8. The curriculum strongly supports Tennessee’s emphasis on close reading, evidence-based writing, vocabulary acquisition, grammar instruction, speaking and listening skills, and content-rich literacy experiences. (tn.gov)

CKLA’s integration of history, science, literature, and cultural studies into literacy instruction helps students build broad background knowledge while developing advanced reading comprehension and communication skills.

Although some pacing adjustments or supplemental instruction may occasionally be necessary to ensure perfect alignment with Tennessee’s grade-level sequencing of standards, the need for supplementation is generally related to the placement and timing of concepts rather than any lack of rigor or comprehensiveness within the CKLA curriculum itself.

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.

Daily Foundational Literacy Skills Instruction in Grades K-2

Trimble Academy will utilize Literacy Essentials, published by Access Literacy, as our foundational literacy skills curriculum. We are seeking a waiver to use this program. This program develops foundational literacy skills, with a focus on “phonemic awareness, orthography/spelling, reading with fluency and comprehension, and writing and grammar.” The program is designed to develop a strong

foundation that will not only help students become fluent readers, but also spellers and writers. The foundations of English are developed through introducing students to the 72 phonograms and their rules. This begins with phonograms 1- 26 in kindergarten, and students begin learning to spell basic code and advanced code words throughout the year. In daily lessons, students learn to encode, recode, and decode spelling words, building upon their understanding of individual phonograms and how they related to each other. By combining phonemic awareness, orthography (handwriting), and an internalization of the phonograms and their rules, students begin to build upon a strong early literacy foundation and grow into fluent readers and writers. The Literacy Essentials program is aligned to Tennessee State standards. From Kindergarten upward, there is a strong focus on print concepts, phonological awareness, phonics and word recognition, and word composition. Writing instruction involves lessons in the conventions of English grammar. In addition, the literacy curriculum and associated readers promote reading accuracy and fluency, as well as vocabulary acquisition. All of these elements are directly in line with Tennessee State standards for elementary school students. The attached schedule (Appendix A) outlines the number of minutes devoted to foundational literacy skills each day. In Kindergarten, students learn these skills during a 75-minute block. This is a 90-minute block in 1st and 2nd grade. In addition, students engage in punctuated practice throughout the day as they rehearse the phonograms and their rules.

Daily Foundational Literacy Skills Instruction in Grades 3-5

The Literacy Essentials program is aligned to Tennessee State standards. From Kindergarten upward, there is a strong focus on print concepts, phonological awareness, phonics and word recognition, and word composition. Writing instruction involves lessons in the conventions of English grammar. In addition, the literacy curriculum and associated readers promote reading accuracy and fluency, as well as vocabulary acquisition. All of these elements are directly in line with Tennessee State standards for elementary school students. The Literacy Essentials program utilized in grades K-2 will continue into 3rd and 4th grades with a specific focus on morphology, spelling, vocabulary, fluency, comprehension, and grammar. Our third and fourth grade students will spend a minimum of 90 minutes in foundational literacy skills instruction daily. Beginning in 4th grade, our literacy program is supplemented with additional curriculum materials for writing and grammar. These materials help students begin applying foundational skills to various genres of composition. This curriculum includes Institute for Excellence in Writing (IEW), Well Ordered Language (Grammar), and English from the Roots Up (Latin and Greek Roots).

Instructional Materials for Grades K-2 Upon Approved Waiver

Literacy Essentials (Access Literacy)

Instructional Materials for Grades 3-5 Upon Approved Waiver

Literacy Essentials (Access Literacy)

Supplemental Instructional Materials

In addition to our Literacy Essentials program, students continue to develop reading fluency by

Primary Phonics readers. These color-coded readers deepen phonemic awareness and fluency by focusing on certain consonants and vowel sounds across multiple series. Students practice reading these texts at school with partners and also take them home to read with parents/guardians. Once students complete a set number of readings of each text, they move on to the next text in the series. In addition to these readers, 1st grade students begin practicing both fluency and comprehension by moving on to McCall and Harby's Test Lessons in Primary Reading. This includes short readings and questions that build comprehension. Beginning in grade 4, we will supplement with Institute for Excellence in Writing (IEW), Well Ordered Language (Grammar), and English from the Roots Up (Latin and GreekRoots).

Universal Reading Screener for Grades K-5

Tennessee Universal Reading Screener, AIMSwebPlus

Intervention Structure and Supports

In the fall, all students are administered the Universal Reading Screener through AIMSwebPlus, as required by TCA 49-1-905. Students are screened three times per year (Fall, Winter, and Spring) using this universal reading screener. This allows for baseline data to inform teachers and RTI team members about the reading needs in the student body.

After the fall baseline data is collected, the RTI team, which consists of an RTI coordinator, exceptional education teacher, and classroom teachers, reviews the data to determine which students are "at risk" or have significant reading deficiencies (falling in the 0-40th percentile). In addition, teachers administer weekly assessments using the tools provided through the Literacy Essentials program. Based on this data, students are determined to be either in tier 2 or tier 3 category. The Literacy Essentials program is designed as a Tier 3 program. Every student receives a level of systematic instruction that is designed for students who are struggling with reading skills and phonemic awareness, and for students with dyslexia.

All students work to master frequent spelling lists, which begins with basic code words, common phonograms, and spelling rules (such as rules for silent final "e"). Student progress is measured through spelling lists that are given as assessments weekly. All students receive instruction that is at grade level and engages them at a high level. However, in addition to the general classroom instruction. Tier 3 students are pulled into small groups (no more than 3 students) by the RTI coordinator for intensive instruction daily. During this time, the RTI coordinator uses data from teachers and classroom assessments to address skill gaps. For example, in the first grade, tier 3 students work to master spelling lists that have been adjusted for length and designed to focus on grade-level and curriculum driven skills. Tier 3 students work to master spelling for 10 targeted words that are chosen to meet students according to their specific skill gaps.

In whole group instruction, the lessons are not modified. In RTI, targeted words are focused on. While at the Tier 1 level, students are assessed over 45-50 words at a time, Tier 3 students focus on shorter

lists that are developed to build a strong foundation. As students master these lists, new phonograms are addressed through targeted lists and progress is monitored through weekly classroom assessments using these lists.

Reading goals are established based on progress through readers. Teachers work with tier 2 students in small groups during a designated time on the schedule each day noted as RTI or Lyceum time on the included daily schedule. This occurs while students are engaged in partner reading, or a literacy lesson taught by an educational assistant. Tier 2 students are also working with shortened lists that are destined to target skill gaps and mastery of specific phonograms and spelling patterns.

Every 4 weeks, the RTI team reviews progress monitoring data from classroom and RTI assessments in order to determine progress and determine the effect of interventions in order to make changes to the duration, materials, or intensity of the intervention. Universal Reading Screener and Benchmark Assessment data are also helpful tools to determine progress. The schedules uploaded below indicate the blocks of the day dedicated to RTI.

Grade 5 Foundational Literacy Block

The Grade 5 foundational literacy block is explicitly scheduled as a 60-minute daily instructional block focused on reading foundational skills, fluency, vocabulary, and comprehension development aligned to Literacy Essentials expectations.

Research-based, peer reviewed ¹⁷studies indicate that Orton-Gillingham interventions are the best approach to helping learners with a dyslexia diagnosis. If additional support beyond Literacy Essentials is needed, the Wilson Program, a State of TN approved supplement can be implemented to complement Literacy Essentials for specific pull-out instruction for dyslexic students.

Parent Notification Plan/Home Literacy Reports

In order to notify parents/guardians about reading progress and any reading deficiencies, we use a variety of tools, including regular parent contact from classroom teachers. Parents are encouraged to practice spelling words and students bring their readers home to read with families as their progress is tracked on a daily or weekly basis.

AimswbPlus provides individual student reports, which can be sent home with students. Additionally, beginning after the 2nd screener window, parents are given a comparative report that outlines individual student growth and explains the role of the reading screener in the overall literacy program.

Parents will receive Universal Reading Screener reports three times per year (Fall, Winter, Spring) in alignment with AIMSwebPlus administration windows as required under TCA 49-1-905.

In addition, RTI tier 2 and 3 students will receive a progress letter at the end of each of the three screening windows (Fall, Winter, and Spring) to communicate progress, both in academic progress and in behavior during the RTI sessions. Our home literacy report/letter is written in parent-friendly

language and is tailored to address the skill gaps of every student and the support offered. Tier 2 and Tier 3 instruction may involve targeted spelling lists with phonogram patterns that are aligned with current student needs. Parents will be sent these lists to practice with their students, as well as readers that are aligned with skill gaps. In addition, our literacy reports provide links to Literacy Essentials parent videos on our website to assist with at-home practice at no cost to families. We emphasize the importance of 3rd grade reading proficiency and share information on the pathways to 4th grade. Home Literacy reports go home with our students at least three times a school year. We also provide parent letters at the beginning of the school year and will maintain a consistent schedule for communicating progress and suggesting at-home interventions.

Professional Development Plan

Literacy Essentials is a phonics-based program with specific pedagogical procedures that require a thoughtful onboarding process for new teachers. Because of this, we will offer a 3-day intensive training program to staff members over the summer. These sessions train teachers in every aspect of the literacy curriculum, including orthography instruction, phonemic awareness, phonological awareness, fluency, and vocabulary. This intensive PD program will be taught by TN Classical Academies Literacy PD Specialist. A Literacy Essentials trainer will conduct a 3-day training for new staff. This training will occur during new-staff professional development, which will be held in July.

Throughout the school year, teachers follow the scripted Literacy Essentials curriculum, which continues to train teachers as they implement foundational skills. Teacher teams work collaboratively to plan and progress through the scope and sequence throughout the year. Observation and coaching conversations involve assessment of teacher effectiveness in these areas. In addition, teachers and administrators will complete the Early Reading Training course through TeachALL (provided by the Tennessee Department of Education).

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.

N/A

17 International Dyslexia Association. (2020). *Structured literacy: Effective instruction for students with dyslexia and related reading difficulties*. International Dyslexia Association.

<https://dyslexiaida.org/structured-literacy-effective-instruction-for-students-with-dyslexia-and-related-reading-difficulties>

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).

Our submitted budget is aligned with the data from the most recent enrollment in Trimble from spring 2025. For the initial number of students, which is less than the former school, we plan to employ the same number of staff - one full-time special education teacher. Through the IEP process, the special education teacher will initially work with both students with disabilities and gifted students. In accordance with TN State Board of Education rules, specifically, 0520-01-03-05, this may include virtual education participation for enrichment or specialized instruction or use of a consultation model where the special education teacher works with the general education teachers to meet the needs of gifted learners with a focus on monitoring, supporting and empowering students to reach their Educational Plan goals. Trimble Forward Alliance/Trimble Academy will ensure that at least one staff member has a gifted endorsement by Year 3.

In addition to a full-time special education teacher, we have budgeted a significant amount of funds for contracted therapies. The budget includes funding in the 3rd year for an additional special education teacher, if needed, when classes are at capacity. Similarly, it is not likely that we will need a full-time English Learner teacher as according to census data and past recollection of student population, only two (2) students participated in limited services. We have budgeted to utilize service providers for part-time English Learner services; however, if more services are needed, we will seek those on a part-time or full-time basis.

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.

Trimble Academy will implement a comprehensive system for the identification, evaluation, and service delivery of students with disabilities that is aligned with federal and state requirements and reflects a commitment to timely identification, prevention of misidentification, and provision of services in the least restrictive environment (LRE).

Specify the programs, strategies, and supports you will provide, including the following:

a. Methods for identifying students with special education needs (and avoiding misidentification);

Trimble Academy will implement Child Find procedures to ensure all students suspected of having a disability are identified, located, and evaluated.

Referrals may be initiated by:

- School staff

- Parents/guardians (at any time)
- Outside providers (with parent consent)

This process is implemented with consideration for developmental differences across grade levels. Kindergarten presents the greatest number of unknown variables and, as a result, generates the highest volume of initial referrals. General education teachers serve as the first point of identification for students who may have suspected disabilities.

To ensure compliance with child find and evaluation requirements, the school has established a structured system for early and ongoing communication among general education teachers, exceptional student education (ESE) staff, and administrators. This system allows for timely identification and documentation of suspected learning-related concerns. Checklists, such as the sample we plan to use below, can help teachers in this process:

Reading Indicators

Foundational Reading Skills

- ☐ Difficulty matching letters to sounds
- ☐ Difficulty blending or segmenting sounds
- ☐ Confuses similar letters (b/d, p/q) or sounds
- ☐ Inconsistent recognition of sight words

Decoding & Fluency

- ☐ Reads slowly and laboriously
- ☐ Frequently guesses at unfamiliar words
- ☐ Skips, adds, or substitutes words while reading
- ☐ Loses place when reading
- ☐ Reading accuracy or fluency well below grade level

Reading Comprehension

- ☐ Understands text when read aloud but not independently
- ☐ Difficulty identifying main idea or key details
- ☐ Poor recall of what was read
- ☐ Difficulty answering inferential questions

Writing & Spelling (Related Indicators)

- ☐ Inconsistent or phonetic spelling
- ☐ Difficulty writing complete sentences
- ☐ Avoids writing tasks
- ☐ Difficulty copying text accurately

Math Indicators Number

Sense

- ☐ Difficulty understanding quantity or magnitude
- ☐ Difficulty with place value
- ☐ Poor estimation skills
- ☐ Relies on counting strategies beyond expected level

Math Facts & Fluency

- ☐ Difficulty memorizing basic math facts
- ☐ Inconsistent recall of math facts
- ☐ Significantly slower math work than peers

Computation & Procedures

- ☐ Difficulty following multi-step procedures
- ☐ Confuses operation symbols
- ☐ Frequent calculation errors despite instruction
- ☐ Difficulty aligning numbers correctly

Problem Solving

- ☐ Difficulty translating word problems into math
- ☐ Struggles to choose correct operation
- ☐ Math performance declines with language-heavy tasks

Time, Money, & Patterns

- ☐ Difficulty telling time or understanding elapsed time
- ☐ Difficulty counting money
- ☐ Trouble recognizing patterns or sequences

Behavioral & Learning Patterns (Check all

that apply)

- ☐ Avoids reading and/or math tasks
- ☐ Shows frustration or anxiety during tasks
- ☐ Appears capable verbally but struggles academically
- ☐ Skills do not improve with targeted intervention
- ☐ Family history of learning difficulties (if known)

Instructional & Intervention Considerations (Check

all that apply)

- ☐ Student has received grade-level instruction
- ☐ Targeted interventions have been implemented
- ☐ Progress has been monitored with data
- ☐ Concerns persist despite intervention

Parents/guardians may request an evaluation verbally or in writing through the classroom teacher,

school administration, or front office. The school will:

- Respond within state-required timelines
- Either obtain informed written consent for evaluation or provide prior written notice if the request is declined
- Ensure that intervention processes do not delay or deny a parent-requested evaluation

Parents will be informed annually of these rights through handbooks, enrollment materials, and the school website.

Upon receipt of referral and parental consent, Trimble Academy will conduct a comprehensive multidisciplinary evaluation that:

- Uses multiple sources of data (academic, cognitive, behavioral, observational, and parent input)
- Is administered by qualified personnel
- Is conducted within state-established timelines
- Does not rely on any single measure for eligibility determination

An eligibility team, including the parent/guardian, will determine whether the student meets criteria for services. If eligible, an Individualized Education Program (IEP) will be developed within required timelines and will include measurable goals, service minutes, accommodations, and placement in the LRE.

Trimble Academy will implement the following safeguards to ensure accurate identification:

- Use of multiple data sources and repeated measures
- Documentation of appropriate instruction and intervention prior to referral
- Analysis of RTI2 data to distinguish between lack of instruction and disability
- Consideration of cultural, linguistic, and socioeconomic factors
- Evaluation in the student's native language, when appropriate
- Ongoing staff training on referral practices and implicit bias

These structures ensure both over-identification and under-identification are minimized

Trimble Academy staff, annually, during back-to-school professional development, will receive training recognizing indicators of potential disabilities and understanding referral procedures in accordance with federal and state regulations. A shared tracking spreadsheet is introduced and utilized as a proactive, standardized collaboration tool. This tool supports consistent documentation, monitors student progress, and ensures fidelity as concerns move through the referral, assessment, evaluation, and, when appropriate, Individualized Education Program (IEP) development process. The special education teacher will cover the "IEP's at a glance" folders dispersed at the start of the year to ensure all staff are aware of all current accommodations.

- b. 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;

Trimble Academy will provide a full continuum of services in the least restrictive environment to ensure students receive support aligned to their individual needs while maximizing access to the general education setting. These include:

General Education with Supports (Primary Placement)

- Differentiated instruction
- Push-in services from special education staff
- Classroom accommodations and modifications

Specialized Instruction

- Small-group instruction
- Pull-out services as determined by the IEP
- Evidence-based interventions, including multisensory literacy programs (e.g., Literacy Essentials, Wilson Reading System)

Related Services (as required)

- Speech-language therapy
- Occupational therapy
- Additional services as determined by the IEP team

Instructional practices include multisensory approaches and a concrete–pictorial–abstract progression in mathematics to ensure access to grade-level content.

Placement decisions will be made by the IEP team, including the parent/guardian, and will be based on individual student need in accordance with LRE requirements.

Specific Curricular and Instructional Treatments include Literacy Essentials, which itself is defined as a Tier 3 intervention. Even when a whole classroom setting does not align with required ratios for Tier 3, the instructional materials and methods do. This is helpful in keeping students who would normally struggle with reading instruction in the general education classroom from becoming discouraged. This program is multisensory. Students see the symbol, say the symbol, chant the sound for the symbol, and have mnemonic motions for the symbol. Generally, an educational assistant is assigned to a room to provide extra support for the student with pull-aside instruction to treat a deficiency. As stated, when the Foundational Literacy Skills plan was discussed, Wilson can be implemented as a supplement as necessary. Pull-out instruction will be implemented as necessary and defined in IEPs. Our mathematics curriculum's foundational approach leads students from the concrete to the pictorial, to the abstract. This also eliminates the need for additional manipulatives that might be used for pull-out instruction for SWD in other school settings where the concrete to the pictorial to the abstract is not the foundation of the curriculum.

Trimble Academy's outdoor learning model setting is an accommodation for students with ADHD

because we keep students on the move by accessing this natural learning environment. This plays a huge role in eliminating pent up energy that might otherwise manifest into misbehavior. Our outdoor learning model will support all students, decreasing the need for separated services, ensuring they stay in the general education setting and with the same curriculum as much as possible.

Trimble Academy will have high academic goals and offer a level of rigor through our curriculum, setting, and instructional practices that are not common in most public schools in Tennessee today. Gifted students can excel, be peer tutors, and top tier students in literacy and math. Having the big outdoor world as a teacher brings up marvelous opportunities for inquiry-based learning. The students will be engaged and curious. The teachers provide mini lessons about things students may encounter in the outdoor learning classrooms. This opens the door for research and investigations of real-world questions while still adhering to the state standard that is being taught. Our trained instructors can make this advantage work positively for academics.

c. 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

Trimble Academy will ensure full compliance with all IEP requirements for students with mild, moderate, and severe needs by:

- Delivering services and minutes as specified in each IEP
- Maintaining accurate service logs for all special education staff and support personnel
- Providing "IEP at a Glance" documentation to all relevant staff
- Conducting administrative oversight to ensure fidelity of implementation and compliance with funding requirements

Additionally, we will implement a systematic process for monitoring student progress and evaluating program effectiveness to create an environment of accountability:

- Progress monitoring conducted at least biweekly using research-based tools (e.g., EasyCBM)
- Data used to adjust instruction and interventions in real time
- Regular progress reporting to parents aligned to IEP goals
- Annual IEP review meetings (or more frequently as needed)

At Trimble Academy our aim is academic success for all students. Those students with higher needs will receive more frequent monitoring and intensified supports as appropriate. The school Director and/or Principal will be responsible for ensuring services are documented properly.

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

Trimble Academy will implement a comprehensive, compliant system to identify, serve, monitor and

exit English Learners (ELs), ensuring equitable access to the general education curriculum and alignment with state and federal requirements.

a. Methods for identifying EL students (and avoiding misidentification);

Trimble Academy will ensure that all enrolling students will complete the Tennessee Department of Education Standard Home Language Survey (HLS). Any student indicating a language other than English will be screened for English language proficiency. The screening process will include the following:

- The school will administer the state-approved screener (WIDA Screener or WIDA MODEL, as adopted by Tennessee) within required timelines.
- Students who meet eligibility criteria based on screener scores will be identified as ELs and receive services.

All identified EL students will participate in ELPA21 to measure proficiency in listening, speaking, reading, and writing. In accordance with ESSA Section 1112(e)(3)(A), Parents/guardians will be notified of identification, services, and rights within 30 days of the start of the school year (or within two weeks for mid-year enrollees).

To avoid misidentification, Trimble Academy will implement safeguards to ensure accurate identification and prevent both over- and under-identification:

- Use of multiple data points (HLS, screener results, classroom performance, and teacher input)
- Distinguishing between language acquisition and potential disability or academic gaps
- Review of prior educational records and years of English exposure
- Ongoing staff training on culturally and linguistically responsive practices
- Monitoring of student progress over time before making instructional or placement changes

Students will not be identified as ELs based solely on academic performance or teacher perception.

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

Trimble Academy will provide a continuum of English Language Development (ELD) services to ensure EL students can access grade-level content while developing English proficiency. The service delivery model will include push-in support with the general education classroom, pull-out small group instruction based on proficiency level, and newcomer supports for students with limited or interrupted formal education.

Trimble Academy will select a primary EL curriculum from the list no later than May 2027 to ensure availability prior to professional development and school opening. However, we will maintain the option to supplement with additional curricula and strategies listed that are deemed a “best fit” for the student.

1. National Geographic Learning ELL Programs

Comprehensive ELL/English Language Teaching (ELT) materials for elementary through high school levels. Includes resources designed for newcomers, emergent, and emerging learners, with a focus on meaningful content and language integration. These materials are widely used in U.S. schools for ELL instruction and can be paired with classroom ELA content.

2. English 3D (HMH)

A full English Language Development curriculum for K–12 that builds academic language and proficiency in listening, speaking, reading, and writing. Emphasizes asset-based teaching and academic language development in context. Designed to support alignment with English proficiency standards and help ELs progress toward reclassification.

3. Language Tree Online (Standards-Based ELD)

A structured ELD curriculum with modules for newcomers, beginning/ emerging learners, and more advanced ELs. Includes scaffolded lessons, assessments, and multi-sensory instruction in all four language domains. Aligns with common English language proficiency standards like WIDA or ELPA21 (which Tennessee uses).

4. AchieveEnglish (Catapult Learning)

A supplemental ELL curriculum designed to support academic vocabulary, grammar, reading comprehension, and fluency for ELs. Often used by districts as part of a pull-out or push-in model with targeted instruction.

Supplemental Programs and Resources will also be utilized for EL student. Although these are not full core ELD programs, many schools use them to support instruction for EL students in addition to a chosen ELD curriculum:

5. Seesaw English Language Development (ELD) Resources

A flexible supplemental curriculum for K–5 ELs aligned to WIDA/ELD standards, with lesson scaffolds and practice across all four language domains. Designed to integrate with content instruction and provide differentiated supports.

6. GrapeSEED (Oral Language Focus)

Research-based oral language acquisition program that emphasizes listening and speaking foundations to support natural English language learning, particularly in early grades.

Focuses on comprehensible input and gradual oral language development.

Instructional Strategies will include the following:

- Explicit vocabulary instruction and academic language development
- Scaffolded instruction (visuals, sentence frames, modeling)
- Differentiation aligned to English proficiency levels
- Integration of language objectives with content objectives
- Multisensory and inquiry-based learning opportunities

These supports ensure EL students maintain access to grade-level standards while building proficiency across all four language domains.

- 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.**

At the start of the school year professional development, all staff will be alerted to the following indicators of a student with EL needs.

Language & Communication Indicators

- Frequently struggles to follow oral directions, especially multi-step instructions
- Appears to understand content one-on-one but not in whole-group discussion
- Relies heavily on gestures, pointing, or peers instead of verbal responses
- Gives very short or memorized answers ("yes," "no," repeating the question)
- Difficulty expressing ideas verbally even when they seem to understand the topic
- Pronunciation challenges that interfere with being understood (beyond typical accent differences)

Classroom Behavior & Engagement

- Very quiet or withdrawn in class discussions
- Avoids participating unless directly called on
- Watches peers closely before attempting tasks (modeling for language)
- Appears "off-task" but is actually lost linguistically
- Hesitates to ask for help due to limited language confidence

Reading Indicators

- Reads significantly below grade level despite age-appropriate reasoning skills
- Can decode words but does not understand what they read
- Struggles with:
 - Vocabulary
 - Idioms or figurative language
 - Word problems in math
- Avoids reading aloud or becomes anxious when asked to read
- Performs better with visuals, diagrams, or modeled examples than text alone

Once identified, each EL student will have an ILP outlining English language proficiency level, instructional supports and accommodations, and annual growth target aligned to English language development standards. Trimble Academy will implement a structured system for monitoring EL student progress based on the ILP. The monitoring system will include:

- Ongoing formative assessments embedded in ELD instruction

- Benchmark assessments administered at regular intervals
- Review of classroom performance and language development data
- Annual administration of ELPA21 to measure growth in proficiency

Data will be reviewed by instructional staff and administration to adjust supports and instructional strategies as necessary, ensure students are making adequate progress toward proficiency and identify students needing additional intervention.

Students will be exited from EL services when they meet state-defined proficiency criteria on ELPA21. The exit process includes a review of ELPA21 scores indicating English proficiency and confirmation by a school-based team that the student can access the general education curriculum without language supports.

Trimble Academy will perform post-exit monitoring assuring:

- Former EL students will be monitored for a minimum of four years, as required
- Academic performance will be reviewed to ensure continued success
- Additional supports will be provided if the student demonstrates a need for intervention.

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.

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. Trimble Academy will comply with all of these applicable Tennessee laws and regulations, including timely parent notification and documentation of services.

Trimble Academy will utilize the State of Tennessee universal reading screener. This along with a locally identified benchmark screener, will be utilized as formative assessments. Assessments included in our curriculum, along with teacher created assessments and the TCAP will be used for both formative and summative assessments. These assessments were chosen because of their alignment. All lessons are aligned to TN Standards. Teachers turn in a weekly lesson plan template with the details of covering that week's specific Standards, including the assessments that document achievement or progress toward achievement of the covered standards. The lesson plan template graphically displays the integration of Classical and Outdoor learning for the delivery of the specific TN Standard and the assessment captures data the specific standard covered. For example, in the K-2nd years, Trimble Academy will use a Standards based reporting system that will illustrate the learning and needs of those students according to grade and age appropriate standards and milestones. In 3rd-5th, the school will

use the blended model used by the upper school of standards-based learning with traditional grade reporting (100 point scale). We believe that interim and formative assessments come in many forms to include, but not be limited to, teacher observations and conference records, assignments that encourage creativity in both the students and teachers, and checklists for learning targets. We believe that in the early years' curriculum, allowing teachers the autonomy to determine the most appropriate method of formative data collection for their intended learning outcomes and individual student needs will result in the most timely, relevant feedback and interventions possible.

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.

Trimble Academy will collect data by monitoring grade level progress and ensuring teacher and student accountability for learning through quarterly use of quantitative formative assessments as follows:

- Regular benchmarking assessment tools as defined in the benchmarking section are used to inform instruction but not used in a course grade evaluatory way: formative but not summative.
- Teacher created assessments and assessments included with our curriculum are used to inform, but also used as summative assessments to provide ratings for PowerSchool and parent progress reports.
- In reading, students' foundation will be based on phonemic awareness and build upon those skills to become beginning readers. This will be assessed through phonics checklists as provided in our described curriculum, and as it becomes appropriate, reading conferences with the teacher.
- We will also periodically assess non-standards goals such as citizenship goals, civic virtues, nature-based knowledge, and social/emotional goals using a holistic rubric that will measure social language, peer interactions, adult interactions, nature interactions, behavior, and overall well-being.
- Math benchmarks are recorded on classroom checklists for each grade level. Examples are:
 - K - Fluently adds and subtracts numbers 1 - 5.
 - 1st grade - Demonstrates fluency of addition and subtraction facts for whole numbers less than 10.
 - 2nd grade - Can mentally find the sum and difference of numbers 1 - 20.
- End of year state assessments are used as summative data, and TDOE determines annually whether or not those scores are included in the students' PowerSchool grade calculations.

This information will then be shared with grade level team members and administrators in quarterly data reviews with more frequent reviews taking place as needed to best support the students and teacher(s).

Teachers will create and build portfolios to document the learning of each student. Teachers will use

the gradual release of the responsibility model for the portfolios so that students will have some amount of choice as to what is included in their portfolio as they progress through the grade levels. The school's administrative team will plan a set of non-negotiable artifacts to be included, but allow flexibility for individual progress and goals. The portfolios will be passed along and built upon each successive year.

Further monitoring of student subgroups such as Emotionally Disabled/Disturbed (EDD), English Language Learners (ELL), and Students with Disabilities (SWD) will be done in conjunction with the appropriate support team members. At the end of the year, the administrative team will meet with support team members and teachers to analyze subgroup data and plan for individual student or group support as needed for the coming year.

School-wide progress monitoring will be collected quarterly or more frequently as needed. At the end of the year, the administrative team will create a summary of the year for planning, staffing, and analysis purposes that will then be used over the following summer to compare school-based data with standardized testing data from the state of Tennessee to ensure the school remains on track with state goals and requirements.

To track data, we will have a data wall in the teachers' "war room" or a Google Drive shared spreadsheet where we will track benchmark assessments with blue, green, yellow, and red dots. Teachers will contribute their classroom data by content area to the data wall to create a visual representation of student progress to reference during data and planning meetings. This graphic display allows teachers to easily see the volume of each category of: below, approaching, on track or mastered, and how this volume changes from benchmark to benchmark. Teachers are asked to analyze trends, and not just for their own students, but for others. In addition to understanding their own student and overall course needs, this helps us see how our instructional practices can support each other across all subject matter areas. For example, if the same students are doing well in science (a reading comprehension course) but not doing well in the reading course, we need to examine what is going on. Teachers can see how to support each other. An example from our mentor school, Skillern Elementary, is that after examining data in our current data room, all the teachers got together and came up with a "math application" in every course every day after they saw that the math scores were lower across the board.

This classroom data will be combined with data gathered by support staff for SWD and ELL where appropriate. Individual student data will be reported by the classroom teacher via progress reports every three weeks. The classroom and school data will be summarized on a quarterly basis by the Principal and teacher assessment team into part of the quarterly academic presentation to school board members, parents, and other relevant stakeholders. The academic presentation, will be prepared in a "dashboard" format to transform complex data into a visual of charts and trends where stakeholders can easily gain insight into key performance indicators.

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.

Tennessee's Response to Instruction and Intervention (RTI²) will be the primary strategy at Trimble Academy to identify and address academic underperformance. In accordance with Tennessee guidelines, the RTI² framework, which is a **three-tiered, data-driven system**, will provide intentional support to set all students on a path to success, help educators understand where students are academically, and through a continuum of support, assist them in moving toward mastery of Tennessee Academic Standards. The framework will integrate universal screenings to assess and monitor progress, early intervention with targeted support, and accountability for all students to prevent and close learning gaps.

Trimble Academy is committed to the RTI² foundational premises of effective instruction and a culture of high expectations for all students. To achieve this, we will focus on 1) leadership; 2) assessment; 3) data-based decision making; and 4) instruction and intervention. The school Director and Principal will provide guidance and oversight for collaborative instructional teams that meet regularly to review student data, adjust instruction, and ensure interventions are implemented with fidelity.

Assessments will determine student progress toward Tennessee Academic Standards, and the use of assessment data will inform instructional planning, intervention placement, and movement between tiers. Universal screeners will be administered three times per year (fall, winter, spring) to identify students at risk and to monitor growth over time. In addition, formative assessments will be used throughout instruction to guide daily instructional adjustments.

The sample schedule (subject to adjustment) includes dedicated time for RTI² supports as follows:
Tier 1 – Core Instruction: High-quality, evidence-based instruction for all students aligned to Tennessee Academic Standards, incorporating differentiation based on ongoing formative data.
Tier 2 – Targeted Acceleration: Daily supplemental small-group instruction provided in addition to core instruction for students who need targeted support. Progress in Tier II will be monitored at least biweekly, and students will move in or out of Tier II based on established decision rules using screening and progress monitoring data.

Tier 3 – Intensive Intervention: Highly specialized, intensive interventions provided daily in very small groups or individually for students with significant skill deficits. Progress will be monitored at least weekly, with intervention plans adjusted based on student response.

Key features of the Trimble Academy RTI² system will include:

- **Data-Based Decision Making:** Instructional decisions, including tier placement and movement, will be based on multiple data points including universal screening, formative assessments, and progress monitoring data reviewed during scheduled data team meetings every 4–6 weeks.
- **Universal Screening:** Conducted three (3) times annually to identify students at risk and to measure academic growth.
- **Progress Monitoring:** Frequent monitoring aligned to tier level (biweekly in Tier II and weekly in Tier III), with results graphed and reviewed to evaluate intervention effectiveness.
- **Behavioral Support (RTI²-B):** The RTI² framework will extend to behavioral supports to promote a positive school culture and address non-academic barriers to learning.

- **Instructional Focus:** Emphasis on research-based instructional strategies and interventions rather than reliance solely on purchased programs, ensuring instruction is responsive to student needs.
- **Family Communication:** Families will receive regular updates on student progress, including notification when students enter or exit intervention tiers and formal progress reports at least every 4–9 weeks.
- **Special Education Alignment:** Students who do not demonstrate adequate progress despite intensive Tier III interventions may be referred for evaluation for special education services in accordance with Tennessee requirements for Specific Learning Disabilities identification.
- **Fidelity of Implementation:** School leadership will conduct ongoing coaching, walkthroughs, and intervention fidelity checks to ensure RTI² practices are implemented consistently and effectively across all classrooms.

Trimble Academy's RTI² framework will be founded on high-quality core instruction to ensure all students develop the knowledge, skills, and abilities needed for grade-level mastery and long-term postsecondary success. Through systematic screening, targeted intervention, and continuous progress monitoring, the school will proactively address academic underperformance and ensure that no student's needs go unidentified or unmet.

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)
Margaret Prater	Trimble, TN	Workforce Consultant, Workforce Innovations, Inc.	Executive level Management of government programs; finance; performance /; accountability; Governance / Regulations; Food Service; Facilities Management	Y	TFA President
Rick Isbell	Newbern, TN	Constable, Dyer County; Policeman, Town of Trimble; Reserve Deputy, Dyer County; Pastor, Trimble First Baptist Church	Safety and Security; technology	Y	TFA Vice President
Teresa Adams	Trimble, TN	Retired, Secretary, Dyersburg State	Records Management; Governance / Regulations	Y	TFA Secretary

		Community College			
Heather Cryer	Trimble, TN	Controller II, Tyson Foods	Finance; Inventory Control; technology	Y	TFA Treasurer
James Perry	Kenton, TN	Regional Facilities Manager, Carter-Haston	Facilities; Grounds; Food Service	Y	TFA Director, Potential School Board Committee Member
John Lowrance	Dyersburg, TN	Pastor, Trimble Christian Church; Retired Teacher and Administrator	School Administration; Curriculum; Student Services	Y	TFA Director, Potential School Board Committee Member
Jessica Dunivant	Trimble, TN	Sales Representative, Diverse Marketing; former educator; parent	Marketing; Curriculum; Student Services	Y	TFA Director, Potential School Board Committee Member
Paula Jetton	Trimble, TN	Owner, The Holy Cow Bakery LLC; retired teacher;	Business; curriculum; student services; grants; arts; nutrition; health and wellness; food service	Y	TFA Director, Potential School Board Committee Member
Angie Ballard	Trimble, TN	Owner, multiple businesses; civic volunteer; parent	Business; Fundraising; Arts; Wellness Business Management	Y	TFA Director, Potential School Board Committee Member
Christi Bane	Trimble, TN	Executive Director, Prevention Alliance of Dyersburg and Dyer County	Executive Level Grants Management; Mental Health; Governance / Regulations; Marketing	Y	TFA Director, Potential School Board Committee Member

David Powell	Trimble, TN	Pastor; Retired U.S. Air force (20 year); Retired, Pilot, Air-Evac Lifeteam	Aerodynamics; Medical; Safety; Governance / Regulation	Y	TFA Director, Potential School Board Committee Member
Heather McFarland	Trimble, TN	Senior Branch Office Administrator, Edward Jones	Finance; Business; Fundraising	Y	TFA Member, Potential School Board Committee Member
Jon McFarland	Trimble, TN	Wildfire Fighter/Heavy Equipment Operator, TN Department of Agriculture, Forestry Division	Outdoor Environmental Learning	Y	TFA Member, Potential School Board Committee Member
Jeffery Jetton	Trimble, TN	Retired, 43 years Agri-Business	Outdoor Environmental Learning	Y	TFA Member, Potential School Board Committee Member
Jessica Murray	Trimble, TN	Assistant Principal, local middle school	School Administration	Y	TFA Member, Potential Applicant for School Director position
Angie Markum	Soddy-Daisy, TN	Skillern Elementary Founder and CEO	Charter School Operator in TN for 14 years,	Y	Consultant, Admin mentor, CEO of TN Classical Academies
Laura Day	Chattanooga, TN	Skillern Elementary Academic Dean	Classical pedagogy	Y	Professional Development Planner and Consultant
Phyllis Williams	Soddy-Daisy, TN	Retired Educator	Environmental Education Place-based Education	Y	Consultant going forward

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:

The first priority once the Trimble Academy charter application is approved is to hire a School Director. Trimble Forward Alliance, along with our consultant/mentor team at TN Classical Academies, will conduct a public search for qualified candidates during the formal hiring process. With the only current operating charter schools in west Tennessee being located in metropolitan area of Memphis (approximately 2 hours away), it is unlikely that we will have any *local* applicants with charter school experience and familiar with our rural culture. However, our consulting team from TCA has expressed that we need look for qualified *local* administrators and they can “coach” them to be charter school administrators. TCA believes that for a charter school to be successful, it has to be organic, started from their own community. TFA agrees, and is fortunate to have one potential applicant already identified.

The candidate is a life-long resident of the community and she, her husband and children all attended the former Trimble School. She is currently an administrator for a 5th- 8th grade middle school in a neighboring county. As a founding member of Trimble Forward Alliance, she has contributed significantly to the charter school application in the areas of TISA funding, RTI2, teacher qualification requirements, scheduling, ELA services, disability services, food service, transportation, discipline, professional development, budgeting, etc. Again, we will conduct a formal search to identify the best candidate, but we are pleased to have at least one well-qualified candidate who is interested in the School Director position of a charter school in our small, rural northwest TN community. The following sections reflect the qualities of this prospective School Director based on a preliminary resume review.

- **A summary of the proposed leader’s academic and organizational leadership record as it relates to the role and expectations at the proposed school.**

The School Director candidate’s resume presents a strong background in academic and organizational leadership. She graduated Suma Cum Laude with a **Bachelor of Science in Education, Integrated Studies Middle Grades 4-8**, in only 3 years following high school. She taught primarily math at a large middle school, before being asked to transfer to the high school to teach Algebra I. During the 9 years at middle school and 4 years at high school, she was recognized for her leadership capabilities, serving as data analyst for district and TDOE assessments on the school improvement teams and filling in for administration at both schools. At the high school she also served on the Curriculum Review Committee, was Chair of the data subcommittee for ACT and Chair of the Data Subcommittee for PBIS, served as Key Club Sponsor and Freshman Class Sponsor/Chairperson. During this time, she also graduated Magna Cum Laude with her **Master of Arts in Education, Leadership Excellence (Administration and Supervision)**, and completed her **School Leaders Licensure Assessment** and **442 Beginning**

Administrator PreK - 12. The candidate accepted a position as Assistant Principal in a nearby county.

- **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.**

As **Assistant Principal for a 5th- 8th grade middle school for the past 5 years**, the candidate runs day-to-day operations of the school including morning arrival, transition times, lunch duty, scheduling, dismissal, athletics, etc. She is the 504/ILP-D Coordinator, RTI Data Analyst, and Student Benchmark Data Analyst. Her responsibilities include monitoring/managing student behavior and discipline (Progressive Discipline Plan), including communication with parents and disciplinary board, and serving as Coordinator of the Positive Behavior Intervention Support (PBIS), including oversight and management of the PBIS budget. She assists with policy development and is an integral part of the school hiring team. Her resume indicates she conducts walkthroughs within classrooms utilizing TN IPG and classroom observations/evaluations of teachers using TEAM Rubric.

Her professional development is extensive including being a member of TOSS ALI, Rural Principal Network Participant, TASL Academy Assistant Principal Cohort, Ron Clark Academy Participant, West TN Federal Programs Conference Participant, local district Teacher Leader Academy, University of Memphis Tigers Teach STEM Program, etc.

The potential candidates leadership roles include Google Classroom Trainer for Middle School, TDOE Training Facilitator, TNCore Learning Leader (Math), WestStar Leadership Teacher Panel Presenter; New Teacher Mentor, and Host/Mentor for Student Teachers. She has also served a PTO Treasurer for two different schools her children attended and coordinated various fundraising events.

Additionally, she has been recognized both internally and externally for her accomplishments including being one of eighteen teachers across the state named to Governor Haslems's Teacher Cabinet (3 ½ year term), received the Dyersburg State Community College Outstanding Alumni Award, School Teacher of the Year and State of TN Level 5 Teacher.

The potential candidate shared that over her 18 years in education to date, between the three schools, she has worked for six principals, each with different management styles and operational practices. The varied experiences have provided many best practices but also some practices that did not meet her expectations of a successful leader. She uses these lessons learned, both good and bad, to improve as an administrator.

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:

As previously described, local school-based team members will not be employed until Trimble Academy is approved and funding is available. A potential candidate for School Director has been identified but will go through the formal hiring process. To date, through our partnership with Skillern Elementary/TN Classical Academies, we have had the privilege to gain insight into charter school operations, including our particular education model, through mentorship by team members Angie Markum, CEO, Laura Day, Professional Development Planner, and Phyllis Williams, Environmental Education. These individuals will serve as the Tennessee Classical Academies Consultation Team (TCACT) for Trimble Academy throughout planning, implementation, and beyond.

a. School leadership, administration, and governance:

Trimble Forward Alliance/Trimble Academy School Board Committee in consultation with the TCA consulting team will ensure that qualified school leadership and administration, a Director and Principal, are chosen through strong vetting and hiring processes. As Founder and CEO of the very successful Skillern Elementary and Charter Operator and Director for Development for Ivy Academy, Angie Markham has provided guidance on charter school governance issues for subsequent use by the Trimble Forward Alliance/Trimble Academy School Board Committee. Her accomplishments include successfully managing charter school finances for 11 years without any material audit findings; authored two TN charter amendments approved by the LEA; authored two TN charter renewals approved by the LEA; authored one original charter application approved by the LEA; and successfully managed seven charter school construction projects ranging from \$200k to \$4.3 million. Additionally, she has served on the State Board of Directors – Professional Educators of TN, Governor’s Council on Charter Legislation and SCORE Educator Focus Group.

b. Curriculum, instruction, and assessment:

Until we are approved and hire a qualified Principal, Laura Day with the TCACT serves as our expert in curriculum, instruction and assessment. As a former teacher for many years, and current Academic Dean for Skillern Elementary, her successes include Head of School during the formation and early years of Skillern Elementary before stepping back for family responsibilities. Her expertise in start of a charter school has been a tremendous help to the Board during the planning phase for Trimble Academy and will continue to strengthen our program working with the School Director and Principal, once hired, to ensure proper implementation. Day will also work directly with the Principal on implementation of the classical education model, including providing

professional development for Trimble Academy teachers, as needed. Her accomplishments include being a Great Hearts Leadership Fellow and Network Instructional Coach for 23 schools in Arizona. Phyllis Williams, as a Place-based Environmental Educator, also a member of the TCACT, will provide expertise in outdoor integration, connecting classrooms to nature for all subjects. Her accomplishments include the successful integration of outdoor learning at Skillern Elementary and accomplished media specialist including digital photography and videography. Williams will work initially with the School Director and Principal to set-up our outdoor learning classrooms and prior to launch with our teachers to incorporate nature into their lesson plans.

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:

Again, Laura Day, Academic Dean at Skillern Elementary and a member of the TCACT for Trimble Academy has played a key role in developing processes to meet the needs of special populations. She will continue to work hand in hand with our Principal and special education teacher to assure we are compliant as a school. , scheduling IEP meetings and staying abreast of parent satisfaction regarding services provided. Day will mentor and coach the Principal and individual instructors as requested. our licensed counselor regarding 504 meetings, and stay abreast of parent satisfaction regarding the services given for 504 plans, checking in on at risk students.

d. Performance management:

TCACT member, Angie Markum will work with the School Director, when hired, to establish a performance management system to assure that all licensed and classified employees will be monitored, observed and evaluated utilizing a State of TN approved evaluation platform such as TEAM, TIGER, or Project Coach. Any team member lacking adequate performance will be coached up through an improvement plan. Markum's philosophy, "Coach them up, or coach them out" comes from her vast experience as a successful administrator and charter school operator.

e. Parent and community engagement:

TFA has already created an environment for parent and community engagement that is second to none through their interest surveys and non-profit created just to serve the parents and community. Once the charter is approved, the Recruiter/Administrative Support position will be filled and include responsibilities assisting the Principal with engaging parents and the School Director with engaging community stakeholders. The current TCACT membership will assist the leadership and support staff in developing additional outreach and service opportunities based on their expertise. Examples would be Ms. Day assisting with identifying fine arts volunteers and structuring programs; Ms. Williams assisting with community volunteers who commit to establishing agricultural related outdoor projects; and Ms. Markum assisting the School Director and TFA Board in a major gifts campaign project.

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.

The local school-based leadership team has not been hired and will not be until the charter school application is approved and Charter School Program (CSP) grant funds are available for planning and implementation. However, TFA recognizes that hiring full-time School Director and Principal as soon as possible is crucial for start-up and implementation. TCA will guide the TFA/Trimble Academy School Board Committee through the local leadership hiring process by using their established, structured, rigorous candidate selection process to ensure that all instructional and leadership roles are filled with individuals whose qualifications, commitment, and educational philosophy align with the school's mission and model. This process is intentionally designed to evaluate and differentiate candidates who are highly qualified versus those who do not meet the school's standards for instructional excellence and organizational fit, supporting reviewer expectations for a comprehensive staffing and recruitment plan.

Qualifications and requirements (pending TFA/TASBC approval) for the school leadership positions include the following:

- Education: Master's or Doctoral degree in education, school administration or related field from a regionally accredited college or university
- Licensure: Active Instructional Leader License (ILL) and completion of TN Academy for School Leaders (TASL) requirements
- Experience: Proven success as a principal, assistant principal, or instructional supervisor, with a minimum of 3 years' successful teaching experience and 3 years' successful administration experience.
- Key Skills: Strong leadership, financial literacy (budgeting/fundraising), communication, and proficiency in school management.

Additional preferred skills:

- Entrepreneurial Mindset: Ability to drive innovation while managing school operations
- Compliance Expertise: Understanding state accountability systems, reporting requirements, and education laws and regulations
- Community Engagement: Ability to act as the "face" of the school engaging parents and building local stakeholder relationships, exhibiting strong, transparent communication skills, including digital engagement strategies
- Rural "Generalist" Capabilities: Resilience and resourcefulness to overcome challenges with limited funding and staff; ability to multitask and fill multiple roles; appreciation for rural culture, local values, and the school's central role in the community, including economic opportunities; use of innovative technology to enhance education in rural settings; completion of professional development focused on rural education (e.g. TN rural Fellowship Program, Rural Principal Network Grant, etc.)

The hiring team will conduct standardized interviews using a consistent set of criteria and

interview questions that assess professional competency, alignment with the school’s classical education model, and a demonstrated commitment beyond general employment interest. This evidence-based approach ensures clarity in hiring decisions and supports projected staffing needs across instructional and leadership roles.

Upon charter approval, the school will advertise vacancies immediately and initiate the recruitment process. Résumés will be vetted and candidates will be interviewed with the goal of completing applicant interviews within 45 days of posting. This timeline supports a proactive leadership and staffing plan that enables the school to identify and secure high-performing candidates well in advance of school opening.

Leveraging start-up grant funding, the School Director is planned to be hired 9 months prior to the late July/early August 2027 launch and Principal 6 months prior.

Trimble Forward Alliance recognizes that due to being a rural community in northwest TN, we do not have any hands-on experience with charter school administration. However, as a strong board with relevant experience in education, finance, workforce development, mental health, and business, we recognized this “gap” early-on and only voted to move forward with the commitment of an on-going relationship with our consultant/mentor, Tennessee Classical Academies. The TCA Consultation Team will formally “bridge” the charter school expertise capacity gap during Year 0 and Year 1. TCA will also be instrumental in the teacher and non-instruction staff hiring to assure we find qualified individuals who will embrace the vision and mission of Trimble Academy. The TCA Consulting Team has expertise in the areas of school leadership, administration, and governance, bringing collectively more than one hundred years of experience and extensive, relevant expertise in charter school service.

TFA believes that access to seasoned practitioners with demonstrated success in charter school development and operations is both essential and supportive as Trimble Academy launches and grows. To affirm our commitment to ensuring charter school expertise is available, we have budgeted \$52,000 in consulting fees for Year 0 – Year 3 for planning, implementation, and operations to reach full capacity. Another \$10,000 is budgeted for Years 4 – 5 to assure accountability as we stabilize the organization. Additionally, TFA has budgeted \$90,000 for staff development Year 0 – Year 3 and \$50,000 for Years 4-5. While the professional development budget may include other staff development activities, a significant portion will be directed to TCA for the two-week “boot camp” and other year-round activities to support coordination of the classical curriculum coupled with outdoor learning experience, along with charter school specific topics.

TFA leadership, including board members, plan a visit to Skillern Elementary once the application is approved to experience the model first-hand. The TFA Consulting team plans to visit Trimble to view the school property and community to assist in design and development of

the outdoor classrooms.

During the planning and implementation phase, Trimble Academy leadership will have weekly Zoom calls with TCA leadership. Following the TCA to-do list/launch schedule in the application, the School Director and/or Principal, depending on the task, will request information on agenda topics and be prepared to discuss details and seek decision-making guidance. Time required for the meetings will vary with agenda items. If issues arise that need immediate attention, the School Director or Principal will contact the TCA “subject matter expert” by email or phone.

During the two-week pre-launch “boot camp”, teaching staff will be paired with a TCA teacher in the same discipline who will serve as their Mentor. The teacher may contact the Mentor via email or phone, as needed, but in the first year all instructional staff will participate in a monthly Zoom meeting to discuss identified topics and provide feedback. Non-instructional staff such as the Recruiter, Nurse, Counselor, etc. will have access to employees in similar positions to contact on an as needed basis. Frequency of Zoom calls will be reviewed by leadership and adjusted as needed.

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:

The current governing board for Trimble Academy brings substantial and relevant expertise to provide effective oversight, fiduciary stewardship, and strategic direction in alignment with the Tennessee Charter School Application Scoring Rubric. Collectively, board members demonstrate deep experience in governance, financial management, academic accountability, legal and regulatory compliance, and community engagement—key indicators of a capable and high-functioning charter governing body.

a. Governance and fiduciary responsibilities, including compliance with legal and regulatory requirements:

Multiple board members possess extensive experience overseeing millions of dollars in federal and state grant funding, including more than 30 years of executive-level management experience within higher education, followed by over 10 years in nonprofit leadership roles, with direct responsibility for governance, fiduciary oversight, and compliance with complex legal and regulatory requirements. Another board member provided administrative support for federally funded grants administered through higher education, further strengthening the board’s collective understanding of public funding accountability and reporting 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:

The board also includes strong expertise in academic accountability and school performance oversight. One member served as Director of Accountability for Dyersburg City Schools for six years, with responsibility for system- and school-level accreditation, data analysis, and student performance monitoring. This member also served seven years as an Assistant Principal for grades Pre-K–3, conducting teacher evaluations, monitoring instructional effectiveness, and ensuring alignment to academic goals and accreditation standards. He holds a bachelor’s degree in Secondary Education, a master’s degree in Administration and Supervision, and a doctorate in Educational Leadership and Policy Studies, providing the board with deep instructional and leadership expertise. Additionally, board membership includes additional former educators and current educators who possess the knowledge necessary to provide oversight of academic performance toward the Trimble Academy mission.

c. Financial oversight, including budget approval, financial controls, and long-term fiscal planning:

Financial oversight capacity is a significant strength of the board. While Trimble Academy plans to contract with CFO-to-Go (or similar company) for day-to-day financial management, board members possess the knowledge and experience necessary to provide informed and independent fiscal oversight. One member is a Controller for a major manufacturing company with more than 17 years of experience in budget development, financial planning and forecasting, and internal financial controls, and holds a bachelor’s degree in Finance. Another member has over 30 years of experience managing large-scale federal grants, and additional members have owned and operated small businesses with direct responsibility for financial management, budgeting, and compliance.

d. Community engagement and stakeholder responsiveness, including maintaining trust and transparency with families and local partners.

The board is also well positioned to meet expectations for community engagement, stakeholder responsiveness, and public transparency. All members are actively involved in Trimble Forward Alliance and have demonstrated a sustained commitment to community outreach and engagement. Board members have led and supported social media outreach, online petitions, fundraising initiatives, and donor development efforts, including successful fundraising activities as a 501(c)(3) organization. Members with experience as executive directors, educators, pastors, small business owners, and professionals in safety and security bring a strong understanding of building trust, maintaining transparency, and remaining accountable to families, partners, and the broader community.

Together, the governing board’s combined expertise and demonstrated commitment to accountability, financial stewardship, academic oversight, and community engagement position Trimble Academy for strong governance and long-term organizational success.

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.

On May 15, 2025, an organizational meeting was held to form a 501c3 nonprofit for the initial intent of establishing a public charter school in Trimble. Twenty (20) concerned citizens met, paid membership dues, and voted on the organization's name (Trimble Forward Alliance) and bylaws. A Town of Trimble alderperson served as Convenor of the organizational meeting and had contacted potential members prior to the meeting to determine if they would be willing to serve as an officer or board member. To avoid any conflict of interest, the alderperson was not considered for a position on the board or as an officer. The Convenor distributed a ballot of potential board members/officer candidates, in accordance with approved bylaws, who had accepted the nomination, even though some could not be present at this meeting. A vote passed to accept the ballot of nominations as presented, with no additions from the floor. The members voted by secret ballot. The votes were tallied by the Convenor and a staff member of the Town of Trimble and the officers/board member results were announced to the membership.

Due to the involvement and dedication of Trimble Forward Alliance officers and directors in the charter school initiative, they will serve as the initial *Trimble Academy School Board Committee* for planning and implementation. Prior to Trimble Academy opening in Fall 2027, an analysis will be conducted between Trimble Forward Alliance, the Sponsor, and Tennessee Classical Academies, Consultant/Mentor, to determine any membership changes needed on the Committee to fill any gaps necessary for oversight, eliminate any conflicts of interests, ensure appropriate parent representation and reduce or increase the size of the Committee. Any new or replacement members will be vetted at a minimum for the ability to comply with ethics and conflict of interest policies; agree to be committed and available for service; understand the role of governance; be prepared to be a voice for family and community; bring skills, expertise and perspectives; acts with confidentiality and professionalism; and demonstrates accountability and ethical leadership.

Operations Plan & Capacity

Governance

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

The role of Trimble Forward Alliance is two-fold as both the Sponsor and a Supporter of Trimble Academy. **Trimble Forward Alliance, as the Sponsor of the Trimble Academy, is ultimately responsible for all aspects of the school performance as established under T.C.A. 49-13-110.** However, the purpose of our non-profit organization is not limited to the charter school initiative. As stated in our bylaws:

Trimble Forward Alliance (TFA) is organized exclusively for charitable, educational, literary, and scientific purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding section of any future federal tax code. TFA exists to support, strengthen, and sustain the community of Trimble, Tennessee, through initiatives that promote educational advancement, civic engagement, and community development. The organization provides fiscal, administrative, and programmatic support for projects aligned with these goals, including – but not limited to – initiatives connected to Trimble Charter School, Trimble economic development and other efforts that foster local growth, opportunity, and well-being.

While TFA does not have any other initiatives planned at this time, we may in the future (e.g. economic development which can ultimately provide additional revenue to support the school, wellness initiatives that would be available to students and families, etc.) For this reason, upon approval of the charter school application, we will restructure our standing committees to include the **Trimble Academy School Board Committee (TASBC)**. The TASBC will be responsible for the day-to-day oversight of Trimble Academy and will report to the Board of Directors and full membership of Trimble Forward Alliance (Sponsor) at their regularly scheduled monthly meetings. Until charter approval, the Officers and Directors (11 members of the 50+ member organization) of Trimble Forward Alliance will serve as the school's interim oversight committee.

The TASBC will provide oversight to ensure academic success, operational effectiveness, and fiscal sustainability in accordance with the approved charter, Tennessee law, and authorizer expectations. The committee will hire a School Leadership Team, consisting of a School Director and Principal, with guidance/consultation from Tennessee Classical Academies (TCA). Job descriptions will clearly define roles, responsibilities, performance expectations, and accountability measures.

To ensure effective oversight and internal controls, the TASBC will operate through standing subcommittees aligned to its core responsibilities: Academic Excellence, Finance, and

Governance/Operations.

Academic Oversight (Academic Excellence Sub-Committee):

The TASBC, through its Academic Excellence subcommittee, will hold the School Leadership Team accountable for academic performance and student outcomes. Responsibilities include approving the academic program; monitoring student achievement, growth, and subgroup performance; reviewing progress toward charter goals and state accountability measures; and ensuring fidelity to the school's mission and instructional model. The TASBC subcommittee will regularly review academic data and performance reports, monitor compliance with special education and intervention requirements, and recommend corrective actions to the full TFA board when performance benchmarks are not met. Although a formal school board committee has not been established within TFA, we would anticipate inclusion of current TFA board members with relevant academic experience (John Lowrance, Jessica Dunivant, Paula Jetton) and parent representative (James Perry) to serve. Additional members may be included as school board committee is fully operational.

Operational/Governance Oversight (Operations Sub-Committee):

The TASBC Governance and Operations subcommittee is responsible for ensuring that the school operates in compliance with all applicable federal and state laws, authorizer requirements, and board-approved policies. This includes oversight of student discipline, health and safety, staffing policies, enrollment practices, and reporting obligations. While day-to-day operations are delegated to the School Leadership Team, the board retains ultimate responsibility for operational effectiveness, legal compliance, and risk management. The committee will also oversee board development, policy review, and evaluation of the operator's performance against contractual expectations. Although a formal school board committee has not been established within TFA, we would anticipate inclusion of current TFA board members with relevant experience (David Powell, Rick Isbell, Christi Bane) and parent representative (Angie Ballard) to serve. Additional members may be included as school board committee is fully operational.

Financial Oversight and Fiduciary Responsibilities (Finance Sub-Committee):

The TASBC Finance subcommittee supports the board's fiduciary responsibilities by overseeing the receipt, management, and expenditure of all federal, state, and local public funds. Responsibilities include reviewing and recommending approval of the annual budget; monitoring monthly financial statements and cash flow; ensuring compliance with generally accepted accounting principles and state and federal regulations; overseeing audits and financial controls; and reviewing financial performance against projections. The School Leadership Team be responsible to the committee to ensure financial transparency and accountability at all times. Although a formal school board has not been established within TFA, we would anticipate inclusion of current TFA board members with relevant experience (Heather Cryer, Margaret Prater, Carolyn Taylor) and parent representative (Heather McFarland) to serve. Additional members may be included as school board is fully operational.

Through these clearly defined roles and committee structures, the governing board provides strategic direction and oversight while holding the School Leadership Team accountable for academic outcomes, operational compliance, and financial performance.

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.

Several parents of potential students already serve on the Trimble Forward Alliance Board of Directors and additional parents are members of the organization. TFA Officers and Directors serve as the interim Trimble Academy School Board Committee until the charter school is approved and the Trimble Academy School Board Committee can be formalized. TFA is committed to parental involvement and assures that T.C.A. § 49-13-109 will be adhered to with current membership and/or as follows:

A parent board member will be added between quarter one and the end of quarter two of the first year of the school.

Criteria for Selecting a Parent Board Member

A Candidate who has -

1. Eligibility and Independence

- A parent or legal guardian of a currently enrolled or accepted student at the charter school
- Not employed by the school, the charter operator, or any contracted service provider
- Has no material financial conflicts of interest with the school or its vendors
- Willing to comply with Tennessee ethics, conflict-of-interest, and open meetings laws
- Has a clear background check

2. Commitment and Availability

- Demonstrates a clear commitment to the school's mission, values, and long-term success
- Able to attend all regularly scheduled board and committee meetings
- Willing to serve on at least one board committee (e.g., Academic, Finance, Governance/Operations)
- Prepared to complete required governance/operations, finance, and charter law training

3. Understanding of Governance Role

- Understands (or is willing to learn) the distinction between governance and management
- Able to provide strategic oversight rather than involvement in day-to-day school operations
- Willing to hold school leadership and the operator accountable through data, policy, and performance review

4. Representation of Family and Community Voice

- Demonstrates the ability to represent the perspectives of families broadly, not solely personal concerns
- Actively engaged with the school community and able to communicate parent feedback constructively
- Respected by other parents and community members for integrity and sound judgment

5. Skills, Experience, and Perspective

- Brings skills or experience that complement board needs (e.g., education, finance, law, nonprofit leadership, communications, workforce development, or community organizing)
- Demonstrates strong listening, collaboration, and problem-solving skills
- Able to analyze information, ask thoughtful questions, and participate in data-informed decision-making

6. Confidentiality and Professionalism

- Maintains confidentiality regarding student, personnel, and board matters
- Communicates respectfully and professionally, even in challenging situations
- Willing to abide by board policies, bylaws, and codes of conduct

7. Accountability and Ethical Leadership

- Demonstrates integrity, transparency, and accountability
- Willing to act in the best interest of the school as a public institution, not solely as a parent advocate
- Understands the board's responsibility to the authorizer, the state, and the public

Optional (But Strongly Recommended)

- Experience serving on a nonprofit board, advisory council, or leadership committee
- Bilingual or culturally responsive experience that reflects the school community
- Willingness to support outreach, family engagement initiatives, or community partnerships

The Parent representative, along with any board member may bring complaints/grievances to the attention of the Board. A step-by-step complaint process is detailed in #39, including school, school board, and authorizer level complaints.

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.

For the Trimble Forward Alliance and the Trimble Academy School Board Committee to fulfill its responsibilities to support, develop and evaluate the school leader, we will participate in required and supplement training as necessary. In accordance with TN State Board Rule 0520-14-01-.07, new governing body members will complete a minimum of six (6) hours of approved training within twelve (12) months of joining the governing body and experienced governing body members will complete a minimum of four (4) hours of approved training each year prior to June 30. We will utilize state approved providers. TFA will seek advice from TN Classical Academies, consultant/mentor, for additional supplementary training.

Board Interaction with School Director — Support, Development, and Evaluation

The governing board of Trimble Academy will maintain a structured, collaborative, and performance-oriented relationship with the School Director to ensure strong instructional leadership, operational effectiveness, and fulfillment of the school's mission. This relationship will be defined by clearly articulated roles, routine communication, shared expectations, and measurable performance evaluation, consistent with charter oversight best practices. As depicted on the organizational chart (Attachment 4):

- Trimble Forward Alliance, as the Charter Sponsor is ultimately responsible for the charter application and agreement, vision and mission, academic excellence, operational effectiveness and efficiencies, financial and fiduciary responsibilities, governance, fundraising/grant opportunities and facilities.
- The TFA Trimble Academy School Board Committee will conduct academic, operational, and financial/fiduciary oversight for the school and report monthly to the Trimble Forward Alliance Board of Directors. These responsibilities will be handled through a sub-committee structure.
- The School Director will be directly supervised by the Chairman of the Trimble Academy School Board Committee and be responsible to provide information to the established sub-committees. The School Director is responsible for the overall success of the school, day-to-day operations, community engagement, supervision of non-instructional staff/contracted services, school funds and direct supervision of the Principal.

1. Role Clarification and Mutual Accountability

From Year 1 through full capacity, the Trimble Forward Alliance Board/Trimble Academy School Board Committee and school leader will operate within a framework that delineates governance from management:

- The TFA/TASBC sets strategic priorities, approves school policies, and holds the School

Director accountable for execution;

- The School Director is responsible for day-to-day instructional leadership, staff management, operational excellence, and implementation of the board’s strategic goals and policies.

This division of responsibility will be communicated and reinforced through adoption of board governance policies, a board-approved School Leader job description, and an annual performance contract aligned to student achievement targets, operational benchmarks, and organizational goals.

2. Ongoing Support and Development

TFA/TASBC, with the guidance of TN Classical Academies, will actively support the School Director’s professional growth through the following mechanisms:

a. Onboarding and Orientation:

In Year 1, the board will lead a structured onboarding process that includes:

- Orientation to the charter, strategic plan, governance policies, and authorizer expectations;
- Support in developing key school leadership frameworks (e.g., instructional leadership systems, performance dashboards, operational protocols).

b. Professional Development:

TFA/TASBC will ensure the School Director has access to high-quality professional development opportunities tied to instructional leadership, performance management, and effective school operations. The Academic Excellence subcommittee and Governance and Operations subcommittee will jointly identify development priorities based on student data, school goals, and leadership performance trends.

c. Regular Communication:

The TFA/TASBC chair and designated sub-committee chairs will hold regular check-ins with the School Director (e.g., monthly operational updates, quarterly academic performance reviews) to provide real-time support, guidance, and course correction as needed.

3. Annual Evaluation Process

The TFA/TASBC will conduct a formal annual evaluation of the School Director anchored in objective criteria aligned with the school’s mission and performance expectations. The evaluation process will include:

a. Performance Goals:

The board will collaboratively set annual performance goals with the School Director prior to the start of each school year. These goals will align to:

- Academic performance objectives (state assessments, growth metrics, achievement gaps);
- Organizational outcomes (staff retention, culture and climate measures, operations and

compliance); and

- Financial performance (budget adherence, internal controls, effective resource allocation).

b. Evaluation Tools and Framework:

The TFA/TASBC will adopt or customize a research-based school leader evaluation framework that incorporates multiple measures of effectiveness, including:

- Student achievement and growth data;
- Leadership practices and instructional engagement;
- Stakeholder feedback (e.g., staff, families, community partners);
- Progress on strategic and operational goals.

c. Review and Calibration:

The Governance and Operations subcommittee, with input from the Academic Excellence and Finance subcommittees as appropriate, will compile evaluation evidence, rate performance against documented criteria, and present a formal evaluation report to the School Director and full board. The board will use evaluation outcomes to guide:

- Renewal of the School Directors contract;
- Targeted leadership development plans; and
- Recognition of strengths and areas for growth.

4. Organizational Structure and Continuity

Attachment 4 includes organization charts depicting the relationship between the governing board, school leader, and management at Year 1 and full capacity.

39. Describe the board's policies related to:

- **Planned meeting frequency:**

The current Trimble Forward Alliance Officers and Directors, serving as interim Trimble Academy School Board Committee, are responsible for the pre-opening planning and implementation phase. TFA meets the last Monday of every month in accordance with established by laws.

- **Committee or advisory board structure(s):**

The current TFA standing committees include: Facilities and Grounds; Education - Administration and Operations; Education - Instruction, Curriculum and Student Services; Grant Opportunities; Fundraising; Marketing; and Governance. Upon approval of the charter application, TFA will restructure standing committees to include the Trimble Academy School Board Committee, which will include a minimum of three (3) subcommittees: Academic Excellence, Governance and Operations, and Finance.

- **Ethical standards and procedures for identifying and addressing conflicts of interest;**

and

The Trimble Forward Alliance Bylaws include the following: *ARTICLE IX – CONFLICT OF INTEREST:*

9.1 Purpose: The purpose of the conflict-of-interest provision is to protect TFA’s interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of TFA or might result in a possible excess benefit transaction.

9.2 Duty to Disclose: The Board of Directors shall avoid even the appearance of a conflict of interest by having a written declaration of all substantial business interests or relations they, or their immediate families, have with all businesses or organizations that are likely to receive contracts or funding from TFA on file. Such declarations shall be updated annually to reflect any changes in such business 5 interests or relationships. Prior to consideration of a proposed transaction or arrangement, any officer or director must disclose the potential of a conflict of interest to the TFA presiding officer. The officer or director may make a presentation to TFA, but after the presentation, they shall recuse themselves of official board duties and leave during the discussion and vote involving the possible conflict of interest.

9.3 Conflict Decision Process: The presiding officer of TFA shall, if appropriate, appoint a disinterested person, member, or committee to investigate alternatives, including but not limited to seeking a minimum of three (3) quotes/bids for the proposed conflicted transaction or arrangement to assure arm’s length negotiation. After exercising due diligence, TFA shall determine whether, with reasonable efforts, a more advantageous transaction or arrangement can be secured from a person or entity that would not give rise to a conflict of interest. If a more advantageous transaction or arrangement is not reasonably possible to avoid a conflict of interest, TFA shall determine by a majority vote of the disinterested officers and directors whether the transaction or arrangement with the potentially conflicted officer or director is in TFA’s best interest and is fair and reasonable before making a decision to approve or not. 9.4 Records of Proceedings: Minutes of the meetings shall include the name and conflict of the officer or director, the process of recusal, and rationale for the decision by TFA. 9.3 Prohibitions: The Board of Directors, or their immediate families, shall not accept bribes, kickbacks or any gift, rebate, money or anything of value whatsoever, or any promise, obligation or contract for future reward, compensation, property or item of value, including intellectual property, for the purpose or result of causing detriment to another and/or bringing about some benefit to oneself or others.

9.4 Employment: Officers, directors and their family members may apply for employment with TFA. In the event an officer or director decides to apply for an employment position with TFA, they must resign immediately from the Board of Directors. In the event an officer or director’s family member applies for an employment position, the officer or director must disclose the

conflict and recuse themselves from any discussion and decision making in the search/hiring and compensation process. To further assure a transparent and open search/hiring process with a conflict-of-interest situation, TFA will establish a search/hiring committee made up of a majority of individuals who are not members of TFA Board of Directors. The search/hiring committee will make a recommendation for hire based on a consistent qualification and evaluation criteria. A majority vote of disinterested officers and directors is required for hiring any potentially conflicted employment candidate.

9.5 Benefit of Services: Officers, directors and their family members may benefit from the services of TFA just as any member of the general public would, provided the officer, director or family member is eligible and abstains from any discussion, vote or other approval process related specifically to themselves or a family member.

- **Hearing and Complaints**

To be adopted by Trimble Forward Alliance/Trimble Academy School Board Committee as a part of the Student and Parent Handbook and Staff Handbook:

When a Complainant (parent, legal guardian, student, or employee of a charter school or community member) reaches out with a complaint, concern or allegation, it is the primary goal of Trimble Forward Alliance to address the complaint, concern or allegation, including providing appropriate responses that follow our charter agreement and does not violate any applicable laws.

TFA/TASBC meetings will be advertised online for the entire school year and are open to the public. Individuals may request to address the board during the public comment period to voice any concerns. However, we have established the following process to expedite complaints, concerns or allegations.

A. Step No. 1 - Direct Conversation

If a Complainant has a disagreement or misunderstanding with an individual (teacher, staff member, another student, etc.), the Complainant should address the concern to the individual directly involved with the circumstance. The individual will meet with the Complainant as soon as possible, no longer than four calendar days after the individual has been notified of the concern (subject to change by mutual agreement).

B. Step No. 2 - Fact and Possible Resolution

If a Complainant or the individual is not satisfied with the outcome of Step No. 1, or either are unwilling to meet independent of an administrator, a meeting with the individual, school administration and the Complainant will be arranged at a mutually convenient time, but in no case more than five calendar days after the meeting in Step No. 1. This step is to be informal and verbal. No further action will be taken beyond Step No. 2 unless the Complainant submits in writing a signed and dated statement of facts giving rise to the concern, including the name of

the individual involved and the remedy sought.

C. Step No. 3 - Formal Process

If an individual's concern is not resolved satisfactorily at either the first or second level, the Complainant should then refer their concern to the Trimble Academy School Board Committee Chairperson in writing. Another meeting will be arranged at the convenience of the Complainant and individual, but no later than 10 calendar days after the meeting in Step No. 2 (subject to change by mutual agreement). The individual has the right to be at all meetings with or without a representative as he/she so determines. The TASBC Chairperson or his/her designee will supply written dispositions to all parties within five calendar days. Copies of the disposition will be filed for later review. The disposition may also be placed in the individual personnel file (if applicable) if deemed appropriate by the TASBC Chairperson. The individual and Complainant will be informed if the letter is to be placed in the personnel file.

D. Step No. 4 – Trimble Forward Alliance/Trimble Academy School Board Committee Review

If either party is dissatisfied with the outcome of Step No. 3, the problem will be placed on the agenda of the next regularly scheduled TASBC meeting. The meeting will be held in executive session with only the chairperson, a minimum of two other committee members, the President and Vice-President of Trimble Forward Alliance, and the persons involved.

E. Dispositions of all meetings will be rendered in writing within five school days of the meeting. The decision of the review committee is final.

F. Repeat Concerns

If a parent believes there has been a repeat of the previous concern, they may go directly to Step 3.

G. If the charter school does not satisfactorily address the charter school level complaint, concern, or allegation, then, in accordance with LEA Policy 1200, the Complainant may direct their complaint, concern or allegation to the Charter School Authorizer. To initiate an authorizer level process, the Complainant should request a copy of the Authorizer Complaint Process from the charter school and follow accordingly. Please note that not all complaints, concerns or allegations are considered a Authorizer level complaint. Contact the Authorizer for issues related to:

- Violations of the law
- Violations of the charter agreement
- Violations of special education rights, including discipline
- Child abuse
- Serious health, safety and legal issues
- Suggestions that a student transfer or enroll at a different school
- Civil rights and ADA/Section 504 claims

If a school is found to have committed a violation, it may trigger interventions by the Authorizer in accordance with its policies.

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 recommended and approved by the authorizer.***

All required documents are included as Attachment 5, 6 and 7.

Staffing

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

The school's leadership and staffing are guided by the mission of the school and defined through the delegation of duties. The organizational chart (Attachment 4) provides a visual representation of these roles and relationships. The rationale for the structure is to ensure that both day-to-day operations function effectively and efficiently, while we simultaneously ensure that students reach their upmost potential in academic achievement and parents continue to support their student(s) and Trimble Academy. With the School Director, along with the assistance of the Recruiter/Administrative Support staff having responsibility for all administrative, operational and non-instructional staff, contractors, etc., the Principal (and future Assistant Principal) will have time to focus on academics. The principal will oversee all instructional related staff to ensure full development and implementation of the classical education model integrated into the outdoor learning environment. The principal will also have devote time to focusing on parent communication, including supporting a formal parent/teacher organization.

As depicted on the organizational chart (Attachment 4):

- School Director will be directly supervised by the Chairperson of the Trimble Academy School Board Committee and be responsible to provide information to the established sub-committees. The School Director is responsible for the overall success of the school, day-to-day operations, school funds/financial services, community engagement, supervision of non-instructional staff/contracted services (Recruiter/Administrative Support, Nurse, School Safety Officer, janitorial services, school nutritional services, busing services, etc.), and direct supervision of the principal.
- Principal will be responsible for academics (curriculum, instruction, outcomes, etc.),

school culture, Parent Teacher Organization and parent communications. The principal will supervise all instructional staff (teachers, assistants, substitutes, etc.) and instructional support staff (counselor, special education, etc.), along with contracted services related to instruction (Special Education Therapies, ELA Services, etc.) At full capacity, if needed, an Assistant Principal will be added as a direct report to the principal.

- Recruiter/Administrative Support staff will be responsible for the recruitment of students to attend Trimble Academy and provide administrative support for the School Director, including but not limited to communication with the TFA board, school board, and the public; coordination with financial services for local expenditures and income; coordination of internal fundraising events, and general management of the school office responsibilities.
- Tennessee Classical Academies team will provide consultant/mentor services during the application and start-up process, assist with development of policies and procedures, make hiring recommendations, develop the classical model curriculum and outdoor learning integration, conduct professional development throughout the organization and provide on-going guidance through full-capacity and beyond of Trimble Academy.

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.

Recruitment strategies include use of multiple outlets to reach qualified staff. The recent on-line petition to support Trimble Academy generated significant interest from teachers in Dyer and surrounding counties who are interested in exploring positions with Trimble Academy.

Once the charter application is approved, development of the Trimble Academy website, www.trimbleacademy.org will be a priority and will include detailed information about the classical model with immersive outdoor learning, school culture and other relevant information.

Trimble Academy will post job openings on its website and social media accounts when the hiring process begins. We will also post with a private local Facebook group, Teachers of West TN. This group is used by local school districts to post job openings with almost 5,000 members able to view postings, along with Indeed, Jobs4TN.gov, and other job order posting boards. A link to the school website will be included with each job posting to assure interested candidates are aware of the unique model and culture Trimble Academy will offer. We will also notify local colleges and universities of opportunities for recent/past graduates. If needed, we will post job orders in newspapers in adjoining counties, as Dyer County no longer has a print or online newspaper.

If we need to solicit applicants outside the local area, we will reach out to the Tennessee Charter School Association to advertise on their platform for sharing teacher and staff openings.

Based on experience of TN Classical Academies, with a teacher applicant pool of over 150, it is believed the classical education with immersive outdoor learning model is a natural recruitment tool. Many teachers are exasperated from being forced to use curricula and methods that do not match the modern learner's needs. When they have the opportunity to work at a school that does not use standard curricula and does not leave students seated indoors for the majority of the school day, they jump at the opportunity to teach in such an environment.

Salary and Benefits

In accordance with our requested waiver of T.C.A. 49-3-306(a) Compensation – Licensed Personnel Salaries, we plan to use the district's salary scale as a base but may pay signing bonuses, merit bonuses, and additional pay for high needs areas to assure we are competitive on salaries and can hire the well-qualified administrators/teachers/staff. Our Year 1 anticipated salary for a principal is \$85,000. This figure is at the lower range of the scale due to size of the school. Regular teacher salaries are expected to average \$60,000, with entry level starting in the low \$50's, mid-level high \$50's to low \$60's and veteran levels mid to high \$60's. The Special Education Teacher salary is a proposed at \$65,000 and Teacher Assistants averaging the mid-range of \$26,000. Salaries may also deviate from the district scale due to hard-to-fill subject positions and performance bonuses.

We have budgeted as though we will have to bid our own medical insurance, however TN law requires that the LEA district allow us to participate in their medical insurance plan if the charter school requests that. Trimble Academy employees will receive the TCRS program that their years of experience qualified them for. Through the funding given by our start up grant, we can offer initial signing bonuses associated with attending the summer professional development. This appeals to teachers who encounter added expenses from changing positions.

Retention is critical to any organization's stability and success. By having comparable salaries and benefits, a small school learning atmosphere and culture, passionate school leadership and the flexibility to offer a classical model with immersive outdoor learning, we believe Trimble Academy will have the ability to retain exceptional teachers and staff. Additionally, national surveys show that jobs where the employee is free to spend some time outside daily (weather permitting) is a huge contributor to retaining that talent.¹⁸

¹⁸ Brossoit, R. M., Crain, T. L., Leslie, J. J., Fisher, G. G., & Eakman, A. M. (2024). *Engaging with nature and work: Associations among the built and natural environment, experiences outside, and job engagement, creativity, retention*. *Frontiers in Psychology*, 14 Article 1268962. <https://doi.org/10.3389/fpsyg.2023.1268962>

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.

Professional development is THE critical component of our instructional model. The instructional approaches used in our math and literacy programs differ from those typically emphasized in traditional teacher preparation programs and in training for Tennessee-approved curricula. As a result, a structured two-week intensive professional development experience is required prior to the launch year and for all new instructional staff thereafter. TN Classical Academies, our consultant/mentor, will provide the professional development sessions for Trimble Academy.

This training is provided as compensated time annually for teachers and offers the additional benefit of optional summer earnings. The professional development experience is intentionally designed to be engaging, content-rich, and collaborative. It is offered each summer on the Rich Campus in Soddy-Daisy, Tennessee, located adjacent to the North Chickamauga Creek Gorge State Park, a recognized Tennessee destination that provides an appealing and inspiring setting for learning. Professional development may be presented as hybrid model with partial training at the Trimble Academy campus and other local learning sites (e.g. Reelfoot Lake, Discovery Park of America, Gooches Wildlife Management Area) to localize outdoor learning experiences.

Summer Intensive Professional Development (New Teachers – Two Weeks)

The two-week training is organized around specific instructional priorities aligned to the school’s classical model and curriculum. Core components include:

- **Day 1:** Introduction to the Tennessee Classical Model, including its research base, instructional philosophy, value for students, civic formation, and long-term academic success
- **Days 2–5 (4 days):** Literacy Essentials, including phonics-based instruction, fluency development, knowledge-building through content-rich texts, and writing integration
- **Day 6:** Instruction in Core Knowledge History and Science, with emphasis on content sequencing and knowledge coherence
- **Day 7:** Outdoor Integration, including strategies for safely and effectively incorporating the natural environment into instruction
- **Days 8–10 (3 days):** Singapore Math, including conceptual understanding, problem-solving strategies, and concrete–pictorial–abstract progression

An example daily schedule used for Skillern Elementary is provided below. The Trimble Academy Professional Development schedule will be similar, but tailored to our specific needs by the TN Classical Academy consultant/mentor team.

Returning Teachers

Pre-Service / Back-to-School Training (All Teachers)

- Special Education compliance and implementation
- RTI² administration and compliance, including supports for students impacted by prior TCAP performance

- CPR, AED, bloodborne pathogens, and other required health trainings
- Teacher Code of Ethics and legal compliance training
- Safety and security procedures (fire, tornado, intruder protocols)
- District and state compliance requirements
- Technology training for instructional platforms and devices

Once teachers have been trained, they feel confident to implement their instructional practices with fidelity. In addition, each teacher is assigned a mentor through TN Classical Academies who is a veteran educator trained in the same curricula. This ensures that, as teachers encounter questions, they have immediate access to an experienced practitioner for guidance and support.

Ongoing Professional Development (School Year)

Ongoing professional development is provided throughout the school year through a structured, sustainable model. Teachers engage in a “flipped” professional learning approach in which they view or listen to targeted 10–25-minute instructional modules in advance. These modules, provided by Tennessee Classical Academies, include Math with Purpose, focus on refining instructional techniques, deepening content knowledge, and addressing observed areas of need.

Application of this learning occurs during:

- Weekly faculty meetings
- Grade-level planning sessions
- Embedded professional development days within the district calendar

This model ensures that professional learning is continuous, job-embedded, and directly connected to classroom practice. It also reflects a realistic and respectful approach to teachers' time by avoiding excessive after-hours meetings while still maintaining high expectations for instructional excellence.

Throughout the school year, teachers will also participate in the professional development days embedded in the District's calendar. Some of these are building-based in-service training, while others are led by trainers from Tennessee Classical Academies to ensure fidelity to the instructional model.

Facilities

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

Besides common areas, such as the cafeteria, gymnasium, library, restrooms, and administrative/operational areas such as offices, sick/medical room, etc., the first year will require seven (7) regular classrooms for grades Kindergarten through 6. Two additional classrooms will be added the second year when the 7th and 8th grades come on-board. Additionally, we will have outdoor classroom areas to offer the cornerstone of our education model - immersive outdoor learning experiences. The outdoor learning spaces may be as simple as a naturally shaded area with seating (picnic tables, bleachers, buckets, or natural items such as tree trunks, etc.) or more defined areas with shade structures (carport, gazebo, etc.) or project-based activity areas/structures such as garden areas, greenhouse, etc. TN Classical Academies,

our consultant/mentor organization, along with local experts in agriculture, forestry and construction, will assist with site development and design of outdoor learning spaces.

Trimble Forward Alliance recognizes it will need to comply with all legal and practical requirements when identifying a building/campus.

- Zoning - We will work with the Trimble City Manager regarding zoning requirements (e.g. residential, commercial, public use) during site selection, as our intent is to locate within the city limits of Trimble.
- Occupancy – We will work with the State Fire Marshal’s Office to ensure the selected school building is compliant with the requirements of T.C.A. 49-6-818 Public School Building Safety, as well as other related TN codes and amendments once we have finalized selection of our location.
- ADA – We will work within the guidelines of the TN Department of Education to provide an ADA compliant school. This includes having accessible routes, such as entrances, parking and sidewalks with 36-inch wide, obstruction-free paths; ramps for multi-level buildings; restrooms that include at least one stall with regulation grab bars and sufficient space for wheelchair turning; common areas with accessible seating; and playground with accessible play structures. When developing outdoor classrooms we will be mindful of providing accessible routes, stable surfaces, shade and shelter, location proximity, and adaptive equipment.
- Safety – In addition to meeting building occupancy safety requirements as prescribed by TN state law, we will also adhere to other key TN school safety requirements including submitting a Safety Plan to local law enforcement (Town of Trimble and Dyer County Sheriff’s Office), TN Department of Education and Department of Safety/Homeland Security, prior to July 1 of each year; implementing locked door policies; coordinating with the Dyer County Sheriff’s Department for a School Resource Officer; establishing a Threat Assessment Team and building-level safety team; developing emergency preparedness plans including protocols for active shooter incidents, fire, tornado or other safety incidents.
- Traffic Flow - We will work with the City Manager, along with the Trimble Police Department to establish a safe and efficient traffic flow. This includes separate carpool lanes, bus loading zones, and pedestrian pathways; one-way, counterclockwise, in-and-out traffic patterns; queue management through adequate space/stacking length to avoid blocking public streets; low speed limits for pick-up/drop-off zones, with strict pedestrian crossing controls; safety infrastructure, such as curb extensions, fencing and clearly marked painted zones; safe bus stop waiting areas separated from traffic, at least 10 feet away from buses, per NHTSA guidelines; intersection safety, including crossing guards; drop-off logistics to ensure better flow; and sufficient school frontage to accommodate safety of 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.

Although we are not required to have a facility in place until 60 days prior to school opening, under the leadership of their President, Margaret Prater, Trimble Forward Alliance is actively collaborating with the Town of Trimble to secure the former Trimble Elementary School, which was recently “retired” by the Dyer County School System at the end of the 2024-25 school year and will revert back to the Town of Trimble. In his Letter of Support included in Attachment 1, Mayor Ben Strudivant, on behalf of himself and the Board of Aldermen, pledged their support for Trimble Academy and use of the former school building. See excerpt below:

As you know, we have an agreement with the county that the former school building will be returned to the Town of Trimble when not used for school purposes. It is our intent that the school be returned with a valid certificate of occupancy to facilitate use for Trimble Academy.

Additionally, we are working toward temporary locations for short-term facility delays and alternative options for a permanent facility, if needed.

Background: The “school”, originally established as a 1st – 12th grade in the 1930’s, transferred to the Dyer County School Board and the “property” transferred to Dyer County Government in October 1966 with the provision if no longer used as a school, the property would revert back to the town of Trimble. In the 1966 agreement, Dyer County agreed to “repair, maintain and preserve” the property. Dyer County commissioned Scallian Engineering to examine the building on February 18, 2025. A report citing past repairs and current repairs needed in the future was issued March 24. The Town of Trimble was notified via Facebook (with the general public) on April 17 (the start of Good Friday/Easter weekend). With approximately 300 concerned citizens in attendance and a request from the Mayor of Trimble and several citizens to delay a decision until alternatives could be explored, Dyer County School Board voted on April 21, 2025 with no discussion to “retire” the building at the end of the 2024-25 school year. Although the Town of Trimble transferred a fully functional “school” with all necessary equipment and supplies, in 1966, during “good faith” negotiations, Dyer County continued to remove items from the building. This situation, along with the Scallian Engineering report verifying that Dyer County did not meet their obligation under the 1966 agreement to “repair, maintain and preserve” the property resulted in the Town of Trimble filing an injunction/lawsuit for breach of contract. The case has not been settled to date.

The former school is on a beautiful 11-acre campus in the middle of the town of Trimble. The campus is a wonderful fit for the outdoor learning experiences that are planned. In reference to Question #44, it is already zoned for a school, has an established traffic flow pattern and is ADA compliant. Additionally, as a former school, many safety factors are in place such as locking doors, exterior classroom doors, etc. TFA has consulted with the State Fire Marshal’s Office regarding use of the former Trimble Elementary School building. We were advised the Scallian Structural Engineering report could serve as the basis for necessary repairs. We will need a licensed architect to develop a life safety plan. TFA will formally contract for these services upon approval of the Trimble Academy charter school application and transfer of the building to the Town of Trimble based on the original agreement with Dyer County.

The State Fire Marshal’s Office has further verified (see email below) the school building will be “grandfathered in” under the 2021 Existing building code. This means that life safety features

would be the same as required for the previous school – no new code requirements.

From: Wayne Morris <Wayne.Morris@tn.gov>
Sent: Monday, May 4, 2026 3:20 PM
To: Prater, Margaret <mprater@wfiinc.org>
Subject: RE: Trimble Elementary School Building

Ms. Prater,

There would not necessarily be a time limit on how long the school is closed, however, since the State has adopted the 2021 IBC as of April 2025, any construction, renovations or repairs would need to be set to the 2021 Existing building code. That would only require to have the life safety features remain the same without reducing any protection from the previous school. We would be happy to set an online meeting with your design team to discuss the project prior to submittal of the plans.

Thank you

Wayne Morris



Wayne Morris | Plans Examiner Supervisor
Department of Commerce and Insurance
Fire Prevention Division – TN State Fire Marshal's Office
Codes Enforcement and Plans Review Section
Davy Crockett Tower, 10th Floor
500 James Robertson Parkway
Nashville, TN 37243-0565
Main. 615-741-7190 Office. 615-741-0843
wayne.morris@tn.gov | www.tn.gov/fire

In early June 2025, James Perry, Chairman of TFA Facilities and Grounds Committee and a local licensed architect were granted brief access to the building to confirm the validity of the engineering report commissioned by Dyer County. We do acknowledge, based on the Scallian Engineering report, that the building will need significant repairs to meet necessary life safety plan requirements. However, the report does not prioritize repairs, provide timelines for repairs, or include repair cost estimates. Unfortunately, TFA's additional requests for access to the building to bring in additional engineers and contractors to provide this vital information have not been granted.

We feel that lack of access to the building has undermined our charter school application (e.g. as potential Authorizer, Dyer County's score for #44. *Facility Needs* and #45. *Facility Progress to Date* was **"does not meet the standard"** including the following justification:

"Failure to demonstrate the ability to provide a structurally safe and adequate facility or a plan for necessary facility improvements.")

TFA cannot provide a structurally safe and adequate facility or plan for necessary facility improvements in the application when we do not have access to the potential building. In a continued attempt to meet the facilities' need and progress standard, without our structural engineering team or repair contractors having access to the building, we offer the following layman's plan for necessary facility improvements:

Based on projected enrollment and the number of classes, only a portion of the facility will be needed the first year. According to the Scallion engineering report, it appears the south wing of the building needs more repair than the north wing, so our plan is to segregate the south wing from the rest of the building for later repair or possible demolition. TFA will work with our licensed architect and the State Fire Marshal's Office to ensure the building is segregated appropriately. The cafeteria/classroom addition that was added in the late 1950's/early 1960's and is attached to the north wing. The kitchen was added in the early 1980's and attached to the cafeteria/classroom wing. The newer additions do not appear to have as many structural issues since they were constructed on a slab. The gym appears to need 4 of the 16 steel support posts replaced in the basement due to long-term rusting/lack of repair and rain gutters need extensions to carry water away from the building to improve a ground water seepage issue in the basement. It is noted that some of the brick exterior needs repair, especially near windows and doors. Other issues may also require repair, but we will not know for sure until our engineers and contractors have access to the building.

Our proposed timeline is as follows:

If at any point during the facilities process it is determined repairs cannot be made to the former Trimble Elementary building to meet the life safety plan for all or a portion of the building, TFA will seek bids to lease/purchase modular classrooms and/or bids from building construction companies for necessary space.

If by April 1, 2027 TFA determines the facilities progress is experiencing delays and will not be ready for occupancy until after the school opening date Fall 2027, TFA will attempt to secure formal agreements with previously identified locations - Trimble Christian Church and Trimble First Baptist- and/or the town owned community event building located at the city park. Pastors from both churches, as well as the Mayor and multiple Alderpersons are members of TFA and supportive of meeting temporary facility needs. We will work with the State Fire Marshals Office to ensure that all buildings meet safety requirements. The school will be moved to its permanent location over scheduled breaks (Fall Break 2027, Winter Break 2027, etc.) based on building progress.

If facility options to open Fall 2027 are not finalized by May 1, 2027, TFA will request a modified opening date of Fall of 2028.

Proposed Financial Support:

As previously stated, Dyer County has an obligation to "repair, maintain, and preserve" the former Trimble Elementary building. The Scallion engineer report confirms that they did not do so. The town of Trimble is seeking judgement for repairs to be completed and/or monetary

compensation be provided. Once the charter application is approved, TFA will expand its fundraising efforts to include a Major Gifts Campaign to assist the town in supporting facility needs. We have identified several very successful graduates of the former school and will propose various levels of donations to include naming the classrooms, gym, outdoor classrooms, etc. for significant donations. TFA is also seeking information from organizations who assist charter schools with facilities funding, including the Catapult Fund, 22 Beacon and Equitable Facilities Fund (EFF) and will apply for any available TN facilities funds that may be available, as well as external grants opportunities. TFA and the Town of Trimble have also had conversations with the TN Municipal Bond Fund representatives regarding the town borrowing a long-term, low interest loan for a school facility. Again, it is difficult for the Town of Trimble and TFA to make concrete plans for a facility when we do not have access to the unused Trimble Elementary building.

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.**

Although in Tennessee, Charter schools are not required to provide transportation, Trimble Academy would like to offer this benefit to students and families. Since the Dyer County School System already provides transportation services to students who reside in the proposed Trimble Academy zone and the remainder of the LEA, an agreement with them would be the most cost-efficient use of public funds. **The following transportation policy is an excerpt from the 2025–26 Dyer County Elementary School Handbook and governs student eligibility and expectations for bus service:**

The school system does not guarantee transportation for students who reside within limited transportation zones. Transportation may be provided for students living within these zones only if they reside along an existing bus route and if space is available. Students living outside the limited transportation zones who reside within one-quarter mile of an established bus route are responsible for providing their own transportation to the designated pickup point on the main route.

Parents and guardians of students who are transported by the school system are solely responsible for their student's care, custody, supervision, and control until the student boards the bus. Upon return from school, parents assume these same responsibilities once the student exits the bus. Students who utilize system transportation are required to comply with all established bus rules, which are outlined later in the handbook. Failure to follow these rules may result in the revocation of transportation privileges. The school discipline code applies to all students transported by the system.

Parents and guardians of students who are not transported by the school system are fully

responsible for the student's transportation and supervision until the student enters the school and again once the student exits the school at the end of the day. Students who ride bicycles to school must park them in designated areas for the duration of the school day unless permission is granted by the principal or the principal's designee. Individual schools may establish additional parking regulations at the discretion of the principal.

Dyer County currently provides home pick-up within the Trimble city limits for students to attend Newbern Elementary, but they did not for students attending the former Trimble Elementary students. It is estimated that approximately 70% of former Trimble Elementary students either walked or provided their own transportation.

If Trimble Academy and Dyer County School System are unable to reach an agreement for transportation services for students, pursuant to T.C.A 49-13-114, Trimble Academy will consider contracting with a transportation service with the funds Dyer County will be required to provide that would have been utilized for transportation for our students. TN Classical Academies currently uses an alternative bus service out of east Tennessee through a contractual agreement. TFA has verified the company also provides services in Memphis and would provide to the Trimble Academy (<100 miles away), if desired. Their service includes bus-stops based on student resident clusters. If a transportation contract is to be utilized, TFA will issue an Request for Proposal/Quote to assure services can be provided with available transportation funds. As a part of the RFP we will consider the level of service, including whether to provide service outside the Trimble Academy enrollment zone. Once the application is approved, Trimble Academy School Board Committee and the School Director will continue to evaluate all available transportation options, including offering transportation in-house and the implications of not providing transportation before a decision is made. Extracurricular activities, such as field trips, will utilize the same service provider.

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(c) and Section 504 of the Rehabilitation Act of 1973.

As with the general student population, Trimble Academy will attempt to partner with Dyer County Schools to transport students with IEP or 504 plan that require transportation at no cost to the student since they already provide these services within the Trimble Academy zone. Pursuant to T.C.A 49-13-114, if Dyer County and Trimble Academy are unable to reach an agreement, Trimble Academy will receive the funding that would have been spent by the LEA to provide such transportation. Trimble Academy either contract for services through the RFP process or provide in-house services in accordance with State policy. Our top priority is service to the student.

Health and Safety

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

A Licensed Practical Nurse will be employed to provide for the medical needs of the students. In

the event the LPN is not scheduled to be on-site, an on-call substitute list or contract for on-call services will be in place. Additionally, all staff will be trained in administering medications, first aid, CPR, AED, bloodborne pathogens, and other required health trainings during back-to-school professional development.

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 School Director will be responsible for overall school safety operations. The School Director will appoint a building level safety team. By July 1 of each year, prior to scheduled opening, the School Director will present the Trimble Academy School Board Committee with a comprehensive building-level school safety plan regarding crisis intervention, emergency response, and emergency management developed by its building-level safety team in accordance with the template developed by the state-level safety team. Use of template will provide guidance to ensure the plan is aligned with state, local and district requirements. A summary ONLY of the building-level safety plan shall be made available to the public at least thirty (3) days prior to its adoption. The building level plans may be adopted ONLY after at least one (1) public hearing that provides for participation of school personnel, parents, students and any other interested parties. Once adopted, building-level safety plans will be filed with the commissioner no later than 30 days after their adoption. Building level emergency response plans and school building floor plans shall be confidential and shall not be subject to any open or public records requirements. The School Director will ensure that all faculty and staff are trained on emergency and safety procedures prior to school opening each year.

Trimble Academy will participate in the TN Department of Safety and Homeland School Security and School Resource Officer (SRO) Grant. The Statewide SRO Program grant provides funding to local law enforcement entities to place one full-time POST-certified SRO in each K-12 public school and public charter school in Tennessee. TFA is in communication with the Dyer County Sheriff's Office and will start the application process upon approval of the charter school application. The President of the Trimble Forward Alliance has worked extensively with the Sheriff's Office on various grants through workforce development and will seek additional funding for any necessary safety projects such as implementation of a mobile panic alert system that is capable of connecting diverse emergency services technologies to ensure real time coordination between multiple first responder agencies and integrates with local public safety answering point infrastructure to transmit 911 calls and mobile activations.

Insurance

50. 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.

Trimble Academy requested and received necessary coverage amounts from the potential authorizer, Dyer County School System. We do not plan to have school athletics year 1. In the event athletics are incorporated into the school program, we will seek additional liability coverage as required.

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).**

Attachment 8 is a letter from Marsh McLennan Agency regarding their intent to provide specific insurance coverage and limits upon approval of the charter application for Trimble Academy and includes a provision to notify the TDOE of any cancellation.

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.

The TN School Nutrition Program is responsible for providing nutritious meals and snacks to students in public and private schools, as well as residential and childcare institutions, administering the National School Lunch Program (NSLP), School Breakfast Program (SBP) and Afterschool Snack Program. The program adheres to strict nutritional standards set by USDA. After a meeting with the TN Department of Education School Nutrition Program staff, Trimble Academy leadership found student food service to be a highly regulated and complex process.

Additionally, the student cost for meals (which is currently free in the LEA) is extremely complicated (e.g. varied cost based on breakfast, lunch, snack; different reimbursement rates based on free, reduced, or full pay). For all students to qualify for free breakfast and lunch without requiring submission of household applications, Trimble Academy would need to participate in the Community Eligibility Provision (CEP). Based on information provided by the SNP staff, the previous percentage of Trimble Elementary students receiving SNAP or TANF for automatic certification was 45%. For a break-even cost factor, the recommended percentage is 62.5%. As a new school, Trimble Academy does not have a previous fund balance to make up the difference to offer free meals to all students through CEP; therefore, unless enrolled demographics reflect a much higher percentage, we would not participate in CEP. We would

offer free and reduced lunches to those who qualify, including actively seeking participation, managing applications, making eligibility determinations, and securing required documentation. A system will be in place to identify eligible students at the point of sale. Meal payments, including cash and electronic payments, will be collected and recorded using standard accounting practices, with approved payment applications utilized to support efficiency and accurate recordkeeping.

Through discussion with the TN School Nutrition Program staff, four (4) possible delivery modes were discussed in detail, including both pros and cons of each as indicated below:

Delivery Mode	Pros	Cons
In-house Service	Local decision making	-Time needed to learn regulations -Equipment purchases required (budget concern) -Time needed to supervise day-to-day operations and staff -Identify and contract for food vendors -Pay all expenses upfront (cash flow concern) -Budget management (over spending concern)
MOU with LEA or Other School	-Guidance for day-to-day operation -Purchase food from MOU partner -Local decision making	-Time needed to learn regulations -Equipment purchases required (budget concern) -Time needed to supervise day-to-day operations and staff -Pay all expenses upfront (cash flow) -Budget management (over spending concern)
LEA Establish TA as Additional "Site"	-High level oversight only -Local contact for any issues -Supervision of day-to-day operations provided -Payment of all expenses upfront and collection of reimbursements (no financial responsibility) -Staffing/Food/Meal Cost Budget neutral	-No local decision making -Equipment purchases required unless LEA has available (budget concern)
Food Service Management	-High level oversight of contract only	-Issue RFP and select vendor -No local decision making

Company	-Equipment provided -Supervision of day-to-day operations provided -Payment of all expenses up-front (payment due to vendor after reimbursement received from state) -Staffing/Food/M meal Cost budget neutral -Offers additional services like culinary classes	beyond those included in RFP -No local contact for issues
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Based on the information provided, TFA leadership does not see In-House Service or MOU with LEA or Other School as workable options. Both require significant time for learning regulations and supervising the day-to-day operations. As a new school with a small staff, this task would fall on the School Leader. These two options also require a purchase of kitchen equipment which is not currently available in the budget. Additionally, TFA would be required to up-front payment of staff, supplies, food, etc. until reimbursement is received from the State, creating cashflow concerns.

The LEA establishing Trimble Academy as an additional site, is a feasible option, if they have kitchen equipment available for use and are willing to provide the service. It would require only high level management of the School Director and all financial responsibility (payments, collections, reimbursements, cashflow) would fall to the LEA.

TFA leadership finds the Food Service Management Company (FSMC) to also be a viable option. It would require some initial time of the School Director to issue a Request for Proposal (RFP) and establish a contract, but then only high-level contract management. The TSNP website offers a list of current TN vendors and the School Nutrition Program Consultant for Northwest TN will help with preparing a “fixed rate” RFP. FSMCs generally offer full on-site services (cooking, serving, etc.), but may also offer vended meals (delivered to be warmed). TFA spoke with one vendor who confirmed they would hire local staff, provide all kitchen equipment, and up-front all costs until TFA receives reimbursement from USDA/State. This particular vendor also offers culinary classes to students. Assuming proper negotiations for service cost, the reimbursement and student payments can provide a budget neutral contract.

Under any of the models above, all food service operations will comply with applicable federal, state, and local regulations and will be designed to meet the nutritional needs of students and staff. Food service staff will be responsible for maintaining all required safety and sanitation standards related to food preparation, kitchen and cafeteria facilities, equipment, cooking procedures, and food storage and disposal. Meals will be prepared and served in accordance with approved menus, established food standards, written recipes, and portion control guidelines. Accurate records will be maintained for all food and supply purchases, usage, and deliveries to ensure appropriate quantity and quality. A current inventory of food, supplies, and commodities will be maintained to ensure adequate availability to meet service demands.

Trimble Academy has only included minimal funding in the budget (\$4,000 Year 1, \$5,000 Years 2-5) for miscellaneous expenses for food service since either option, LEA establishing TA as an additional “site” or utilizing a Food Service Management Company, would be budget neutral.

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 below chart includes the goals, timeframe and detailed accomplishments for evaluation from the Charter School Program Planning and Implementation Grant.

Goal(s)	Method of Evaluation	Timeframe
Board to identify and hire School Director who will embrace the mission and vision of Trimble Academy	Employment Contract; Personnel Evaluation	By October 1, 2026 (hired) By June 1, 2027 and on-going annually
Board/School Director to identify and hire Recruiter/Administrative Support Staff to inform the community about the school, recruit students and staff and assist school leadership in meeting the mission and vision of Trimble Academy.	Employment contract; active social media accounts; contract for website development and website in active status. Student Application developed and number received; log of recruitment events attended	October 1, 2026 (hired) – June 30, 2027, and on-going
Board and School Director to Identity and develop operational processes (Finance, Technology, Contracted Services).	Agreement with Consultant/Mentor, TN Classical Academies for consultation start-up operations, Policies & Procedure Manuals. Agreement with Financial Management Company; Legal Fees; Agreements for other no-cost partner services (security, transportation, etc.)	October 1, 2026 – June 30, 2027

Board and School Director to identify and contract for facilities, including design and establishment of outdoor classroom settings and minor repairs/improvements to provide accessibility and desirable learning environments.	Lease or purchase agreement of building; Invoice for purchase of outdoor classroom components; Invoice for purchase and/or labor of minor repairs/improvements	October 1, 2026 – July 30, 2027
School Director to equip indoor and outdoor classrooms, administrative offices, and general-purpose use areas with necessary technology to enhance learning and promote efficient and effective administrative practices	Invoice for administrative and instructor computers and Printer/copiers and postage meters lease agreement; Invoice for student Chromebooks purchased; Invoice for Smart Boards purchased; Invoice for necessary internet and Wifi access points, telephones, security systems, bell/alarm systems established	October 1, 2026 – June 30, 2027
Board and School Director to identify and hire Principal who will embrace the mission and vision of Trimble Academy	Employment Contract	By January 1, 2027 (hired) By June 1, 2027, and on-going annually
Principal to development of Academic Processes	Academic Policies and Procedures; Daily Teaching Schedules; Student and Parent Handbooks; Identification of Curriculum and Assessments; Student Service contracts (ELA, SPED therapies, etc.)	January 1, 2027 – June 30, 2027
Principal to develop a system for assessing student achievement three (3) times per year will be purchased and implemented	Invoice of purchase; student assessment data	January 1, 2027 – May 30, 2028
School Director and Principal to equip indoor and outdoor classrooms, administrative offices, and general-purpose use areas with necessary	Invoice for classroom, office and general-purpose furniture and fixtures (desks, chairs,	January 1, 2027 – June 30, 2027

furniture and fixtures to provide an inviting learning and working environment	tables, file cabinets, etc.) purchased	
Recruiter/Administrative Support to provide necessary materials and supplies to indoor and outdoor classrooms, administrative offices and general-purpose use areas to enhance learning and promote efficient and effective administrative practices.	Invoice for consumable supplies (paper, pencils, etc.); Invoice for specialty materials and supplies for Fine Arts, Physical Education, outdoor learning, etc. purchased	January 1, 2027 – June 30, 2027
Recruiter/Administrative Support to secure outside printing and publishing for bulk recruitment and student/parent handbook, when more efficient than in-house printing and mailing at bulk non-profit postage rate	Copy of printing invoice Copy of postage invoice	January 1, 2027 – June 30, 2027
Principal to develop/acquire curriculum materials to enhance learning for ALL students.	Agreement with Consultant/Mentor, TN Classical Academies for consultation on curriculum; Invoice for curriculum purchased; Copy of curriculum developed	January 1, 2027 – June 30, 2027
School Director to secure applicable insurance coverage to protect the property and organization from financial damages	Copy of insurance policy	April 2027 (3 months prior to opening)
Principal to identify and hire 100% of qualified teachers and other staff who will embrace the mission and vision of Trimble Academy	Employment Contracts of qualified teachers and staff; staff evaluations	By June 1, 2027 (hired) By June 1, 2028 (evaluated)
School Director and Principal contract for professional development opportunities to incorporate outdoor learning with the classical education model and build a team that will embrace the mission and vision of Trimble Academy by having 100% of teachers and appropriate staff attend appropriate development sessions.	Agreement with TN Classical Academies to provide professional development activities; professional development attendance logs.	By July 30, 2027 or prior to school opening

The following is a detailed list/timeline provided by TN Classical Academies for our school start-up plan:

The manager column will have the person or group who spearheads each needed task. This group includes the Board President, Board, School Director, Principal, Recruiter/Administrative Support, TN Classical Academies Team, and Startup Support Team. The Startup Support Team is a subcommittee of the board that has community members on it that have a desire to serve and see the school through to fruition. This will include support from the TN Classical Academies team, and the Trimble community at large including those who may want to be employed here or send their students here. This is truly a grassroots effort and will be a grassroots accomplishment!

Timeline of Launch Tasks*

**Timeline may be adjusted subject to charter approval date*

BOARD AND ENTITY DEVELOPMENT – Main Manager BDC

Timeframe	Task Description	Important Notes/Dates	Manager
Summer 2025	Articles of incorporation	Complete	Board President
Summer 2025	Filing of 1023	Complete	Board President
	Garner support and sponsorship of TN NP	Complete	TFA
	Register as TN corporation with TN Sec of State	Complete	Board
	Get commitment from board members to serve as the launch board for the new school	Complete	Board President
	Create bylaws in accordance with respect to all jurisprudence	Complete	Board

June 2026 – March 2027	Secure additional high capacity, diverse board members for the elementary school	Target experienced business and educational leaders, keep in mind minority involvement; ensure parent representation	All current board members
October 2026 or Upon Charter Approval	Hire School Director and Recruiter / Administrative Support	Use TCA recommended qualifications to recruit local talent, if possible, to be the “face” of Trimble Academy	Board hiring committee and TCA Team
October 2026 or Upon Charter Approval	Develop school website	Basic with photos, about, informative text	Board & startup support team; Director and Recruiter/ Administrative Support
October 2026 Upon Charter Approval	Develop Google suite, domain name, add application to website.	Get URL registered and paid for through 2028 Partially complete: TFA has purchased the following as of January 2026: trimbleacademy.org	Board & startup support team; Recruiter/ Administrative Support
After Google Suite is functional	Designate a Google Suite Super Admin	Designate a Google Suite Super Admin so information is relayed and not lost.	Recruitment/ Administrative Support
After Google Suite is functional	Create a shared document in the drive with all crucial school information on it and share with all stakeholders.	As schools develop, board and community leadership change. It is important to make sure all entity information is in one location: passwords for platforms, vendor websites, founding documents, etc. This way they can be easily tracked.	Recruiter/ Administrative Support
Jan 2026	Develop entity logo and brand	Complete	Board
FINANCIAL ORGANIZATION – School Leader			
Timeframe	Task Description	Important Dates/Notes	Manager

Upon Approval of Charter	Secure additional funding cultivated through donations, business partners CSP grant, or lenders	--Submit grants for new charter funding (CSP grant Complete) --Identify other grant sources --Organize fundraising events and solicit contributions from individual donors and businesses	Board and School Director
	Develop Financial Policies & Procedures	TN Classical Academies can provide samples	School startup support team and School Director
	Open new account in new school name	Stay with established relationships if possible	Board treasurer and School Director
	Accounting framework in place	Plan to utilize QuickBooks and partner with CFO To Go or similar company	Startup support team and School Director
	Choose a governmental auditing firm to partner with	Seek their advice on accounting procedures	Board treasurer and School Director
	Develop effective school filing system	Utilize Google Drive and purchase locking file cabinets	Recruiter/ Administrative Support
	Execute D & O insurance policy the day after the board vote for approval	This is essential for proper liability coverage. Do not delay	Board president
June 2026 and on-going	Adjust application budget to real-time numbers and submit budget for coming year to the board finance committee.	A budget is a living document. It will change along the way, and with each change of \$10K or more, board approval should take place.	Board & Startup support team with input from TN Classical Academies team
October 2026 or upon Charter approval	Set up school Amazon, Walmart, PayPal, GiveButter accounts	These are purchasing accounts, and the PP and GB are receiving platforms	Board treasurer and School Director
October 2026 or upon Charter approval	Apply for school credit card	Look for best deals	School Director and Board Treasurer

Summer 2026 or upon charter approval	Meet with CFO To Go, or similar company to ensure we are all on the same page for financial launch		President and Treasurer of TFA, School Director
August 2026	Select benefits plan for staff	Bid concurrently with ACA yearly dates	CFO To Go and School Director
Jan 2027	Select key vendors	Assure documentation of proper legal bid process	School Director
MARKETING, ADVERTISING, RECRUITMENT – School Leader or Board Committee			
Timeframe	Task Description	Important Dates/notes	Manager
Ongoing - Jan 2026, and repeat Jan 2027	Secure booth spots or provide school info at community outreach events	Trimble 4th of July Celebration; Trimble Trunk or Treat; Newbern Depot Days; Dyer County Cancer Fund BBQ; Dyer County Fair; Sorghum Valley Festival of Trees; local Christmas parades/breakfast with Santa; Health Department Community Baby Shower; Chamber of Commerce events; DSCC College for Kids; Martin Luther Kind Day Celebration; Red Sand Project; TN Day of Hope; various church vacation bible schools; local community health and resource fairs; Relay for Life event; and community Youth Summer Feeding Programs	TFA Marketing Committee, School Director, Principal, Recruiter/ Administrative Support

October 2026 or upon charter approval	Order display items	Tablecloths, banner and frame	Recruiter / Administrative Support, TFA Marketing Committee, TCA
	Design brochures		Recruiter / Administrative Support, TFA Marketing Committee, TCA
	Create all forms and applications	Finalize by January 31, 2027	School Director, Principal, and Recruiter / Administrative Support
October 1, 2026 or upon charter approval	Get brochures into areas where underserved populations frequent	Secure permissions to place brochures in Dyer. Co. Health clinics, pediatrician offices, American Job Centers,, etc.	Recruiter / Administrative Support and TFA Marketing Committee. TCA can assist
October 1, 2026 or upon charter approval	Train startup recruitment team, set calendar with individuals assigned to each event		School Director, Recruiter / Administrative Support and TFA Marketing Committee. TCA can assist
	Launch social media sites, post daily	Share all posts to school site, TFA site, and other community pages	Recruiter / Administrative Support and TFA Marketing Committee. TCA can assist
	Create shared Google Docs tracking prospects and confirmed students' information		Recruiter / Administrative Support

Sept – Dec 2026	Partner with a video production team to make a quality video for school promotions	Utilize any community contacts at TV stations	School Director, Recruiter / Administrative Support and TFA Marketing Committee. TCA can assist
Hiring – Main Manager, Board and TN Classical Academies Team			
Timeframe	Task Description	Important Dates/Notes	Manager
September 1, 2026 or Immediately upon Charter Approval	Advertise or use word of mouth to identify candidates for a school Director	The sooner we can secure this key employee, the better	Board and TN Classical Academies hiring team
October 1, 2026 or within 30-45 days of Charter Approval	Hire the school Director	This person is probably already working in a school. We will need to offer him or her a graduated contract and give the former employer plenty of notice	Board and TN Classical Academies hiring team
October 1, 2026 or within 30 – 45 days of Charter Approval	Advertise & Hire Recruiter/ Administrative Support staff	Someone to make calls, recruit, print materials, run errands every day	School Director, Board and TN Classical Academies hiring team
November 1, 2026 – January 1, 2027	Advertise & Hire Principal		School Director, Board and TN Academies hiring team
March 1 – April 30, 2027	Advertise & Hire Instructional and Non-Instruction Staff to start July 1		School Director and Principal and TN Academies hiring team
ORGANIZATIONAL STRUCTURE AND HR – Main Manager School Leader			

Timeframe	Task Description	Important Dates/Notes	Manager
May – July 2027	Publish instructional program showing alignment of TN State Standards to our mission and vision for each grade/subject level	Assist in making the vision clear to all stakeholders	School Director and Principal
Jan 2027 -March 2027	Complete chain of command flow charts for years 1, 2, 3 and 4 according to our growth model	Solicit consultant input and CFO To Go input	School Director and Principal
	Update policies and handbooks		School Director and Principal
	Choose communication program for automated texts/calls and group emails	Schoocast, TeamReach?	School Director and Principal
	Hire/Contract year one teaching and classified staff	Make sure they give their current school plenty of notice	School Director and Principal
Feb 2027 – May 2027	Consider dress code or uniform shirt design and if approved, order enough to give each student recruit one shirt upon enrollment		School Director or Principal
	Decide upon an online uniform vendor, if implementing uniform policy	Ease for parents	Principal
March 2027 and on-going as students are identified	Formulate initial bus routes schedules	Evolving until enrollment is completely set and we have addresses in hand	School Director and Principal
January - June 2027	Order any needed classroom furniture, technology, accessories	Reminder: legal bid process and board approval for any expenditure over \$20,000	Principal and Administrative Support staff

	Order student classroom and office supplies		Principal and Administrative Support Staff
INSTRUCTIONAL – Main Managers, School Leader and Principal			
Timeframe	Task Description	Important Notes/Date	Manager
April 2027	Register all committed staff for Classical Model summer PD's	TN Classical Academies team member will do this initial, school leader there afterwards	Principal
	Define Summer PD schedule for 2027	Include environmental endorsements such as PLT, LNT, etc.	Principal
Jan 2027 – Apr 2027	Get curriculum in place, communicate spiraled scope sequence K-6th		Principal
	Secure interim assessments		Principal
	Secure universal screener and data analysis plan		Principal
	Determine instructional staff unit and lesson plan submission guidelines		Principal & School Leader
	Determine homework policy		Principal & School Leader
	Determine grading policy		Principal & School Leader
Feb 2027 – Mar 2027	Define SWPBRS (School Wide Positive Behavior Reward System)		School Director, Principal & TCA support team
	Publish daily routines		Principal

	Create agenda for parents, staff, student orientations		Principal
	Secure community donors for SWPBRS prizes		School Director, Principal and Recruiter, TFA Fundraising Committee
	Have a poster designed for universal school language for focus behaviors		Principal
FACILITIES – Main Manager – Board			
Timeframe	Task Description	Important Dates/Notes	Manager
October 2026 or upon charter approval	Meet with architects and state fire marshal to determine necessary repairs or renovations. Commission a Life Safety Plan.	Set a timeline for completion within 6 months with board or startup team members responsible for specific action items for alternative facilities plan	Board, startup support team, TCA team, town of Trimble
October 2026 or upon charter approval	Secure written agreement for usage of the former Trimble Elementary building	If agreement not reached MUST immediately pursue purchase/lease of modular buildings and possible use of temporary location.	Board

Contingency based on timing of agreement and repairs	Perform initial analysis for any additional safety plan, accessibility, traffic and internet capability needs for modular buildings and temporary location		Board, startup support team, TCA team, School Director
Nov 2026 – April 2027	Town of Trimble complete repairs on former Trimble Elementary building	Monitor Repair Progress weekly. If repairs cannot be made within timeframe MUST immediately pursue purchase/lease of modular buildings and/or possible use of temporary location.	Board and School Director
March 2027	If former Trimble Elementary site not on schedule for occupancy June 2027: Schedule fire marshal inspection for temporary location to determine whether any possible issues which would prohibit student occupancy and remedy if needed or lease modular buildings		Board, startup support team, TCA team, School Director
February 2027- June 2027	Develop and implement plan for outdoor learning spaces	Recruit volunteers to help complete work	Recruiter, Principal and TCA Team
March 2027	Meet with municipalities public works dept regarding supporting infrastructure or development	Is there any road work is slated, should include ingress egress definitions for new school	School Director with team
March 2027	Develop an arrival and dismissal plan	Traffic flow Completed October 2026	School Director and Principal

	Check with local police/municipality about any traffic issues	School zone lights? Cross walks?	
	Security assessment by Homeland Security or local municipal law enforcement	Do we need additional controlled access? Adequate shelter in place/ escape plans? Where is the bivouac? Where is our disaster removal location?	
Mar 2027	Define needed signage	Roadways, hallways, parking lots, indoor and outdoor classrooms and meeting spaces, trail signs	School Director, Principal, Recruiter
	June 2027 - Order signage		
May 2027	Create and publish emergency plans, including alternate parent pickup location at reunification site		School Director, Principal and team
	Create and test fire, intruder, tornado, plans		School Director, Principal and team
	Provide campus floor plans to local fire and police	Done through submission of FM plans by architect	School Director, Principal and team
May 2027 – June 2027	Create and implement move in plan		School Director, Principal and team

53. Describe contingency plans for common startup challenges including:

- **Not meeting enrollment targets**

We will begin the recruitment process early and continue to actively recruit students throughout the launch process, including to out-of-county students from nearby Obion and Gibson counties. We will have a staff person in charge of recruitment but will also consider it a team effort between school leadership and Trimble Forward Alliance. If we do not meet our enrollment goal, an option is to reduce staff and combine grade levels into one class, which is allowed by TDOE standards. However, we feel that having the unique model of a public school with a classical curriculum and outdoor immersive learning will provide an option families have been looking for. The model aids with everything from classroom IEP accommodations, to teacher retention, to

student recruitment. We believe parents will want to send their child to a small school where students can engage with the outdoors to enhance learning.

- **Not meeting fundraising goals**

For charter schools in the approval cycle, the CSP fund award amount is \$750,000. Trimble Forward Alliance filed an application for the grant. If awarded, the grant will provide adequate support for the startup. TFA has already raised some money to support the application process, and continues to sponsor fundraising events and accept donations as a 501c3 charitable organization. We have budgeted a minimal amount of fundraising annually (\$10,000) for student support. In the past, this amount has been raised by the former Trimble Elementary Fall Festival event. Once the charter application is approved, TFA will embark on a major gifts campaign, seeking out past graduates, teachers, families and corporate sponsors to pledge long-term support for school enhancements. The fundraising game is not over until you win. There is no stopping if a fundraising goal is not met. We will keep on keeping on until it is.

- **Hiring challenges; and**

Trimble Academy model will effectively do the recruitment for us. We have had significant interest from recently retired teachers and current teachers from Dyer and adjoining counties who see the value in the model. We will provide competitive salaries and benefits. We have planned extensive use of social media (as previously described) to reach teachers and staff throughout west TN. We will also proactively reach out to teacher training programs at universities and attend teacher recruitment fairs on their campuses. If needed, we will also reach out to charter school organizations across the state. Right now, TDOE is granting permits to professionals who do not hold a TN teaching license but are qualified in the area of the teaching need and waivers to teach outside their endorsement area. If we need to go that route, we can.

- **Facility delays.**

In the event the former Trimble Elementary School building will not be ready for occupancy within 60 days of opening, two local churches have offered their facilities on a temporary basis. Our implementation timeline includes weekly monitoring of the former Trimble Elementary facility repairs/renovations and a preliminary Fire Marshal review for occupancy of the temporary facilities to allow for any modifications to those buildings for school occupancy approval. Additionally, built into the timeline is the leasing of portable modular building units to be placed on the campus. The revised budget includes \$10,000 per month for rent/purchase/debt payment.

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:**

The Trimble Academy implementation team includes multiple past educators and administrators. Although Tennessee Classical Academies(TCA)/Skillern Elementary Founder/CEO, Angie Markum

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will have the primary responsibility of professional development to ensure teachers are trained in the specific TN Classical Model, two (2) other staff from the TCA team and three (3) other members of the local TFA with an educational background will provide support as needed. Trimble Academy is well positioned for performance management with two (2) executive director level members having over 30+ years experience and a previous school administrator who served as a Director of Student Accountability for 6 years. We do not feel there are any gaps in this area.

- **Student health:**

The team includes multiple former educators and a former Assistant Principal who are familiar with student health issues. Additionally, the team includes an Executive Director of a Mental Health nonprofit who partners for services in local schools. We also have a retired pilot with Air Evac Lifeteam and a team member with a degree in Wellness Business Management. TFA membership includes three (3) individuals who currently work in the healthcare field. We plan to hire a full-time Licensed Practical Nurse and identify additional medical resources upon approval of the application. We do not anticipate any gaps in the area of student health.

- **School safety and security:**

In addition to experienced educator team members who have dealt firsthand with safety and security in a school setting, we have a team member who is an elected constable, part-time Town of Trimble Policeman and Reserve Dyer County Sheriff Deputy. We also have a good working relationship with the Dyer County Sheriff who has offered to assist with securing grant funds to employ a full-time Student Resource Officer and additional safety and security enhancements. We also plan to hire an experienced administrative team, so we do not anticipate any gaps in school safety and security.

- **School operations such as food service and transportation; and**

The team includes three (3) individuals who have owned and/or worked in food service management including in catering and restaurant settings. Through their expertise and with guidance from Tennessee Classical Academies, we will determine if it is better to hire experienced, qualified food professionals, enter into an agreement with the LEA or other school system, or use a food service management company to operate the School Nutrition Program. We do not anticipate any gaps in the area of food service.

Although we do not have anyone on our local TFA Board who has experience in student transportation, TN Classical Academies as our consultant/mentor is an experienced charter school operator with student transportation services. They have already provided introduction to a commercial bus service provider utilized by several charter schools in Tennessee, in the event services cannot be agreed to by the local LEA. We do not anticipate gaps in the area of transportation services.

- **Facilities acquisition and management.**

The team includes an individual who is Regional Facilities Manager over the state of Georgia region for a major real-estate management company out of Nashville. He oversees over 150 employees and is part of a due diligence/takeover team for acquisitions. Additionally, the team includes a member who currently manages facilities over 17 counties, including managing repair

requests, development of RFPs for new property, negotiation of leases and design layout. TFA membership includes an owner of a construction company and owner of an interior design company. TN Classical Academies support team has secured four public charter school incubators, built four school buildings from the ground up, secured ten (10) modular classroom units, and remodeled one strip mall. We do not anticipate gaps.

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?

Measuring the organizational health of Trimble Academy requires a comprehensive performance framework evaluating board governance, legal compliance, financial stability, and school culture. Key indicators include tracking academic growth, high staff retention, student attendance, compliance with legal obligations, and maintaining a positive, safe, and academically focused environment. We anticipate that the Authorizer will utilize the Tennessee Model Charter School Performance Framework established by the TN State board of Education. To prepare for Authorizer evaluation and meet oversight responsibilities, the School Director will present a “Dashboard” report at each monthly Trimble Academy School Board Committee meeting to provide a visual of key performance indicators from the performance framework. The Trimble Academy School Board Committees – Academic, Operational, and Finance – will review the appropriate performance metrics and results and make recommendations for improvement, including specific timelines, if necessary. The School Director will submit progress reports toward TASBC recommendations within established timeframes.

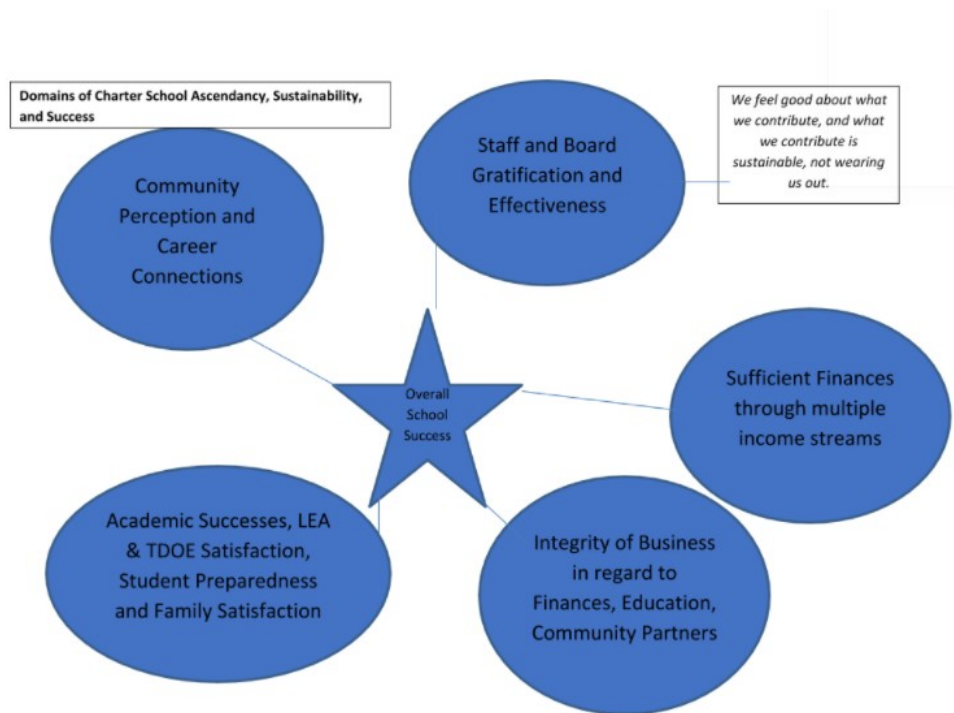
Deficiencies noted in the Authorizer annual evaluation will require a corrective action plan from Trimble Academy School Board Committee to ensure progress toward compliance. Trimble Forward Alliance Board of Directors will monitor the corrective action plan progress of the TASBC/School Director. TFA will comply with intervention measures recommended by the Authorizer including changes in policy, procedures, service providers, committee members and/or personnel.

TN Classical Academies has recommended use of the following measures for the specific time periods identified:

- Pre-operations
 - Board and staff relations are pleasant and school staff is excited
 - No sense of strife. Unity is key to any organization’s health. Any hint of disgruntlement on the part of anyone associated with the school will be met head on with effective communications
- Early Years Before Achievement and TVAAS Data are Available:

- Clean Audits, no material findings, increasing assets. Allowances are made for current assets while the school is in a growth pattern
- Ability to fill seats, robust waiting list
- Parent satisfaction surveys
- Screener, benchmark, and teacher-created assessments
- Established Years
 - Clean Audits, no material findings, increasing in assets.
 - TVAAS and Achievement Data
 - Parent satisfaction Surveys
 - Fundraising results
 - Waiting lists
 - Tennessee Charter School Performance Framework
 - Board member longevity

We refer to this flowchart for charter school development, ascendency and success.



In addition to the above oversight measures, the following Financial Performance Requirements have been established:

- a. **Annual Audit.** The annual audit will be submitted by the Trimble Academy School Board Committee (TASBC) to the Board of Director of Trimble Forward Alliance (TFA) no later than December 31 of each year, related to the prior fiscal year.
 - i. The audit should express an unqualified opinion on the financial statements. A qualified audit opinion will result in an automatic review and explanation from

the TASBC.

- ii. No material weaknesses in controls should be disclosed during the audit. A material weakness will result in a potential review and explanation from the TASBC.
 - b. Financial Indicators. A prior year operating deficit by the Trimble Academy will result in a potential review and explanation from the TASBC.
 - i. End of year current ratio of less than 1.1 will result in an automatic review and explanation from the TASBC.
 - ii. Average end of year unrestricted cash balance (based on the four quarter-ending cash balances) of less than 30 days of current fiscal year operational expenses will result in an automatic review and explanation from the TASBC.
 - c. Compliance Items
 - i. Reporting should be consistent with agreed timelines for the annual report/audit, the annual budget and the annual financial report (AFR).
 - ii. Quarterly financial statement submissions should be received by the TFA within the agreed timeframe.
 - iii. Revenue reimbursement reports for non-TISA funds should be submitted at least quarterly and no more frequently than monthly.
 - iv. TFA/TASBC members must sign and submit a signed conflict of interest form annually.
 - v. TFA/TASBC should be able to provide documented minutes and agendas from the finance committee and full board meetings throughout the fiscal year, upon request.
 - vi. The annual audit will be presented, reviewed and approved at a regular board meeting.
-

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:

The completed budget on the state's required template is included as Attachment 9.

- **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.**

A month-by-month accounting of anticipated revenues and expenditures is included for Year 0. The only expected revenue is the Charter School Program grant of \$750,000 (application submitted prior to May 1 deadline; awards to be announced June 1). The grant will not be released until the charter application is approved and a charter agreement finalized. The grant is available for the following needs. Budgeted amounts are included:

- | | | |
|----|-----------|--|
| 1) | \$47,455 | Informing the community about the school |
| 2) | \$334,763 | Acquiring necessary equipment, educational materials and supplies |
| 3) | \$85,000 | Acquiring and developing curriculum materials |
| 4) | \$176,782 | Refinement of desired educational results |
| 5) | \$35,500 | Professional Development of teachers and other staff |
| 6) | \$70,500 | Other initial operational costs that cannot be met by State or local sources |

See details in Attachment 9. If Trimble Forward Alliance is not awarded the CSP grant, we will not be able to open Trimble Academy unless we secure major donations to cover start-up cost.

- **Anticipated budgetary assumptions for the following:**
 - **Student enrollment counts for years 1-5 of the school's operation;**

The Trimble Academy planned student enrollment is 137 (K-6) students' year one. We will add 25 students in grade 7th and 15 students in grade 8th (177 total students) year two. We do not anticipate a full 8th grade class until year three and forward with 187 total students. We have also planned for minimum student enrollment of 120 year one growing to 162 students when K-8 is fully operational. See detail in Attachment 9.

- **Staff FTE counts for years 0-5 of the school's operation;**

Planned Staff FTE counts are conservative year one due to start-up costs with three administrative staff (Director, Principal, Recruiter/Administrative Support) a regular teacher for each grade, 1 special education teacher, 2 teaching assistants, a part-time specialty teacher (supplemented with volunteers), 1 counselor and a part-time librarian (supplemented with volunteers). Adding an Assistant Principal is planned for year two, along with 2 additional regular teachers, 2 teaching assistants, and 2 specialty teachers. Year 3 adds an additional special education teacher, if needed, and additional teaching assistant position. See detail in Attachment 9.

- o **All anticipated funding sources, including state and local funding, secured grants, philanthropy, and fundraising;**

The planned budget includes the average per-pupil state and local funding of an estimated \$12,252 each. Additional funding sources, including extra TISA funding specifically for charter schools, IDEA, Title II & IV, and Erate were added based on recommendation from TN Classical Academies, our consultant/mentor organization. Funds budgeted from fundraising are a very conservative \$10,000 a year to support the annual budget. We anticipate raising additional funds, but will utilize them for “extra” enhancements to the school mission. See details in Attachment 9.

- o **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.**

Overall the Year 1 budget is “lean”, as expected for a new school; however, we have budgeted for all relevant expenditures based on consultation with our consultant/mentor, TN Classical Academies. Years 2-5 include increases in expenditures, but also in revenues for additional students allowing for a planned 2% unobligated budget.

Salaries and Benefits

The staffing budget covers all administrative, instructional and non-instructional needs. Year 1 we plan to supplement part-time specialty areas (STEM, Fine Arts, etc.) with volunteers. Full-time staff are added in subsequent years. We also plan to supplement part-time Library assistance with volunteers as well as coordinate with the Hamilton Parks Public Library in Trimble. Budgeted benefits include an overall 1% contingency for health and/or retirement increases each year. It is also noted that part-time positions, such as substitute teachers, benefits are overstated due to the formula calculating full benefits on all employee salaries. A Safety Resource Officer is not budgeted, but will be provided through a Dyer County Sheriff’s Office grant. No food service staff will be needed as we will either become an additional “site” to our LEA or contract with a Food Service Management Company. They will provide all staffing and the program will be budget neutral with reimbursements and student payments.

Contracted Services

We will provide ELA through contracted services (\$12,000 Year 1; \$15,000 Years 2-5) and Special Education therapies through contracted services (\$55,000 Year 1; \$60,000 Years 2-5). Other contracted services included in the budget are consulting services from TN Classical Academies, financial services, bus transportation (in case the LEA does not agree to provide), and a minimal amount for school lunch/food service since it should be budget neutral. Costs for these vary based on year/services needed.

School Operations

Year 1 is budgeted significantly less and Year 2 somewhat less than years 3-5 due to the CSP Planning and Implementation Grant which will cover the majority of start-up costs, including but not limited to, furniture, textbooks, computers, supplies, and staff development. Gradual increases are included in many line items for additions, replacements or cost increases. Significant budgets are included for equipment/technology additions/replacements, Special Education supplies and materials, Staff

Development (Year 1 covered in Planning and Implementation grant), technology services and textbooks/workbooks (Year 1 and part of year 2 covered in Planning and Implementation grant).

Facilities Operations and Maintenance

The budget includes \$120,000 per year for rent/lease for facilities. An additional \$25,000 per year is included for utilities. A final decision has not been made on the facility. If we rent the former Trimble Elementary building or the temporary space identified, the lessor will be responsible for all repairs and renovations. If we lease/purchase new modular units, there will not be any repairs or renovations necessary. Other line items are self-explanatory.

See details in the Budget Template included as Attachment 9, as a separate excel file, not converted to PDF as instructed.

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.

Trimble Academy's mission is to cultivate the body, mind and heart of each student in a traditional setting and an immersive outdoor environment through a classical, content-rich education that nurtures moral and civic virtue. In order to accomplish this mission, Trimble Forward Alliance, charter sponsor, enlisted the guidance of our consultant/mentor school organization, TN Classical Academies, to assist in development of the charter application, including a budget that will support and sustain our school model.

Revenue projections are based on TDOE's information regarding the average state, local, and TISA funds for each student. After not receiving the per pupil funding within 10 business days of the filing of the Intent to Apply letter, TFA President reached out to Dyer County School System to request the information. The LEA provided a per pupil expenditure rate of \$9,202.43. A request for explanation of the low amount went unanswered. TFA President was advised to contact TN Education Funding who provided a per pupil revenue based on FY26 budget of \$12,251.85 which was used in the budget. Due to the large discrepancy in the revenue projections, a copy of the email chain of communication is included below. Please read from the bottom up. Additional revenues were determined based on the experience of our consultant/mentor school organization, TN Classical Academies and are included in detail below and Attachment 9.

From: tnedu funding <tnedu.funding@tn.gov>

Sent: Friday, January 16, 2026 11:00:20 AM

To: Prater, Margaret <mprater@wfiinc.org>

Subject: Re: Request for Information

Hello,

Yes, that amount includes only state and local funds, not federal funds.

Best regards,



TN Education Funding Contact

tnedu.funding@tn.gov
tn.gov/education

From: Prater, Margaret <mprater@wfiinc.org>
Sent: Friday, January 16, 2026 10:41 AM
To: tnedu funding <tnedu.funding@tn.gov>
Subject: [EXTERNAL] RE: Request for Information

Just for clarification, is this only State and local funds? That is what the charter school instructions say they are supposed to provide. I know they also receive Federal funding.

From: tnedu funding <tnedu.funding@tn.gov>
Sent: Friday, January 16, 2026 10:38 AM
To: Prater, Margaret <mprater@wfiinc.org>
Subject: Re: Request for Information

Hello,
Thank you for reaching out. Dyer County per-pupil revenue based on the FY26 budget is currently \$12,251.85.
Best regards,



TN Education Funding Contact
tnedu.funding@tn.gov
tn.gov/education

From: Prater, Margaret <mprater@wfiinc.org>
Sent: Tuesday, January 13, 2026 11:24 AM
To: tnedu funding <tnedu.funding@tn.gov>
Subject: [EXTERNAL] Request for Information

Good morning,
My name is Margaret Prater. I am the President of Trimble Forward Alliance, a 501c3 non-profit in the process of applying to establish a public charter school, Trimble Academy, in Dyer County, TN. You will see below I reached out to the Authorizer, Dyer County School System, for the "*per-pupil estimate of combined state and local funding*". The number they provided, "per pupil expenditure...is \$9202.43", was lower than I expected based on my research of the prior year state and local funding from the TN State Report Card and the 2025-2026 Dyer County Schools General Purpose, Central Cafeteria, and Transportation budgets. I requested an explanation of how the number was determined approximately 2 weeks ago but have not received a response. Obviously, when building a budget, every dollar counts. We are partnering with Tennessee Classical Academies (Angie Markum, Ivy Academy's Skillern Elementary School) as our third-party educational provider. Ms. Markum suggested I contact Crystal McCarver with the TN Department of Education and Crystal suggested I contact this email address. I appreciate any assistance you can provide.

Margaret Prater
TFA President

From: Cheryl Mathis <cmathis@dcchoctaws.net>
Sent: Friday, December 19, 2025 10:16 AM
To: Prater, Margaret <mprater@wfiinc.org>
Cc: Cagle, Charles W. <CCagle@lewisthomason.com>; J. Michael Gauldin <mgauldin@tenn-law.com>
Subject: Re: [EXTERNAL] Re: Letter of Intent Charter School - Trimble Forward Alliance

Good morning, Mrs. Prater. The per pupil expenditure for Dyer County is \$9,202.43
Tennessee's Charter School Application
August 2025

Cheryl Mathis
Director
Dyer County Schools
731-285-6712

On Wed, Dec 17, 2025 at 8:30 AM Prater, Margaret <mprater@wfiinc.org> wrote:

Good morning,

I am inquiring about the per-pupil estimate for budgeting. The Letter of Intent guidance indicated it would be sent within 10 business days.

Within 10 business days of receipt of a letter of intent, the authorizer shall share with the sponsor the most up to date per-pupil estimate of combined state and local funding. Sponsors must input that number into the budget template that accompanies the application to support accurate budgeting.

If it has already been sent, could you please forward a copy as I have looked in my inbox, as well as “junk” mail. Thanks.

Margaret Prater
President
Trimble Forward Alliance
731-377-2171

Projected student enrollment numbers for Year 1, K-6, are 137. This is below the number of students who attended the former Trimble Elementary last year (157 for a K-5, one grade less). Our numbers reflect being at or below state average classroom sizes and 45 less students less than the former school for the K-5 structure only. We expect to retain the 6th graders and move to a full 7th grade in Year 2. To facilitate our “middle school” staffing and curriculum, we will open the 8th grade during Year 2; however, we recognize and have budgeted for less than capacity. Year 3 we expect to be at full capacity as students move from one grade to the next.

As a new school start-up, our Year 1 will be “lean”, but includes sufficient administrative, instructional and non-instructional staff to support the K-6 school. Through the Charter School Program grant funds awarded in Year 0, we will be able to purchase most of the furniture, fixtures, technology, textbooks, materials, supplies, etc. for Year 1 start-up and Year 2 addition of the 7th and 8th grade. The CSP grant also will be utilized to support the cornerstone of model – outdoor learning experiences, by providing funds for shade/weather structures, outdoor furnishings, outdoor equipment, etc. The annual budget projections for Years 2-3 bring additional revenue with the addition of the 7th and 8th grades. This revenue will provide funds for adding an Assistant Principal, additional teachers (regular, specialty, special education) as needed, as well as additional instructional support staff. To support the additional students our school operations budget will increase in Years 2-5.

The narrative should:

- **Address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising);**

The Charter School Program (CSP) Planning and Implementation grant is required to open Trimble Academy Fall 2027, unless we have major donations to cover cost. Practically all start-up costs are included in the \$750,000 budget including staffing, furniture, equipment, textbooks, supplies

and materials, etc. We also will rely on the Safety Resource Officer grant program administered by the Dyer County Sheriff's Office to provide the SRO for the school.

TN Classical Academies (TCA), our consultant/mentor, recommended it is best to budget for school needs with per pupil funding and guaranteed state grants. Additional capital campaigns can support additional needs. We have included a minimal fundraiser amount of \$10,000 for each year (\$12,000 per year under minimum student budget projections). The TCA team has had great success with online platform fundraising through simple apps and competitions. Trimble Forward Alliance, with many members of the former Trimble Elementary PTO, have experience with traditional fundraisers, such as the annual Fall Festival that typically raises near the budgeted amount. Additional fundraisers will provide additional support, including a planned major gifts campaign targeting former students, teachers and corporate sponsors for sustained enhancement of the Trimble Academy vision and mission. From experience, we think the initial fundraising contained in the budget is modest and a reasonable expectation. Why include fundraising? Because when the community is invested, they are more involved. This is a community school. They deserve to be involved!

- **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;**

Funding Sources Year 1 are:

- Average per pupil TISA - \$1,644,000, increasing to \$2,244,000 at capacity
- Additional TISA for charter schools - \$36,000, increasing to \$183,780 in year 2 and \$211,780 in years 3-5 based on eligibility for additional fund categories.
- IDEA - \$25,000
- Title II – \$3,000
- Title IV – \$2,000
- Erate - \$20,000

The TCA has established relationships with First Horizon Bank as a lender for charter school needs, such as a line of credit for operational purposes. Trimble Forward Alliance will seek a line of credit for \$100,000 for operational purposes. TCA will also reach out to the Charter School Growth fund on behalf of TFA after charter approval to explore possible support from them. No grants have been secured at this time.

- **Describe the minimum student enrollment needed to open and operate in Year 1;**

The budget model includes a minimum of 120 students for grade K-6 the first year to operate with a positive cash flow at projected budget levels. Comparing K-5 projected student levels to the former K-5 school that closed last year, this is only 65% projected enrollment. The minimum is 88% of planned enrollment. Based on interest generated through social media and TFA meetings, we are confident this number of enrollments can be reached.

- **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;

We plan to use the same step-and-ladder pay schedule as our district with annual raises, and additional performance bonuses as the budget allows.

- **Describe the year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening; and**

Per an email from TDOE's Crystal McCarver on 1/22/2026, it has been confirmed that approved charter schools in this cycle will receive a \$750K Charter School Program Planning and Implementation start up grant which will provide all necessary start-up funds. It is likely that several items budgeted (furniture, technology, etc.) may come in under budget after going through a bidding process, having access to state contracts, or accepting well-used items from other schools, etc. This would free money to charge a portion of administrative salaries for recruitment, additional supplies, etc. during year one. In addition to school or Parent Teacher Organization fundraisers, Trimble Forward Alliance, as sponsor of the charter school is committed to ensuring a positive cash flow operation through either additional donations or establishing a line of credit. If Year 1 budget revenue projections are not met, it is likely due to less students. This would mean less expenses in many line items. One of the larger line items that is not required is student transportation; however, consideration would be given to any further affect on enrollment if transportation is not offered. There is also a 1% contingency fund already built in for benefit increases. If necessary, administrative support and non-instructional staffing will be reduced. And as a last resort, instructional staff will be considered for reduction, as long as teaching requirements and student maximum class sizes are taken into consideration (e.g. implementing split classes, where possible).

- **Explain the school's contingency plan to meet financial needs for any year the school projects to be operating at a budget deficit.**

This is a hypothetical question, because the board will only approve a balanced budget and TCA will only give the guidance for a balanced budget. However, a good business practice is to establish a revolving line of credit in the range of \$100K through a lender that TCA or a board member has a relationship with. This can cover if the deficit is unavoidable. Unavoidable deficits should not be more than that amount, and if they ever were, serious intervention needs to take place by the board to remedy the situation. One fundraising event that has worked well for the other TCA schools is the annual Love Our School campaign centered around Valentines Day from February 1 - 15 each year. Community members click to give a "Valentine" to the school at the request of students. This raised over \$100K in 2025, and it has raised \$20K by the first day of the campaign. We plan to hold the Trimble Academy Love Our School campaign in February 2027, and each February following.

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 Director will provide day-to-day oversight of the school's financial operations and ensure the effectiveness of internal controls. Specific duties related to on-site financial management are described in the *Internal Controls* section below, demonstrating capacity for operational oversight as required in the application rubric.

To ensure strong internal controls and compliance with all financial reporting requirements financial systems will be established early in the planning and implementation process. Trimble Forward Alliance will purchase "a la carte" services from Your CFO To Go, an experienced charter school accounting and advisory firm based in Brentwood, TN. Your CFO To Go currently serves 14 charter schools in Tennessee with demonstrated success, positive client reviews, and high levels of customer satisfaction. This partnership strengthens the school's financial management capacity and aligns with the rubric's expectations for clear, credible operational and financial systems. Once policies and processes are established and organizational needs are defined, in accordance with purchasing policy and procedures, TFA will issue a Request for Proposal/Quote for a long-term financial services provider, such as Your CFO to Go or a similar financial service provider, experienced in charter school operations. Trimble Forward Alliance will follow all required procurement procedures in selecting a financial service provider.

For this application and budget purposes, below is the initial list of services for which pricing was solicited from CFO To Go.

Projection for Planning through Year 5 for Trimble Academy		Planning Year 26/27	Year 1 27/28	Year 2 28/29	Year 3 29/30	Year 4 30/31	Year 5 31/32
FP&A (budget & support)							
Application/Model	project	\$ 4,000.00					
Annual Budget	annual		\$ 2,500.00	\$ 2,750.00	\$ 3,000.00	\$ 3,250.00	\$ 3,500.00
Update Budget/Projections	monthly	\$ 210.00	\$ 220.00	\$ 230.00	\$ 240.00	\$ 250.00	\$ 260.00
Facilities planning support	monthly						
Core Accounting (incl 1-2 hours/mo CFO)	monthly	\$ 1,000.00	\$ 2,600.00	\$ 2,900.00	\$ 3,200.00	\$ 3,500.00	\$ 3,800.00
1099s	annual	\$ 180.00	\$ 200.00	\$ 225.00	\$ 250.00	\$ 275.00	\$ 300.00
HR/Payroll (2 payrolls/mo) (6 mos for plan yr)	monthly	\$ 142.50	\$ 250.00	\$ 300.00	\$ 350.00	\$ 450.00	\$ 500.00
W-2s	annual	\$ 180.00	\$ 350.00	\$ 375.00	\$ 400.00	\$ 425.00	\$ 450.00
HR Benefits Admin	monthly	\$ 125.00	\$ 200.00	\$ 275.00	\$ 350.00	\$ 400.00	\$ 450.00
Audit Support	annual			\$ 850.00	\$ 1,050.00	\$ 1,250.00	\$ 1,500.00
HR Project (\$125/Hour)							
Consultation	monthly		\$ 125.00	\$ 250.00	\$ 250.00	\$ 375.00	\$ 375.00
Benefit renewal support	annual		\$ 500.00	\$ 625.00	\$ 750.00	\$ 800.00	\$ 850.00
Employee Handbook	project	\$ 1,250.00					
	Annual	\$ 23,340.00	\$ 44,290.00	\$ 52,285.00	\$ 58,130.00	\$ 65,700.00	\$ 71,220.00
	Monthly Equivalent	\$ 1,945.00	\$ 3,690.83	\$ 4,357.08	\$ 4,844.17	\$ 5,475.00	\$ 5,935.00

All external financial functions will be performed by our contracted financial services provider with responsibilities for the following:

- All accounting functions
- Payroll administration
- Tennessee Consolidated Retirement System (TCRS) reporting
- Payment of payroll taxes
- Development and monitoring of the annual budget
- Preparation of quarterly financial reports
- Preparation and issuance of W-2s and 1099s

Initially, we will bid for the governmental auditing agency to perform the annual financial audit. This contract for audit will be uploaded to the CARS (comptroller's) site before the deadline. Generally, authorizers want the audited financial statements submitted in completion by December 31 each year. If this is not achievable, an extension will be filed for with the IRS by the governmental auditing firm.

TN Classical Academies, our consultant/mentor school organization, has provided the following information to be adopted by the Trimble Forward Alliance/Trimble Academy School Board Committee. Job titles and other references to TCA will be replaced with appropriate Trimble Academy information. Additionally, prior to adopting the Financial Policies and Procedures, we will request a review from our interim Financial Services Provider, Your CFO to Go, to assure compliance and compatibility with general accounting systems.

Partial Internal controls section of TCA Financial Policies and Procedures to be adopted by TFA/TA upon charter application approval (also see question #59):

Internal Controls

MAINTENANCE OF ACCOUNTING RECORDS

The school should maintain the following accounting records:

- Cash Disbursements Register
- Cash Receipts Register
- Payroll Register
- General Ledger
- General Journal

All records (except the Payroll Register) are currently maintained using QuickBooks Software. The Payroll Register is currently maintained in QuickBooks Accounting Program payroll service.

The bookkeeper is responsible for making a backup of the QuickBooks data file at the end of each working day. The daily backup file should be maintained in a fire-proof safe on the premises. At

least once per week, a backup file should be made for off-site storage by an employee designated by the School Director.

All other non-computer records must be retained for at least a specific amount of time. Listed below are the minimum numbers of years for which documents must be retained:

Accounting Records

Number of Years to Retain

Bank Statements	7 years
Payroll Registers and support (time reports, etc.)	7 years
Vendor Files (Invoice/Check Stubs)	7 years
Revenue/Grant Files/Deposit slips and support	7 years
Audit Reports	Permanently

Corporate Records

Number of Years to Retain

Mortgages, Notes, Leases (expired)	7 years
Bylaws, charters, board minutes	Permanently
Tax returns and working papers	Permanently

Insurance

Number of Years to Retain

Expired policies	Permanently
Accident and Fire inspection reports	6 years
Claims (after settlement)	10 years

Personnel

Number of Years to Retain

Expired contracts	6 years
Terminated personnel files	6 years
Withholding tax statements	6 years

Further, the Office of Management and Budget Circular A-133 requires all entities that receive federal funds to retain all documents associated with the funds for a minimum of 3 years.

CASH DISBURSEMENTS

Disbursement Policies

All disbursements should be made out of one general operating account including payroll.

All checks drawn by the school require two authorized signatures. As a matter of course, the checks must be signed by the School Director and the Assistant Director. In the event that either of these staff members is unavailable for check signing, at least two board members will also be authorized as check signers (Board Chairperson and Board Treasurer). All expenses are to be reasonable and appropriate.

Disbursement Procedures: Non-Payroll

An invoice or check request is submitted to the School Leader for approval. Approval is indicated by "Approved for Payment" stamp that provides space for the School Leader to sign and date and record the appropriate account number and account name. The invoice or check request is used

to provide the school with adequate documentation for the expenditures; therefore, no payments should be made based upon account statements without invoice support. The detailed procedures related to the preparation, distribution, and retention of the disbursement vouchers are described in the accounts payable section.

Bank account reconciliations must be completed promptly each month to ensure that all cash transactions are properly recorded. The bank account is reconciled to the appropriate cash balance in the school's general ledger. The bank reconciliation report, the bank statement and all checks are reviewed each month by the School Leader and the Finance Committee Members. These reports are also made available for all board members to review at the monthly board meeting.

ACCOUNTS PAYABLE

Policies

1. Invoices are to be paid in a timely manner being properly recorded in the general ledger.
2. A voucher check should not be prepared for an open invoice until the invoice presented for payment has proper approval by the School Leader or board designee.
3. No staff member shall receive any personal benefit or kick-back from any vendor.
4. Disbursements for payroll are supported by payroll registers.
5. Travel expenses should be supported by a TRAVEL EXPENSE REPORT REIMBURSEMENT REQUEST with receipts attached.

Procedures

1. Invoice Preparation
 - a. Each invoice is reviewed and approved by the School Leader or board designee. Approval is indicated by an "APPROVED FOR PAYMENT" stamp signed and dated by the School Leader.
 - b. The bookkeeper processes the invoices by entering them into the Quickbooks accounts payable system. The invoice is charged to the appropriate general ledger account number and name which is recorded on the "APPROVED FOR PAYMENT" stamp.
 - c. After entry, the invoice is stamped "ENTERED" and the date of entry is written by the stamp.
 - d. The invoice is filed alphabetically by vendor name in an Accounts Payable file until time for preparation of checks.
2. Preparation of checks
 - a. Accounts payable checks are prepared on at least a weekly basis.
 - b. All invoices received during the period are paid when funds are available. (The School Leader should be provided with a list of open payables to facilitate priority of payment as required).
 - c. The check is a two-stub form containing the check and such additional accounting

information as invoice number and date for the invoice to be paid. The memo line should be used regularly to provide additional documentation for each check written as an audit trail for the transaction.

- d.* The bookkeeper attaches the check and stubs to the invoices paid by the check.
- e.* When this process is complete, the check is forwarded to the School Leader or board designee, who will then sign the check. All checks require two signatures.

3. Mailing of Payments

- a.* Part One of the check is mailed directly to the vendor by the School Leader, her designee, or board designee. (All envelopes and postage should be prepared by the bookkeeper and attached to the paperwork to facilitate the mailing of checks by the School Leader).
- b.* The supporting documentation is cancelled by stamping “PAID” and recording the date and check number on each document.
- c.* The bookkeeper then files the paid invoices in a Vendor File alphabetically by vendor name and date with the following exceptions:
 - i.* Staff Reimbursements are filed in a single vendor file labeled “Staff Reimbursements”. Within the file, the documents are filed by name and then date.
 - ii.* The school provides two major field trips each school year. Receipts for expenditures related to each of these two trips should be maintained in a single file folder for each trip.
 - iii.* Supporting documentation for miscellaneous Bank Debit Card Charges is filed by date in a single vendor file except for those charges that are filed in a regular vendor file or a field trip file (as described in ii above).

APPROVED BUDGET POLICY

The annual budget will be presented by the Finance Committee each year to the Board of Directors. The Board has the responsibility for final approval of the annual operating budget.

The line items in the operating budget will correspond to the general ledger chart of accounts. After approval by the board, the budget amount for each account will be entered into Quickbooks to allow for the generation of Budget vs. Actual Profit and Loss Statements.

Each approved budget shall be kept as record. A new budget does not replace the old budget in documenting budget history, but does replace it in operations. All budgets are kept on file in perpetuity.

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

Partial Internal controls section of TCA Financial Policies and Procedures to be adopted by TFA/TA upon charter application approval (also see question #58):

CASH RECEIPTS AND DEPOSITS

The school receives various types of cash receipts on a daily basis. These include checks received by mail, automatic bank deposits, and cash/checks received from students for lunch money, field trips, and other miscellaneous payments. The objectives of the cash receipts and deposits procedures include:

- Segregation of duties to assure that receipts are adequately safeguarded and properly deposited.
- Establish controls to ensure that all receipts are properly recorded in the accounting records.
- Identification of receipts in sufficient detail to facilitate preparation of the monthly financial reports.

Receipt Procedures – Mail

Mail is opened by the secretary/receptionist who will then segregate checks from other materials. The checks should be stamped with a restrictive endorsement before forwarding them to the bookkeeper for processing. The bookkeeper will prepare a deposit slip for each different revenue source. Deposits should be delivered to the bank by the bookkeeper each working day. The deposit receipt should be stamped/dated as “Entered”, attached to the check stub or other support documentation, and filed by date under the General Ledger Account name to which the deposit was credited.

Receipt Procedures – Automatic Bank Deposits

Upon receipt of notification, automatic bank deposits should be recorded by the bookkeeper in Quickbooks and credited to the appropriate revenue account. Support documents should be filed by date under the General ledger Account name to which the deposit was credited.

Receipt Procedures – Funds collected by Staff Members

Log books and receipt books are maintained by each staff member who collects money. These Log books are available for audit review.

REQUISITIONING, PURCHASING, AND RECEIVING

The policies and procedures described in this section enable the school to acquire equipment, supplies, and services while practicing good internal control procedures.

Policies

To avoid conflict of interest, no purchasing of goods can be made from businesses owned by staff members of the school. If a conflict of interest arises, school staff members must notify the School Leader or the Board Chairman.

All contracts or purchases over \$20,000 must be sent out for at least three competitive bids and approved by the Board of Directors. Bid documentation must be in writing and kept on file for review and auditing. The School Leader will present the bid of choice and non-accepted bids to the Board of Directors for final approval. Also, at the discretion of the School Leader, competitive

bids may be obtained for other goods and services as deemed appropriate that have lesser value than \$20,000.

Any adjustment to the budget in excess of \$10,000 must have Board approval.

Purchases made by staff members must be approved IN ADVANCE by the School Leader or board designee. Only purchases approved in advance are guaranteed to be reimbursed to a staff member. There will be no obligation for the school to reimburse a staff member for any purchase made without prior approval as described below in the procedures section.

Requisitioning and Purchasing Procedures

1. The School Leader will designate the individual responsible for ordering office and janitorial supplies. This individual is authorized to order supplies in a reasonable and appropriate manner based on directions from the School Leader.
2. Purchases made by staff members must be approved by the School Leader in ADVANCE of the purchase. This approval is obtained and documented by submitting a PURCHASE REQUISITION FORM to the School Leader for signature indicating approval. The form must be completed in its entirety to include all information requested. The original copy will be forwarded to the bookkeeper for processing and a copy will be provided to the staff member making the request.
3. Staff members may submit to the School Leader receipts for reimbursement. The receipt should be attached to a fully completed REQUEST FOR REIMBURSEMENT FORM.
 - a. The School Leader will match and attach the REQUEST FOR REIMBURSEMENT FORM to the corresponding PURCHASE REQUISITION FORM and forward to the bookkeeper for processing.
 - b. If pre-approval was not obtained, the School Leader may approve or reject the REQUEST FOR REIMBURSEMENT at his/her discretion. Rejected requests should be returned to the staff member. Approved requests should be stamped to indicate approval and forwarded to the bookkeeper for processing.
 - c. School Leader reimbursements must be approved by the board treasurer or president.
4. A Bank Credit Card is maintained in the exclusive possession of the School Leader to facilitate purchases which cannot be obtained by check payment, (functioning as a petty cash fund) and to facilitate certain online purchases. The School Leader is responsible for ALL purchases made by the Bank Debit Card. Each receipt for a Bank Debit Card purchase must be attached to a fully completed BANK DEBIT CARD RECEIPT SUBMISSION FORM. These forms must be submitted to the bookkeeper at least monthly for entry into QuickBooks. If purchases are needed, the School Leader may assign someone to utilize the card, sign their own name at the register, and then return the card and receipt to his/her hand on the same day, or an assigned time if the same day is not possible. The School Leader is responsible for coding the purchases according to the state chart of accounts, and maintaining budget line items with credit card purchases the same as she is with invoices.
5. As the school grows, if any additional bank cards are needed by other purchasing personnel, this proposition can be presented to the board for approval.

Receiving Procedures

All deliveries should be received by an individual(s) authorized to do so by the School Leader. This authorized individual will verify that all items listed on the packing list or invoice have been received. This verification will be indicated by the authorized individual signing the packing list or invoice as “RECEIVED AND VERIFIED BY [staff member signature]”. The delivery should then be distributed as necessary. The signed packing list or invoice will be forwarded to the bookkeeper for processing.

TRAVEL POLICIES AND PROCEDURES

The purpose of the travel policies and procedures is to reimburse employees for funds paid in the course of performing the pre-approved activities of the school.

Travel Policy

It is the policy of the school to provide reimbursement for pre-approved travel related expenses, including transportation, hotels, and food. These expenses must be related to the activities of the school, and they must be pre-approved by the CEO for all employees. Expenses related to the travel of the CEO must be approved by the secretary or treasurer of the Board of Directors.

Travel Procedures

1. All reimbursement for travel related expenses requires documentation of the expenditure through third party receipts or other verifiable documentation.
2. Reimbursements of automobile expense for use of an employee’s personal automobile are limited to the mileage incurred times the board approved rate of 55 cents per mile. This rate is subject to annual adjustment to match the Internal Revenue Service approved standard mileage deduction rate.
3. For out-of-area travel, the school will reimburse all pre-approved travel related costs of hotel accommodations, transportation to and from the destination, including airline, train or bus tickets, taxicab fares, etc. A per diem amount per day for food can be granted instead of actual expenses. The per diem amount is determined by the Internal Revenue Service per diem rates based on location of travel.
4. Out-of-area travel requires completion of a TRAVEL EXPENSE REPORT REIMBURSEMENT REQUEST FORM. The form must be fully and accurately completed and submitted to the CEO for approval. Travel and TRAVEL EXPENSE REPORTS of the CEO must be approved by the Board of Directors President or Treasurer.
5. All receipts must be attached to the TRAVEL EXPENSE REPORT REIMBURSEMENT FORM.

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.

To ensure strong internal control systems and compliance, all external financial functions will be *initially* contracted with Your CFO To Go, an experienced charter school fiscal services provider. The financial service provider will be responsible for all accounting functions, payroll administration, Tennessee Consolidated Retirement System (TCRS) reporting, payment of payroll

taxes, development and monitoring of the annual budget, preparation of quarterly financial reports and preparation and issuance of W-2s and 1099s. CFO To Go, recommended by TN Classical Academies, currently serves 14 charter schools in Tennessee with demonstrated success, positive client reviews, and high levels of customer satisfaction. This partnership strengthens the school's financial management capacity and aligns with the rubric's expectations for clear, credible operational and financial systems. Once policies and procedures are in place and financial systems needs determined, Trimble Forward Alliance will follow proper procedures to issue a Request for Proposal/Quote for long-term provider from a firm experienced in charter school financial services.

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:

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

As a new organization, Trimble Forward Alliance has adopted limited financial management policies as a part of its bylaws. Upon approval of the Trimble Academy Charter application, TFA will further develop policies through its governance committee and in coordination with Tennessee Classical Academies and its initially identified/contracted financial service provider, Your CFO to Go. The President of TFA, as Executive Director of another start-up non-profit developed financial management policies and procedures for accounting and internal controls for annual budgets of almost \$10 million in federal funds. The Treasurer of TFA is a Controller for a major manufacturing company and a small business owner. The Treasurer also has experience in Quickbooks. The head of TCA has operated charter schools in our state for 14 years with no material findings on school audits.

It is the recommendation of TN Classical Academies that Trimble Forward Alliance/Trimble Academy utilize the services of [Your CFO To Go](#), an expert in accounting for charter schools. Because Your CFO to Go is a passionate supporter of the charter school movement and has been working with clients in this industry for decades, their CPAs will offer focused expertise in addressing charter schools' unique needs. They will be able to offer expert guidance on best practices that are critical for success. These best practices include setting up grants and fundraising donations for separate accounting and monitoring, charter school performance, accounting and internal controls, and compliance with rules and reporting requirements. TFA/TA will follow appropriate procurement procedures when initially contracting for financial services from Your CFO to Go and when selecting a long-term provider through the Request for Proposal/Quote process.

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's fiduciary duty is to review financial reports at each meeting during pre-operations, early years and as an established organization. This includes budgeted versus actual reports and detailed account transaction reports. TN Classical Academies has recommended the following process based on their experience:

The reports should be requested from the financial service provider by the School Director monthly, then sent electronically to the board for review preferably within 7 days of the board meeting, but at minimum 48 hours before the board meeting. The board members will review the reports, and reply to the group board email with any questions that come up. The School Director and financial service provider reply to any clarifying questions. The process goes on until the time of the board meeting. If there are still questions, they can be addressed at the meeting, but basically, by meeting time, the financial reports should be ready to vote as "accept" or "reject with requests for correction."

Based on our research, we anticipate that the Authorizer will utilize the Tennessee Model Charter School Performance Framework established by the TN State Board of Education to measure the school's financial health. To prepare for Authorizer evaluation and to meet oversight responsibilities, the School Director will present a "Dashboard" report at each monthly Trimble Academy School Board Committee meeting to provide a visual of key financial performance indicators from the performance framework. The Trimble Academy School Board Finance Sub-Committee will review the performance metrics and results and make recommendations for improvement, including specific timelines, if necessary. The School Director will submit progress reports toward TASBC recommendations within established timeframes.

Deficiencies noted in the Authorizer annual evaluation will require a corrective action plan from Trimble Academy School Board Committee to ensure progress toward compliance. Trimble Forward Alliance Board of Directors will monitor the corrective action plan progress. TFA will comply with intervention measures recommended by the Authorizer including changes in policy, procedures, service providers, board members and/or personnel.

The following provisions will also be utilized to measure the financial health of Trimble Academy

- a. **Annual Audit.** The annual audit will be submitted by the Trimble Academy School Board Committee (TASBC) to Trimble Forward Alliance (TFA) no later than December 31 of each year, related to the prior fiscal year.
 - i. The audit should express an unqualified opinion on the financial statements. A qualified audit opinion will result in an automatic review and explanation from the TASBC.
 - ii. No material weaknesses in controls should be disclosed during the audit. A material weakness will result in a potential review and explanation from the

TASBC.

- b. Financial Indicators. A prior year operating deficit by the Trimble Academy will result in a potential review and explanation from the TASBC.
 - i. End of year current ratio of less than 1.1 will result in an automatic review and explanation from the TASBC.
 - ii. Average end-of-year unrestricted cash balance (based on the four quarter-ending cash balances) of less than 30 days of current fiscal year operational expenses will result in an automatic review and explanation from the TASBC.
- c. Compliance Items
 - i. Reporting should be consistent with agreed timelines for the annual report/audit, the annual budget and the annual financial report (AFR).
 - ii. Quarterly financial statement submissions should be received by the TFA within the agreed timeframe.
 - iii. Revenue reimbursement reports for non-TISA funds should be submitted at least quarterly and no more frequently than monthly.
 - iv. TFA/TASBC members must sign and submit a signed conflict of interest form annually.
 - v. TFA/TASBC should be able to provide documented minutes and agendas from the finance committee and full board meetings throughout the fiscal year, upon request.
 - vi. The annual audit will be presented, reviewed and approved at a regular board meeting.

Trimble Forward Alliance – Trimble Academy

Attachment 1

Evidence of Community Engagement and Support

- Petition in Support of Trimble Academy
- Letters of Support
 - Ben Sturdivant, Mayor, Town of Trimble
 - Chris Young, former Mayor, Town of Trimble & Dyer County
 - John Uitendaal, Owner, Southern Dutchman Corporation
 - Christi Bane, Executive Director Prevention Alliance of Dyersburg & Dyer County
 - Jennifer Bane, Executive Director, Workforce Innovations, Inc.
 - Heather McFarland, Trimble Alderwoman and Civic Leader
 - Pastor Rick Isbell, Trimble First Baptist Church
 - Yaser Saleh, Owner, Trimble Food Market
 - Paula and Jeff Jetton, Owners, The Holy Cow Bakery LLC
 - Jessican Dunivant, former educator and parent
 - Kelly Goodlett, former educator
 - John Lowrance, Pastor, Trimble Christian Church and former educator/administrator
 - Michael and Angie Ballard, Owners, Full Throttle Distillery and Blue House Quilt and Craft
 - Chuck Benjamin, Town of Trimble Alderman
- Membership Role for Trimble Forward Alliance

The Issue



Trimble Forward Alliance has been working since the closure of Trimble Elementary School to establish a new public charter school in Trimble, TN. This initiative is the first of its kind for rural West Tennessee. Many of you have attended meetings and provided financial support, for which we are extremely grateful. To move forward with our application, we need to show that we have UNWAVERING SUPPORT from the greater Trimble/Dyer County community. It is vital that everyone who sees the benefit of a school in Trimble, whether you are affected directly or indirectly, to please sign this on-line petition to show your support.

This initiative will bring so much to our community, including academic opportunities, economic growth, and a much-needed sustainability plan for our city government and community as a whole. Subject to approval, the school will open in Fall 2027 as a K-5 with approximately 112 students. Plans include expanding to a K-8 school, adding one grade level each year, and eventually, a second class for each grade. As a public charter school, we have more

Support now

Take the next step!

freedom and flexibility to design our educational options while adhering to the same standards as other public schools, ensuring each student meets the needs for post-secondary education and technical training. This includes hiring experienced administration, licensed teachers, partnering with local resources who can aid in our educational programing, and providing top-notch, evidence-based curriculums. After much research, we are partnering with Tennessee Classical Academies, www.tnclassicalacademies.com to offer a classical curriculum coupled with an outdoor learning environment.



We encourage you to look at their program to see for yourself what this initiative can bring to our community. We feel it is important to note that this is not a private school or a faith-based institution; it is funded by federal, state, and local tax dollars, just like any other public school in our state. Families are not required to pay tuition to attend. Trimble Academy will provide a FREE, small community school option to the residents of Trimble and Dyer County. Students from other counties will be considered when openings are available, subject to state guidelines. Your support is greatly appreciated and crucially needed. We are encouraged by the residents in our town and county who have already

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www.change.org

residents in our town and county who have already shown support. If you have any questions or concerns before committing your support, please reach out to Margaret Prater, TFA President. Note: If change.org asks for a donation, this money does not go to our local school effort. You are not required or encouraged to pay or donate to sign this petition.

[Report a policy violation](#)**Heather Cryer**

Petition Starter

[Media inquiries](#)

Start a petition of your own

This petition starter stood up and took action. Will you do the same?

[Start a petition](#)

Support now

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change.org

Start a petition



CHARTER SCHOOL INITIATIVE



TRIMBLE FORWARD ALLIANCE

Seeking Support for TRIMBLE ACADEMY'S public charter school

Take the next step!

517[✓]

Verified signatures



Let's get to 1000 signatures!



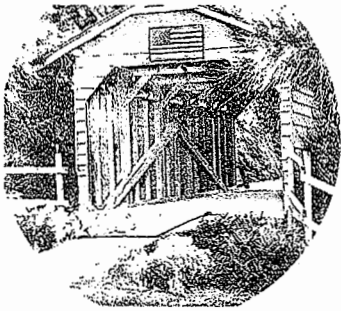
Petitions with 1,000+ supporters are 5x more likely to win!

Recent signers:

Krista P. • 4 days ago

Hollie J. • 4 days ago

Steven W. • 4 days ago



Town of Trimble
City Hall
97 Pierce St
Trimble, TN 38259
731-297-3955
cityhall@trimbletn.gov

Margaret Prater, President
Trimble Forward Alliance
P.O. Box 43
Trimble, TN 38259

Ms. Prater,

Please accept this letter on behalf of the Mayor and Board of Aldermen of the Town of Trimble in unwavering support of the Trimble Forward Alliance's (TFA) application for a public charter school, Trimble Academy, to be established in Trimble, Tennessee.

As the Mayor of Trimble, it was of grave concern when I and the Board of Aldermen learned of the intent to close Trimble Elementary School. Unfortunately, there was no communication or time to develop an alternative plan to keep the school open as a part of the Dyer County School System. Now, since we turned the city school system over to Dyer County years ago, we are the only municipality in the county that does not have a local school.

We appreciate the group of concerned citizens who have worked diligently to establish Trimble Forward Alliance to sponsor a public charter school in our town. Members of the Board and I have attended your meetings and witnessed first-hand the determination, dedication and passion of TFA to provide educational opportunities and alternative to the citizens of Trimble and Dyer County.

From the town's perspective, the closing of the school could ultimately mean losing residents, reduced property values and a loss of tax revenue needed to keep our town viable. But just as important, losing the school is like losing a family member, as Trimble School has been the heart and soul of this community for generations. Having a K-5, and eventually, a K-8 school, back in Trimble will bring potential support for new and existing businesses and attract new residents to our community.

As you know, we have an agreement with the county that the former school building will be returned to the Town of Trimble when not used for school purposes. It is our intent that the school be returned with a valid certificate of occupancy to facilitate use for Trimble Academy.

Again, Trimble Forward Alliance has the full support of the Mayor and Board of Aldermen of Trimble as we pledge to work with you to achieve the goal of establishing Trimble Academy, a public charter school in Trimble.

Sincerely,

Ben Sturdivant
Mayor
Town of Trimble

Margaret Prater, President
Trimble Forward Alliance
P.O. Box 43
Trimble, TN 38259

Ms. Prater,

It is with great pleasure that I offer this letter of support of the Trimble Forward Alliance (TFA) application for a public charter school, Trimble Academy.

As a former student, former Mayor of the Town of Trimble, former Mayor of Dyer County, and businessman, I was extremely disappointed when I heard the news of the school closing. My disappointment is not just because I and numerous members of my family attended the school, but because I have seen what happens to communities when their school closes. Although the school has closed, with the TFA group moving immediately to establish a new school, all hope is not lost.

Having a public charter school in Trimble will provide parents with a choice for their children to attend a small community school versus being bused to a larger school. The flexibility of a public charter school coupled with the well-established community involvement, will be a "win-win" for Trimble citizens, parents and students. It will also provide jobs, a demand for additional housing, potential customers for local businesses and an opportunity for community development.

I applaud your groups commitment to this massive undertaking and stand ready to assist in any way I can.

Sincerely,


Chris Young



Southern Dutchman Corp.

John Uitendaal, ARM

Adam Uitendaal

P.O. Box 40 • Newbern, TN • 38059

Insurance Coverage • Accident Management



15 Jan 2026

Tennessee Public School Charter Commission
500 James Robertson Parkway
8th Floor, Davy Crockett Tower
Nashville, TN 37243

Re: Trimble Academy - Public Charter School Application

Commissioners-

What type of schools consistently graduate students that are well educated, well adjusted socially, and well prepared to work and have a good career? On a per student basis, what works best are small – local – schools.

The Charter School initiative offers the chance for that to work again. Thank each of you for serving on this board.

I support Trimble Academy's application. They are in a good location...poised for growth...and have a local culture of heavily supporting their schools.

My opinion is not based on recent events, but of the knowledge I starting acquiring 30 years ago when talking to 70 school superintendents in the State, another was talking with an old hand in the Tenn Dept of Education (many times), and also the professor at UTK that was in charge of analyzing the first student test scores (many times). After being elected to office, I have thought more of the political angles in education. And, I think about what worked when I was a student...paddling works...ask anyone who went to school in that lucky era.

What did I learn, in brief, from those phone calls? What sticks in my mind?

- Some teachers are better than others...some much worse. If a child gets stuck with three bad teachers in a row, they never recover.
- Every school has problem kids, but you can 'keep your thumb' on them...as long as you do not have over 20 of them in a school. Over 20, you lose control.
- The K-8 school configuration produces better scores. Students lose six weeks worth of learning every time they change from one school to another.
- Education, you would think, should be like any business – bigger means cost savings. What I noticed was just the opposite. Bigger school systems spent more per student – small was more efficient. This may be an inherent problem with all bureaucracies...they never act like a business.
- What place do parents have in education? Why have so many chosen to home school their children? The bigger the school, the farther away from home – the less important a parent becomes. Now think...if parents are less important, who becomes more important? Who gains in political power? Think.

Trimble Academy has an opportunity to provide an education for children that many parents hunger for. I urge you to approve their Charter School Application.

Respectfully,

A handwritten signature in black ink, appearing to read 'John Uitendaal', with a stylized, cursive script.

John Uitendaal, ARM
Southern Dutchman Corp.



January 19, 2026

Greetings, Ms. Prater and TFA members:

The Prevention Alliance of Dyersburg & Dyer County is pleased to submit this letter in strong support of the establishment of Trimble Academy as a public charter school. This letter reflects our commitment to supporting schools that prioritize student well-being and family engagement. The Prevention Alliance of Dyersburg & Dyer County (PADD) is a substance misuse prevention coalition comprised of individuals, community partners, and organizations dedicated to reducing substance misuse and promoting healthy, resilient communities. Our coalition operates under contract with the Tennessee Department of Mental Health and Substance Abuse Services and is supported through grants awarded by the Substance Abuse and Mental Health Services Administration (SAMHSA), the State of Tennessee, and the Tennessee Opioid Abatement Funding Council.

We believe that schools are a critical setting for prevention and that strong family engagement plays a vital role in reducing risk factors associated with substance misuse. Trimble Academy's vision for fostering a supportive, student-centered learning environment aligns closely with our coalition's mission to promote wellness, prevention, and positive youth development.

PADD sees meaningful opportunities to partner with Trimble Academy to provide evidence-based education addressing mental health, emotional regulation, and prevention education addressing underage alcohol use, underage nicotine use, marijuana use, and prescription drug misuse. Our coalition implements evidence-based curricula that meet Tennessee state standards and are designed to strengthen protective factors, improve decision-making skills, and support healthy behaviors among students. Curricula is age appropriate based on student audience and needs.

In addition to classroom-based programming, we support strong and ongoing family engagement efforts and would seek opportunities to provide collaborations with Trimble Academy through program partnerships, parent and caregiver trainings, community awareness events, and prevention-focused initiatives that reinforce a culture of wellness and shared responsibility. We commend Trimble Academy for its commitment to academic excellence and whole-child development and express our full support for the establishment of this public charter school. The Prevention Alliance of Dyersburg & Dyer County eagerly supports the implementation of a charter school and looks forward to potential collaborations with Trimble Academy to enhance prevention education and promote healthy outcomes for students and families, ultimately enriching our efforts and outreach.

Sincerely,

Christi S. Bane, BS,CPSII
Executive Director, Certified Prevention Specialist II
Prevention Alliance of Dyersburg & Dyer County

-  1200 Community Park Road Ste. B, Dyersburg, TN 38024
-  paddcoordinator@gmail.com
-  731.676.4307





WORKFORCE
INNOVATIONS, INC.

Northwest & Southwest TN Workforce Boards

Administrative Office
208 N. Mill Ave., Ste. B
Dyersburg, TN 38024
Phone: (731) 286-3585
TDD 7-1-1

January 9, 2026

Margaret Prater, President
Trimble Forward Alliance
P.O. Box 43
Trimble, TN 38259

Ms. Prater,

It is my pleasure to write in strong support of the establishment of Trimble Academy, a proposed public charter school in Trimble, TN.

As Executive Director of Workforce Innovations, Inc., the administrative entity for the Northwest and Southwest Tennessee Workforce Development areas, I can attest that having a school in a community is necessary for economic and workforce development. The small town of Trimble, in northwest Tennessee, needs every opportunity available to thrive. A public charter school can provide a variety of good jobs such as a principal, teachers, assistant teachers, nurse, safety officer, cafeteria workers, janitorial staff, etc. These jobs will potentially bring interest in housing, as well as additional business opportunities to Trimble.

As a parent of two young children, I can tell you that I would love for them to have the opportunity to attend a small community school that offers a classical education curriculum coupled with an outdoor learning environment.

I appreciate the hard work that you and your group have put into this effort and will pledge the support of the American Job Center for your hiring needs. If I can be of further assistance, please let me know.

Sincerely,

Jennifer Bane
Executive Director

January 20, 2026

Cheryl Mathis
Director of Schools
Dyer County Board of Education

Dear Ms. Mathis,

I am writing in support of the Trimble Academy charter application and to offer my experience, service, and leadership in support of this transformational opportunity for our community. As a lifelong advocate for rural education and a current Alderwoman for the City of Trimble, I care deeply about ensuring that our children have access to high-quality, locally rooted educational opportunities.

Through my leadership with Trimble Forward Alliance, our nonprofit partnering with Tennessee Classical Academies, I have been actively involved in shaping a vision for Trimble Academy that blends academic excellence, outdoor learning, and strong community partnerships. I believe deeply that schools thrive when they are woven into the fabric of the community, and I am committed to helping make that vision a reality.

My professional background, civic service, and nonprofit leadership uniquely position me to contribute meaningfully to Trimble Academy. From fundraising and event planning to literacy advocacy and youth programming, my passion lies in creating experiences that help students feel supported, inspired, and connected to where they live.

Thank you for your consideration and for your dedication to the students of Dyer County. I would be honored to serve Trimble Academy in any capacity that helps strengthen its mission and success.

Sincerely,

Heather McFarland



January 13, 2026

Trimble Academy / Trimble Forward Alliance / Tennessee Classical Academies:

This letter is written to express the strong support of Trimble Baptist Church for Trimble Academy, a proposed charter school serving our community. The original Trimble School has been woven into the fabric of our town for many decades. Families have intentionally moved to and remained in Trimble because of the quality education offered and the close-knit, small-town environment it fostered. In the past year, we have begun to see that fabric weaken, and as a church, we are committed to doing all we can to help strengthen and preserve our community.

Trimble Baptist Church is a congregation of approximately 175 regularly attending, multi-generational members who deeply desire to see Trimble thrive as a happy, productive place to live and raise families. For many years, our church has stood alongside our local school through prayer, encouragement, financial support, and volunteer service. Most of the children in our congregation attended the local school, and our membership includes numerous educators and administrators who faithfully invest their professional lives in meeting the educational needs of our area.

On a personal note, I am also a graduate of Trimble School, having completed my early education there through the eighth grade. In 1978, I left the area to pursue higher education and career opportunities. Ten years ago, I was honored to return home to serve as pastor of Trimble Baptist Church and to help position our congregation for the next generation of church leadership. It would be a privilege to also play a role in helping Trimble secure a strong, dynamic school that educates students right here in our own community.

My hope is for Trimble to once again have a thriving K–12 school that attracts families from surrounding areas—students who will grow, succeed, and ultimately give back to this community in their adult years. We believe Trimble Academy represents an important step toward restoring and strengthening the educational foundation that has long defined our town.

Trimble Baptist Church stands ready to support this effort in meaningful ways, and we respectfully offer our full endorsement of Trimble Academy.

Blessings,

A handwritten signature in blue ink, appearing to be "Rick Isbell", written over a horizontal line.

Rick Isbell
Pastor

I am writing on behalf of Trimble Food Mart to express our strong support for opening a new school in Trimble. As a locally owned business that serves students, families, teachers, and staff every day, we see firsthand how vital a school is to the success and sustainability of our town.

A school in Trimble plays a major role in supporting our local economy. Many of our daily customers are parents bringing children to and from school, school employees, and families attending school-related activities. The presence of a school brings consistent traffic to local businesses like ours and helps small businesses remain open and provide jobs within the community.

Beyond economics, a school serves as the heart of a town like Trimble. Opening a new school here would help attract and retain families, strengthening the fabric of our community rather than seeing residents move elsewhere for educational opportunities. This directly impacts the survival of local businesses and the long-term vitality of the area.

Trimble Food Mart is proud to be part of this community, and we depend on the growth and stability that a school brings. Establishing a new school in Trimble would support not only education, but also local businesses, community identity, and the future of our town.

We respectfully ask that the opening of a new school in Trimble be fully supported and thoughtfully considered in all upcoming decisions.

Thank you for your time and consideration.

Sincerely,
Trimble Food Mart
Trimble, TN
Owner Yaser Saleh

January 18, 2026

Margaret Prater, President
Trimble Forward Alliance
61 Pierce Street
Trimble, TN 38259

Dear Margaret,

My name is Paula Jetton, and I am a resident of Trimble and a retired teacher of 32 years. My husband, Jeff Jetton and I own The Holy Cow Bakery LLC, a bakery, catering, and event business in Trimble. I am also president of the Trimble Lions Club and we are members of the First Baptist Church in Trimble. We are writing to express our strong support for the establishment of Trimble Academy Public Charter School in our community.

There has been a school in Trimble since the late 1800's and has been a keystone in the community. For generations, my family has been firmly rooted in the Trimble community and attended school in Trimble. I have had the great honor of having been a student, parent, and a teacher at the former Trimble School. I have personally experienced the benefits from a small school atmosphere enhanced by high educational standards, strong values, a supportive community, and parental involvement.

My husband and I, as grandparents, strongly believe that providing our children with a high-quality education is one of the most important investments we can make in their future, the future of our community and in our country in this competitive world in which we live.

We have been impressed by the thoughtful and innovative approach that the founders of this new school have taken in developing their curriculum and educational philosophy. Their focus on classical project-based learning, critical thinking, and personalized instruction aligns with my own beliefs and experiences about what makes for effective and engaging education.

We also appreciate that this new school will offer a flexible and more intimate learning environment that many traditional public schools do not offer. Trimble Academy Public Charter School will offer stronger personalized attention which creates better teacher student bonds, greater extracurricular participation, and a safer environment leading to a strong sense of community, better academic performance, higher engagement, and increased self-esteem for students who benefit from individualized support and less distracting atmosphere.

We are confident that Trimble Academy Public Charter School will provide an excellent education for our children and are excited about the prospect of having such a high-quality educational option in our community and will, to the best of our abilities and resources, give any service and support needed for the success of Trimble Academy.

Thank you for your consideration of this important proposal.

Sincerely,

Paula Jetton

Jeff Jetton

The Holy Cow Bakery LLC,
519 E. Mitchell Street
Trimble, TN 38259

January 20, 2026

To Whom It May Concern,

My name is Jessica Dunivant, and I am writing in strong support of the application to open a public charter school, Trimble Academy, in the Trimble community. As a lifelong resident with deep multi-generational ties to Trimble, as well as a parent seeking high-quality educational opportunities for my son, I believe this school would provide an essential resource for our families and our town.

I am a graduate of the former Trimble Junior High School, as are my husband, sister, several in-laws, cousins, and extended family members. My mother and her siblings also attended Trimble schools. This long family history has given me a clear understanding of the school's historic importance and the role it has played in shaping the identity, stability, and cohesion of our community.

Professionally, I hold a bachelor's degree in Elementary Education and spent seven years working within the Dyer County School System, including multiple roles at the former Trimble School. These experiences provided firsthand insight into the needs of students, the challenges faced by educators, and the value of accessible, community-based public education.

Beyond my direct work in education, I spent ten years at Discovery Park of America (DPA), a state-of-the-art 100,000 square foot museum at heritage park only 20 minutes from the proposed school. DPA provides support for teachers and administrators in taking STEAM and history teaching out of the classroom and applying it in a hands-on experience. Students from all K-12 schools with 50% of students qualifying for free or reduced lunches receive free entry to the park for educational field trips. This is an amazing opportunity for Trimble Academy.

I also serve as Board Chair for the Hamilton Parks Public Library in Trimble. The library was a huge supporter of the former school and under my leadership, will continue to provide literacy support for Trimble Academy.

As a parent, I want my son—and all children in our area—to have access to a high-quality public school in their own community. Reopening a school in Trimble would restore a vital educational option, reduce barriers for families, and ensure that future generations can benefit from the same sense of belonging and opportunity that shaped my own upbringing.

For these reasons, I respectfully and wholeheartedly support the application to open Trimble Academy, a public charter school in Trimble. I believe this school will strengthen our community, honor our history, and provide meaningful educational opportunities for the children and families who call Trimble home.

Thank you for your consideration.

Sincerely,

Jessica Dunivant

Jessica Dunivant

January 19, 2026

To whom it may concern,

My name is Kelley Goodlett, and I was a teacher at the former Trimble Elementary School for twenty-six years. Trimble Elementary was unfortunately recently closed by the Dyer County School System. The community of Trimble desperately needs a school, and I am writing in support of a charter school opening in Trimble.

Trimble is a very small close-knit community. The school was the heart of this community. There were countless reasons for this. Trimble Elementary was a small elementary school with less than two hundred students. The teachers and staff knew every student and often their entire family as well. Trimble Elementary students were often at the top of their classes all the way through high school. I truly believe that this was because of the education they received during their formative years at Trimble Elementary.

The intimate setting of such a small school made it the perfect setting for students in that they were truly supported by the staff and entire community. Every assembly, fall festival, fundraiser, and celebration was supported by the entire community, even those who no longer had children or even grandchildren attending the school. Community members welcomed any and every opportunity to support their school.

Teachers were often seen at their students' ball games, cheer competitions, and other extracurricular activities. Teachers and students were able to create such a special bond because their relationship didn't just last for the one year that they shared a classroom; they created a bond that would last a lifetime.

I couldn't imagine Trimble without its school, but that is the reality they are faced with. This community wants and needs a school. There is no better place to open a charter school. I hope you will consider how many students and community members could be positively impacted by the opening of a new school in Trimble, Tennessee.

Sincerely,

Kelley Goodlett

TRIMBLE CHRISTIAN CHURCH

P. O. Box 253 | 308 East Mitchell Street

Trimble, Tennessee 38259

PH (731) 297-5691

Email: trimblechristianchurch2022@gmail.com

I am writing this letter of support to advocate for the establishment of a public charter school in Trimble, Tennessee. I believe the formation of the Trimble Academy will make a major difference to both the Town of Trimble and in the area that surrounds the Town. There is an opportunity to fill the void left by the closure of the Trimble Elementary School (a K-5 school) by the Dyer County School System near the end of the 2024-2025 school year. The Trimble Academy will be utilizing a curriculum based on curriculum components of the Tennessee Classical Academies, the Skillern Elementary at Ivy Academy, and curriculum components that meet or exceed the curriculum required by the Tennessee Department of Education. Additional areas of curriculum may also be utilized to provide the Trimble Academy with the best possible educational experience for each child that it serves.

I am a retired educator who served in a nearby public school system as teacher and administrator at both the school and system levels for 32 years. I have been a part of individual public schools and a system that have been well credentialed and has provided a quality education for students that met or exceeded Tennessee Public School Standards. My previous educational experiences have enabled me to envision the many benefits that I believe are critically important to the successful education of our students.

The Town of Trimble, the residents of Trimble both young and old, and most importantly our students need Trimble Academy. Trimble Academy can provide more than just a solid educational experience for each student. It can have a centering effect that helps our community to come together as one. Trimble Academy can be the anchor and foundation of a quality education that enables the establishment of a culture of ownership of school pride, community connections, and the ongoing and developing history for those who were connected to the Trimble Elementary that was. The Trimble Academy will build upon its own uniqueness and strength that are necessary to prepare the students within the Trimble Academy service area for their respective educational paths and their futures as successful citizens. I strongly suggest that the approval for the Trimble Academy be affirmed so that we may return to providing the necessary and appropriate education for the students of Trimble and the surrounding area.

Sincerely,

Rev. Dr. John C. Lowrance
Pastor of Trimble Christian Church



RUSTY GRILLS
STATE REPRESENTATIVE
77TH LEGISLATIVE DISTRICT
rep.rusty.grills@capitol.tn.gov

LEGISLATIVE OFFICE
425 Rep. John Lewis Way, N
SUITE 644 Cordell Hull Building
NASHVILLE, TN 37243
(615) 741-0718

House of Representatives State of Tennessee

NASHVILLE

COMMITTEES:
Chairman Agriculture and Natural Resources
Subcommittee
Agriculture and Natural Resources Committee
Finance Ways & Means Committee
Insurance Committee
Select Committee on Rules
Council of Pensions and Insurance

January 14, 2026

Director Tess Stovall
Tennessee Public Charter School Commission
Davy Crockett Tower, 5th Floor
500 James Robertson Parkway
Nashville, TN 37243

Director Stovall,

I would like to strongly encourage the charter school application of the Trimble Forward Alliance. It is my hope that the Trimble Forward Alliance will be able to complete the process and open Trimble Academy in 2027. Trimble Academy, if approved, would be a tremendous additional education option for the families in my district.

The Trimble Forward Alliance has worked diligently toward opening Trimble Academy. It is the Alliance's hope to offer a free, small, community-based school option for the families of my district. I cannot stress the importance of the great need for alternative educational options in Dyer County. This effort is a new path forward for our children, but has intrinsic value to the people of this community. The opening of Trimble Academy will create new jobs with career growth potential, will increase property values for local residents, and bring customer traffic and prospective new business opportunities the area.

The Trimble Forward Alliance has my full-throated support in this endeavor. Trimble Academy is a sensational opportunity for this community to coalesce and forge a new path to grow our educational environment. Furthermore, it is my firm belief that community-based schools are a much more effective way to educate future generations.

Please contact my office if you would like to discuss the Trimble Forward Alliance in greater depth.
Sincerely,

A handwritten signature in black ink that reads "Rusty Grills". The signature is written in a cursive, flowing style.

Rep. Rusty Grills
District 77
Rom 5:8

From: Angie Ballard <bluehousequiltandcraft@gmail.com>

Date: January 21, 2026 at 4:52:39 PM CST

To: Margaret Prater <prater@nwtworks.org>

Subject: Letter of Support for Charter from the Balkard's

To Whom It May Concern,

My husband and I are writing to offer our strong support for the approval and establishment of a charter school in Trimble, Tennessee. We do so both as a local business owners and as parents of two children who would attend this school. Our perspective is shaped not only by our hopes for our own children, but by our deep investment in the future of this town and the families who call it home.

Trimble is a small rural community with strong roots, but like many towns of its size, it faces the quiet erosion that occurs when essential institutions disappear. One of the most critical of these institutions is a local school. When families are required to leave town each day for education—or move away entirely—community life begins to thin. Homes sit empty, businesses struggle, and younger generations lose their connection to the place they were raised. A school is not just a place of learning; it is a signal that a town is alive and planning for its future.

As parents, we want our children to be educated in an environment where they are known, supported, and challenged—where education is not simply standardized, but intentional. A local charter school would allow our children to learn within their own community, surrounded by neighbors, mentors, and families who share responsibility for one another. This sense of belonging is especially important in the formative years and contributes meaningfully to both academic success and character development.

As business owners, we also see firsthand how the presence—or absence—of a school affects a town's sustainability. Schools help retain families, support local commerce, and encourage long-term residency. They attract educators and professionals who invest not only their labor, but their lives, into the community. A school creates daily activity, partnership opportunities, and a reason for families to remain rooted locally rather than seeking opportunity elsewhere.

Charter schools offer a unique opportunity to meet the specific needs of communities like Trimble. They allow for innovative, mission-driven education that values strong academics, critical thinking, character development, and family partnership. This type of school can reflect the values of the community it serves while preparing students to succeed beyond it—equipping them with both competence and purpose.

Approving a charter school in Trimble is not merely an educational decision; it is an investment in the preservation and renewal of a rural town. It is a statement that our children are worth educating locally, and that communities like ours deserve the opportunity to remain vibrant, connected, and forward-looking.

We respectfully urge you to give full consideration to this application and to the long-term positive impact a charter school would have on the children, families, and future of Trimble, Tennessee.

Thank you for your time, discernment, and commitment to educational opportunity.

Sincerely,

Michael and Angie Ballard

Parents of Two Prospective Students

Local Business Owners of Full Throttle Distillery and Blue House Quilt and Craft

Trimble, Tennessee

Date: January 19, 2026

To: Tennessee Public Charter School Commission

Subject: Letter of Support for the Trimble Academy in Trimble, TN

I am writing to you as a City of Trimble Alderman and longtime resident of the Trimble community. Having lived here for 27 years, I have seen firsthand the potential of our students and the specific challenges our families face in accessing diverse educational models within a rural setting.

Currently, families in Trimble have limited options beyond their zoned district schools. While our local schools are adequate, there remains a critical need for additional educational opportunities for the children of Trimble. The proposed Trimble Academy addresses this by offering a local facility with a focus on Classical Education and Outdoor Learning, which is essential for preparing our students for life in West Tennessee.

I have reviewed the founding team's mission and am confident in their leadership. Their commitment to providing a Classical Education with high-quality instructional materials and equitable student outcomes directly aligns with Tennessee's **"Best For All"** strategic plan. The track record of the leadership gives me full confidence in their ability to deliver results for Trimble Academy.

My support extends beyond this letter. I am committed to:

- Providing volunteer service time annually to support student mentoring.
- If successful in my bid for the Dyer County Commissioner position representing Trimble, I will seek all opportunities to enhance the educational experiences for all students.

I strongly urge the Tennessee Public Charter School Commission to approve this application. It represents a vital investment in the future of Trimble and provides our families with the high-quality school choice they deserve.

Sincerely,

A handwritten signature in blue ink that reads "Charles Benjamin". The signature is written in a cursive, flowing style.

Charles Benjamin
Alderman, City of Trimble
chuckbenja@aol.com

Name	Phone	Email	Dues Paid	In Team Reach
Margaret Prater	731-377-2171	Margaret.prater@nwtworks.org	X	X
Rick Isbell	731-445-1143	Rickdisbell@icloud.com	X	X
Heather Cryer	731-589-2192	heather_lovins@yahoo.com	X	X
Teresa Adams	731-445-8912	Tdpadams@gmail.com	X	X
Angie Ballard	605-490-8529	bluehousequiltandcraft@gmail.com	X	X
Christi Bane	731-589-2072	Christi.bane@hotmail.com	X	X
Jessica Dunivant	731-445-0433	jessicadunivant@gmail.com	X	X
Paula Jetton	731-589-2459	pjordan5754@gmail.com	X	X
Jessica Murray	731-225-0616	jmurray38@bethelu.edu	X	X
James Perry	615-438-2123	jamesp19851@gmail.com	X	X
David Powell	731-445-0897	Dpowell102459@gmail.com	X	X
Chuck Benjamin	731-445-8058	chuckbenja@aol.com	X	X
Amber Perry	615-438-2241	amberdperry724@gmail.com	X	X
Robin Hepler	731-334-0488	rkhepler@outlook.com	X	X
Jeff Jetton	901-229-0582	jljetton@gmail.com	X	X
Ben Sturdivant	731-445-1608	duckhunter_731@yahoo.com	X	X
Don Byrd	731-589-1981	donbyrd.1954@gmail.com	X	X
Kimo Cook Davidson	731-693-1239	kimocook@hotmail.com	X	X
Heather McFarland	731-445-9046	heatherbear06@gmail.com	X	X
Rachel Graves	865-385-7248	Rachel.graves7@outlook.com	X	
Scott Graves	731-234-6865	dsgdesigns@yahoo.com	X	X
Mandy Belton	731-676-5135	beltonmomma3@gmail.com	X	X
Steven Belton	731-676-5259	scbelton0906@yahoo.com	X	X
Scotty Funderburk	731-676-7022	sfunderburk3182@gmail.com	X	X
Danielle Larew	515-723-1208	daniellelincoln@gmail.com	X	X
Ricky Whitson	731-589-1697	Ricky.whitson@icloud.com	X	X
Kathy Whitson	731-589-1694	Ricky.whitson@icloud.com	X	X
Dennis Prater	731-225-7563	Denmarprater@outlook.com	X	
Jennifer Fisher	731-377-3004	tnjenfish@yahoo.com	X	X
Grace Doss	731-445-4471	graceanddoss@gmail.com	X	X
Wesley Thacker	731-442-1747	Damonthacker4321@icloud.com	X	X
Nancy Medling	731-334-0699	nancymedling@gmail.com	X	X
Kathy McLean	731-445-0006	kmclean@southpemiscot.com	X	X
Tonia Hill	731-589-6160	hillbookkeepingt@bellsouth.net	X	
Samantha French	731-676-3396	samanthareadenour711@gmail.com	X	X
Bryan French	731-499-2868	bryanfrench17@gmail.com	X	X
Lisa Hall	731-334-4702		X	X
John Lowrance	731-676-4360		X	X
Elvis Sturdivant			X	
Stephanie Sturdivant	731-297-4512		X	
Jerry Hinson			X	
Lois Hinson			X	
Cindy Cottrell	731-676-3202		X	
Andrea Capps	731-420-9059		X	
Tammy Capps	731-335-3266		X	

Name	Phone	Email	Dues Paid	In Team Reach
Drew Adams	731-445-8914		X	
Abbie Adams	731-334-2704		X	
Carolyn Taylor	901-355-8421		X	
Liz Isbell	731-297-6463		X	
Linda Butler	731-445-9693		X	
Doris Robison	731-693-0419		X	X

Trimble Forward Alliance – Trimble Academy

Attachment 2

Resumes School-Based Staff Members - Education Service Provider TN Classical Academies/ Skillern Elementary

Angie Markum, Founder/CEO, Skillern Elementary; CEO TN Classical Academies

Laura Day, Dean, Skillern Elementary, Professional Development Planner & Consultant

Phyllis Williams, Retired Educator, Environmental Education, Consultant

ANGIE MARKUM

12316 Armstrong Road - Soddy-Daisy, TN 37379 / 423-580-0264

mrsangiemarkum@yahoo.com Twitter: @AngieMarkum

Expanding Educational Achievement for Students One Success at a Time

TENNESSEE CHARTER SCHOOLS - ADMINISTRATIVE

- Successfully managed charter school finances and accountable to governmental audits for eleven years without a single material finding.
- Authored two TN charter amendments approved by the LEA
- Authored two TN charter renewals approved by the LEA
- Authored one original charter application approved by the LEA
- Successfully project managed seven charter school construction projects ranging from \$200K to \$4.3 million.

August 2010 - 2024

Ivy Academy Chattanooga and Skillern Elementary - Hamilton County, TN

Founder and CEO Skillern Elementary 2021 - present

Charter Operator and Director for Development Ivy Academy: July 2017 - August 2023

Executive Director for school turnaround Ivy Academy: June 2011 - July 2017

Part-time Teacher and Assistant Director: August 2010 - June 2011

School Year 2009 - 2010

Chattanooga Girls Leadership Academy - Hamilton County, TN

Part-time teacher and part-time assistant to Exec. Director Julie Davidson for faculty coaching and training in standards-based grading, Title 1 Red Notebook documentation, building testing administration, and other administrative duties.

CONSTRUCTION MANAGEMENT

2003 - 2009

B & A Group

Project managed residential construction jobs from conception to completion, when not teaching online.

SCHOOLS PUBLIC and PRIVATE - MATHEMATICS TEACHER

1985 - 2003

Hamilton County Schools, Catoosa County Schools, Whitfield County Schools, Private Schools

Schools include Soddy-Daisy Middle, Brown Middle, Red Bank Middle and High, Sale Creek School, Northwest Whitfield High, and privately contracted teacher in Catoosa County reporting directly to the office of the superintendent. Online mathematics courses and nature study courses were also taught to a global student audience during this timeframe via platforms such as Curreclick and GoToWebinar. Credentials to be an independent administrator for ITBS and Stanford were also earned and exercised. Retired HCDE principals worked for and available as references are **David Testerman, and ***Bob Jenkins.

PROFESSIONAL & COMMUNITY LEADERSHIP and DESIGNATIONS

State Board of Directors - Professional Educators of Tennessee (elected, then reelected for a second term)

Governor's Council on Charter Legislation

SCORE Educator Focus Group

Treasurer of the Board - Youth for America (term 2017 -2025)

Founding Board Member - National Society of Scholarly Leaders (term 2008 - 2011)

Tennessee Administrator of the Year 2019 - Professional Educators of Tennessee

East Tennessee Environmental Administrator of the Year 2016 - TEEA

Top Three Finalist TN Charter School Administrator of the Year 2021

Member National Council of Teachers of Mathematics

Sunday School Teacher - 30+ years

Soddy-Daisy High School Hall of Fame - 2023

Founding Board Member - Wonder Academy Preschool, Soddy-Daisy, TN 2025

EDUCATIONAL PROFILE

Active in educating the students of Tennessee and Georgia since 1985. Ability to drill down to diagnose the learning requirements of students and what resources students need in order to match those demands are one key to effectiveness as an educator. Parents and communities connect with the consistent emphasis that a child is a gift we should all cherish, our future, and much more than a test score. Top strengths profile ideally to address community educational needs, with the responsibility trait providing the accountability to do this with public funding. **Graduate of the Hamilton County public school system and a graduate of UTC**, with majors in mathematics and education. Invested in and understands the educational needs of this county, state, and nation.

REFERENCES

Major Wilford C. Blowe (ret.) - JROTC Instructor Brainerd High ~ 423-400-0384

J.C. Bowman - Executive Director Professional Educators of Tennessee ~ 423-308-8100

Dr. Lee McDade - Former Assistant Superintendent HCDE, retired ~ 423-322-5643

Dr. Greg Martin - TN House District 26 State Representative ~ 423-596-7338

****David Testerman - Former Hamilton County School Board member & principal ~ 423-322-0584**

Dr. Josh Yother - Head of School Skyuka Hall ~ 423-385-5007

Cathy Scott - President Bible in the Schools ~ 423-298-2066

*****Dr. Bobby Jenkins - Hamilton County Principal, retired ~ 423-413-2033**

Penny Leffew - Hamilton County Principal, retired ~ 423-304-2269

Tobin Davidson - Hamilton County Principal, retired ~ 423-605-5500

Joe Smith - Current Chairman Hamilton County, TN Board of Education ~ 423-400-8472

STRENGTHS

Clifton Strengthsfinder Top Five

- Learner
- Arranger
- Activator
- Responsibility
- Individualization

Laura Golden Day

lday@skillernelementary.com
Cell: 423-309-9527

1804 Madison St.
Chattanooga, TN 37408

EDUCATION

Master of Arts: American History & Government

Ashland University: Ashland, OH

- Graduated Summa Cum Laude in August 2020

Bachelor of Arts: American Studies

Hillsdale College: Hillsdale, MI

- Graduated Magna Cum Laude in May 2011
- Recipient of Departmental Honors and Graduate of Honors Program
- Recipient of Barney Classical Education and Russell Kirk American Studies Scholarships

EXPERIENCE

Administrator at Skillern Elementary, Chattanooga, TN

2021-Present

- Served as Head of School during the formation and first year and a half of Skillern Elementary until the birth of my first child, when my role shifted to allow me to spend more time at home
- Now serving as Academic Dean, responsible for selecting curriculum, hiring teaching staff, and providing professional development and coaching in the classical method to all staff

Adjunct Professor of History at Chattanooga State Community College, Chattanooga, TN

2021

- Taught American History using primary source documents, lecture, and seminar

History and Literature Teacher at Memoria Press Online Academy, Chattanooga, TN

2018-2021

- Taught live online classes to high school students in literature, composition, and history
- Classes included AP US History, Ancient History, Literature, and Composition

Private Tutor, Chattanooga, TN

2016-2021

- Worked one-on-one with students of all ages in math, history, language arts, and study skills
- Provided dyslexia reading intervention based on the Orton-Gillingham Approach to teach reading and spelling

History and Literature Teacher at Trivium Preparatory Academy, Phoenix, AZ

2011-2016

Department Head and Literature & Composition Teacher

- Wrote school-wide Literature & Composition curriculum and scope and sequence guidelines for 6th – 8th grade
- Led all Literature & Composition teachers in the execution of the curriculum and taught 6th and 7th grade

American History & Government, American Literature, and Introduction to Fine Arts Teacher

- Taught a 9th grade seminar-style class that incorporates American history, government, and literature
- Instructed students in reading and discussing primary source documents and writing analytical essays based on texts
- Taught 6th grade Introduction to Fine Arts, including art history, studio art, drama, and poetry

Network Instructional Coach, Phoenix, AZ

- Served as instructional coach for Literature & Composition teachers at the 23 schools in the Great Hearts network

Other Roles

- Coached Mock Trial and served as Faculty liaison for Trivium Publications Club and Trivium Yearbook Club
- Coauthored curriculum for and co-led the annual six-week Trivium Study Skills Workshop

Great Hearts Leadership Fellow, Phoenix, AZ

2012-2013

- Selected as one of twelve fellows from among the 23 Arizona Great Hearts schools and met monthly with other fellows and school management to foster leadership skills by discussing readings and engaging with local leaders

Leadership Team Member at The Manor, Hillsdale, MI

2010-2011

- Volunteered weekly at a residential treatment and special education facility for children with mental and emotional disabilities
- Organized and led character-trait based programs with music, drama, activities, crafts, and expository lesson

REFERENCES

Available Upon Request

Phyllis Williams

204 Hot Water Rd., Soddy Daisy, TN 37379 • (423) 667-8512 • pdwilliams.tn@gmail.com

» Profile

Place Based Education, Outdoor Integration with Local History, Nature ID, Project Manager

» Skills

- Place-based education with experience in connecting the classroom to local history with evidences outdoors, integration of nature into any subject
- Skilled verbal and written communicator
- Print and electronic media specialist
- Accomplished digital photographer and videographer
- Electronic media specialist proficient in using social media tools (Facebook, Twitter and Instagram), Microsoft Office Suite, iContact and Vertical Response

» Work Experience

July 2014 - Present (either paid or volunteer time)

Skillern Elementary, Soddy-Daisy, TN

- Place-based environmental educator, outdoor education

Ivy Academy, Soddy-Daisy, TN

- Place-based environmental educator, outdoor education

Covenant Transport, Inc., Chattanooga, TN

Director of Communications, Sept 2000 – May 2014

- Coordinated multi-agency projects involving company personnel, as well as local, state and national associations, including the Red Cross, Goodwill, Junior Achievement, the Nehemiah Project and various law enforcement agencies
- Hosted and moderated inter-company meetings involving numerous departments and levels of personnel
- Collaborated with advertising and print vendors on written material and web page development
- Served as gatekeeper for outside media: television stations, newspapers, etc. • Increased Facebook following from 200 to over 5,100 and managed daily presence • Provided photographic support for all company media
- Produced 50+ company videos (script to finish)
- Composed quarterly eight-page company newsletters (text, photography, design and distribution)

» Education

The Church of God School of Theology, Cleveland, TN

M.A., Church Ministries

The University of Tennessee, Chattanooga, TN
B.S., English Education

Trimble Forward Alliance – Trimble Academy

Attachment 3

Resumes/Biographies Board Members

- Margaret Prater, TFA President
- Rick Isbell, TFA Vice President
- Teresa Adams, TFA Secretary
- Heather Cryer, TFA Treasurer
- James Perry, TFA Director, Facilities and Grounds Committee
- John Lowrance, TFA Director, Education – Administration and Operations Committee
- Jessica Dunivant, TFA Director, Education – Instruction/Curriculum and Student Services Committee
- Paula Jetton, TFA Director, Grant Opportunities Committee
- Angie Ballard, TFA Director, Fundraising Committee
- Christi Bane, TFA Director, Marketing Committee
- David Powell, Governance Committee
- Heather McFarland, Liaison, Town of Trimble
- Jon McFarland, Volunteer, TN Department of Agriculture, Forestry Division
- Jeffrey Jetton, Volunteer, Agriculture Business

Margaret W. Prater, President

Trimble Forward Alliance

Margaret Prater has always been known for her perseverance and drive to succeed. After finishing high school in three (3) years in 1975, Prater started a career in banking. After eight years, she joined Dyersburg State Community College (DSCC) as Management Information Specialist with the federal job training program. Due to her experience in banking, Prater quickly became the “finance” person for the program and would ultimately become Vice President of Workforce Development for DSCC, overseeing millions of dollars to provide workforce development programs in eleven (11) counties throughout northwest Tennessee. In 2017, when faced with the State requirement to change the 32-year delivery model – making a choice between administering the program or providing direct services - Prater recommended the Workforce Board establish a 501c3 non-profit to administer the program and leave direct services with Dyersburg State Community College. While this decision was extremely difficult to accomplish in less than 3 months, Prater knew the other choice would be devastating to the customers and programs. Prater successfully set-up the non-profit and retired in 2019, leaving the program in the capable hands of a well-trained staff. Of many accomplishments, Prater is particularly proud of the 3.5 million grant she wrote and managed to respond to the Goodyear Tire and Rubber layoff of nearly 2,000 employees; leading the effort for the areas job seekers to earn over 18,000 National Career Readiness Certificates; developing the first youth electrical apprenticeship program in west Tennessee; and implementing advanced manufacturing Certified Production Technician training in area high schools and local jails to boost the number of trained workers entering the labor force. Prater was known as the “go to” person across the state and on a national level for her expertise in workforce development law and regulations. Two highlights of her career included testifying before the United States Congress on The Role of Higher Education in Job Growth and Development and entertaining a visit from 60 Minutes news. After a short-lived retirement, Prater returned to work in 2021 as Workforce Consultant for Workforce Innovations, Inc. to assist with the incorporation of eight (8) additional counties from southwest Tennessee and continues to work part-time focusing on screening and hiring employees, policy and training development, facilities management, development of requests for proposals, and managing appeals and complaints. Prater serves as President of Trimble Forward Alliance and prepared all documents to establish the 501c3 organization.

Rick Isbell

rickdisbell@icloud.com

Education

Doctor of Ministry / Biblical Counseling – Masters University of Divinity, Evansville, IN, 2002

Master of Religious Education – New Orleans Baptist Theological Seminary, New Orleans, LA, 1985

Bachelor of Arts / Music – Union University, Jackson, TN, 1983

Dyer County High School – 1978

Employment

Senior Pastor – Trimble Baptist Church, Trimble, TN, 2016-Present

Senior Pastor – New Church Memphis, Memphis, TN, 2001-2016

Various combinations of Executive Pastor, Associate Pastor, Worship Pastor in Louisiana, Texas, Oklahoma and Arkansas, 1985-2001

Current Civil Service

Elected TN Constable, Dyer County District C (includes Trimble)

Emergency Medical Responder / 911, Trimble and Dyer County East

Reserve Deputy, Dyer County Sheriff Office

Part-Time Police Officer, Trimble, TN

Teresa Adams
Secretary
Trimble Forward Alliance

Retired in 2022 from Dyersburg State Community College after 18 years with TRIO programs, a federally funded grant program by the US Department of Education that provides outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. TRIO includes eight programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to postbaccalaureate programs.

My title was TRIO Administrative Secretary III. I worked with students from four (4) local high schools in Upward Bound, which is a TRIO college prep program. I also worked with Student Support Services which is the TRIO college tutoring program.

While at DSCC I received the Certified Administrative Professional (CAP) certification.



HEATHER CRYER

2500 Eastwood Dr., Trimble, TN 38259, 731-589-2192, heather_lovins@yahoo.com

PROFESSIONAL SUMMARY

I have more than 17 years of accounting experience. I am compliant with generally accepted accounting principles, cost accounting principles, and company procedures. My experience allows me to think ahead and address potential issues. I am a self-starter with strong organizational, problem-solving, and analytical skills; able to manage priorities and workflow.

SKILLS

- GAAP compliance
- Month-end closing
- Financial controls implementation
- Budget preparation
- Financial planning/forecasting
- Continuous improvement

EXPERIENCE

Controller II January 2022 - Current
Tyson Foods | Newbern, TN

- Responsible for reporting and analysis of plant performance, including cost variances; production reporting and inventory functions; creation, reporting, and analysis of Cost Savings and/or Cost Reduction activities at the plant level.
- Responsible for monthly accounting close processes and complete analytical reviews of operating results.
- Supervision of Payroll and hourly payroll timekeeping records processes.
- Supervise onsite company store staff and maintain Store inventory control process using QuickBooks POS software.
- Responsible for annual & quarterly projections, outlooks of performance, weekly and monthly forecasts of expected performance
- Work closely with the BU to provide timely reporting forecasting, weekly/period/quarterly analyses and reports
- Maintain and develop business relationships with personnel, maintenance, operations, engineering, materials supervision, and management.
- Provide credible, accurate, thorough, and in-depth financial analysis to support plant operations.
- Support LEAN and Safety initiatives as appropriate.
- Lead the efforts in preparation of the Annual Operating Plan (AOP),
- Research, and interpret technical accounting guidance.
- Support corporate audits and external auditor testing.

- Facilitate compliance with corporate, financial, regulatory, local, and other policies.
- Serve as accounting subject matter expert on a variety of cross-functional activities.
- Proficient in SAP, Kronos Timekeeper, and Excel.

Analyst Accounting/Cost Analyst

February 2012 – January 2022

Tyson Foods | Newbern, TN

- Responsible for creating cost estimates for new items.
- Support various aspects of financial reporting process.
- Achieve control metrics and support internal control processes.
- Responsible for monthly cost roll.
- Analyze process order variances Daily/Weekly.
- Support monthly accounting close processes, complete analytical reviews of operating results,
- Used sound monitoring and control strategies to keep financial operations within GAAP and legal requirements.
- Develop and implement key controls for SOX compliance.
- Created and maintained Bill of Materials and costing systems.
- Collaborate with internal and external teams to support company initiatives.
- Improved monthly and quarterly reporting with innovative data tracking, collection, and sharing strategies.
- Experienced in leading weekly financial forecast meetings for the management team.
- Responsible for timely and accurate weekly/monthly dashboard metrics.
- Assist in the development, ongoing support, and maintain the Company Store inventory control process using QuickBooks POS software.

Inventory Control Supervisor

April 2011 - February 2012

Sara Lee Foods Newbern | TN

- Supervised four staff personnel.
- Responsible for FG inventory on MS4 and MS5 hold.
- Responsible for inventory control annual and weekly cycle count.
- Reconcile CHEP pallets portfolio.
- Accountable for reporting customer returns to QA.
- Provide support for tracking FG reserve locations not counted weekly.
- Present a monthly safety meeting to staff.
- Accountable for entering the Company Store orders.

Accountant II, Cost Analyst

November 2009 – April 2011

Sara Lee Foods | Newbern, TN

- Responsible for assisting the Plant Controller and Reconciling BPCS production to SAP production weekly.
- Reviewed and analyzed PPV reporting for plant purchases.

- Assisted in the annual budgeting process.
- Responsible for maintaining the general ledger, including monthly close activities.
- Provided backup for Payroll and Cost Analyst.
- Responsible for weekly and monthly plant performance reporting.
- Responsible for weekly and monthly cost roll and reval analysis.
- Record and report weekly and monthly absorption and production volumes.
- Maintain the build of materials and new item set up.
- Investigated discrepancies and provided resolutions as required.

Staff Accountant

January 2007 - January 2009

Dyersburg Regional Medical Center | Dyersburg, TN

- Responsible for preparing monthly fixed asset reports.
- Assist in monthly close.
- Prepare account reconciliation.
- Responsible for daily and monthly stats reports.
- Assist Controller and CFO with various job assignments.
- Responsible for collecting and balancing cash collected for a daily bank deposit.
- Prepared journal entries in compliance with GAAP using proper documentation and approvals.
- Performed various accounting functions such as transaction reviews, accounts payable, accounts receivable, and billing.

EDUCATION

Bachelor of Science | Finance | University of Tennessee at Martin

Digital Marketing | Certified | University of Texas at Austin

James Perry

I moved to Trimble when I was 6 years old and started kindergarten at Trimble Elementary. The principal, coaches, and teachers there played a huge part of who I am today and how far I have come.

I graduated from DCHS high school in 2004. I started out working at 15 years old helping an older gentleman flipping houses in Dyer County. When the housing market crashed in 2008, I decided to move to Nashville for more opportunities. I worked as a part time custodian at a school at night for a year while working for a catering company. I gave up the custodial job once I became Sous Chef and eventually Executive Chef of the catering company, working there for 5 years. After they closed in 2012, I started with my current company, Carter Haston as a groundskeeper. Over the years I worked my way up to punch tech, assistant tech, maintenance supervisor, and eventually to the corporate maintenance team. My job title is Regional Facilities Manager over the Georgia Region. I travel weekly meetings, trainings, and property walks. I have over 150 employees under me in my region. I also am part of the due diligence/takeover team, that goes and walks all acquisitions that we may be interested in buying. I have traveled all over the US representing my company.

I have recently within the last year and a half moved back to the Dyer County area and have just hated that they closed our school. I am Chairman of the Facilities and Grounds Committee for the Trimble Forward Alliance non-profit and have used my experience to advise on repairs needed for the building.

R-E-S-U-M-E: Rev. Dr. John C. Lowrance

Age: 67 **Status:** Retired Educator: 32 years 1979 -- 2011

Positions in Public Schools

- **Director of Accountability** – Dyersburg City Schools Central Office: Data Analysis, Accreditation of System and Individual Schools, also assisting Dyersburg High School as Director of Student Accountability – 6 yrs.
 - **Assistant Principal** -- Pre-K-Grade 3 – @ Dyersburg Primary School -- Areas of Focus: Scheduling, Computers, Building Maintenance, Discipline, Teacher Evaluations, Accreditation – 7 yrs.
 - **Building Level** – Computer Tech – Approx. 10 yrs.
 - **Teacher in Grades 7-8** @ Dyersburg Middle School in Earth and Space Science and Reading – 19 yrs.
 - An **additional voluntary role** as a Member of the Dyersburg City Schools Discipline Hearing Committee – 20 yrs. And continuing.
-
- **Adjunct Instructor** – Dyersburg State Community College in Freshman Mathematics Courses
 - **Adjunct Instructor** – University of Memphis -- Science Methods Class Instructor for Incoming teachers.

Educational Background:

- **University of Tennessee at Martin** – Bachelor's degree in Secondary Education – Concentration in Math and Sciences. (Also some undergraduate work at Dyersburg State Community College
- **University of Tennessee at Martin** – Master's Degree in Administration and Supervision
- **University of Tennessee at Martin** – 45 hours above Master's Degree
- **University of Memphis** – Doctoral Degree in Educational Leadership and Policy Studies.
- **Memphis Theological Seminary** – Master of Divinity Degree

Clergy Related Credentials:

- Ordained Cumberland Presbyterian Minister – Ordained 2019
- Cumberland Presbyterian – Supply Pastor and Ordained Pastor – 2017 and continuing.
- United Methodist Licensed Local Pastor 2005 – 2017

Jessica Dunivant

Director of Education – Instruction/Curriculum and Student Services Committee
Trimble Forward Alliance

Professionally, I hold a bachelor's degree in Elementary Education and spent seven years working within the Dyer County School System, including multiple roles at Trimble School. These experiences provided firsthand insight into the needs of students, the challenges faced by educators, and the value of accessible, community-based public education.

Beyond my work in education, I spent ten years at Discovery Park of America in roles involving patron services, events, retail buying, and tourism group sales. I currently serve as a Gift Sales Representative for Diverse Marketing, representing accounts across Kentucky and Central and Western Tennessee. These positions have strengthened my skills in communication, relationship-building, and regional outreach—skills that reinforce my understanding of how strong institutions support strong communities.

I also serve as Board Chair for the Hamilton Parks Public Library in Trimble and volunteer with Special Ops Xcursions, a nonprofit supporting active-duty special forces families. These roles reflect my commitment to service, literacy, family well-being, and community engagement.

Paula Jetton

519 E. Mitchell Street
Trimble, TN 38259

- Daughter of Trimble High School graduate of 1954.
- Attended Trimble School from 7th grade to 8th grade.
- BS Education degree from University of Tennessee Martin, graduated 1980.
- Taught 32 years in Dyer County & Dyersburg City School Systems, and retired in 2012. Received numerous awards for outstanding achievement and dedication to teaching.
- Taught 7 years Trimble Elementary from 1990-1998 - grades 3,4,5.
 - I requested to be reassigned to Trimble Elementary in order for my children to attend Trimble Elementary
- Time Spent during Summer breaks from Dyer County & Dyersburg City School Systems.
 - Taught numerous before & after school programs.
 - Migrant summer learning programs – Taught 6 summers
- Worked part time for Wound Care Resources as an outside sales trainer for calling on health care clinics in TN, AR, MO, KY, then continued as a full time employee after retiring from the education system. Time worked **10 yrs.**
- Opened The Holy Cow bakery, catering and event center in Trimble, TN 2017 to present.
- Member Trimble First Baptist Church.
 - Volunteer as a cook for the youth and women's ministry meal programs.
- Member of the Lions Club Trimble chapter
 - President of the Lions Club Trimble chapter 2025 to present.
 - Awarded The Lion of the Year for district L 12 in 2024.
 - Implemented a bicycle loan program for Trimble youth who needed a bicycle.
 - Worked on and led several community beautification projects and fundraisers.
- Coordinated with Dyer County to implement a Children's summer feeding program for Trimble youth 2024, 2025

- Coordinated with Tennessee Department Economic Development to increase the number of families participating in the commodity food program from 9 in 2023 to 31 in 2025 serving needy families in the Trimble community.
- Regularly attend Trimble City Council monthly meetings and serve as a liaison between Dyer County and Trimble city government officials.

My Family for generations has been firmly rooted in the Trimble community. In 1930 my grandparents, Don and Stella Miller, started a farm in the Trimble area and firmly planted their roots in Trimble. Their Children graduated from Trimble High School and their children; my brother and sister and I would have graduated from Trimble High School as well if Dyer County had not consolidated the high school in 1972.

Both parents owned and operated businesses in Trimble and were members of Trimble First Baptist Church.

My parents bought the family homeplace after my grandparents passed away in 1969.

During the summer of 1976 I worked in the Trimble summer recreations program while attending college, this is where my love for teaching began. Trimble school played a huge part in the community, unifying families, churches & businesses. It was the heart and soul of this rural community and because of the working relationship between the school staff, parents, churches and community organizations many student needs were identified and addressed that would have been passed over as they often are in a larger school setting.

I'd be willing to assist in instructing classes in the following activities as a result of the type classes I taught throughout my teaching experience: Cooking, art, nutrition, health & wellness, sewing, hygiene, physical fitness.

Angie Ballard
Trimble Forward Alliance
Director of Fundraising Committee

Angie Ballard has been a resident of Trimble, Tennessee for the past twelve years. She relocated from South Dakota after marrying her husband, Michael Ballard, a native of the area, and has since made Trimble her permanent home and community of investment.

Angie has a strong record of civic and volunteer involvement. She served on the Board of the Hamilton Parks Public Library for six years, contributing to governance, community programming, and local access to educational resources. She now, sits chair on HPPL Friends, a group supporting library activities and programming. She has also been an active volunteer at Trimble Elementary School, assisting with book fairs, awards days, and a variety of fundraising and school-support events whenever opportunities were available.

Much of Angie's community service is rooted in faith-based involvement. She is an active member of Troy First Baptist Church, where she serves as a Sunday School teacher for second and third grade students, an assistant leader in the children's choir, and a volunteer instructor in Children's Church and Bible Drill. These roles reflect her long-standing commitment to mentoring children, character development, and education beyond the classroom.

Angie holds two (2) Bachelor's degrees; Psychology and Wellness Business Management bringing both educational and business experience to her community involvement. She and her husband own and operate several family businesses, including Full Throttle Saloon in Sturgis, South Dakota; Full Throttle Distillery Grill and Smokehouse locations in Sturgis, South Dakota; Deadwood, South Dakota; Estes Park, Colorado; Branson, Missouri; and Trimble, Tennessee, as well as Blue House Quilt and Craft in Union City, Tennessee.

Through her combined roles as a parent, business owner, volunteer, and educator, Angie remains deeply committed to the long-term health, education, and sustainability of the Trimble community and its families.

Christi S. Bane, BS, CPSII

I am a Certified Prevention Specialist II (CPS II) through the Tennessee Certification Board, with over 20 years of experience in mental health, behavioral health, recovery support, advocacy, and primary prevention. In 2012, while working in an outpatient mental health clinic, I joined a multidisciplinary team to develop a primary prevention grant after recognizing the critical need for upstream prevention services for youth and young adults. I have completed 1,800+ hours of continuing education, enabling me to stay current on emerging trends across prevention, intervention, and harm reduction. I have completed more than 6,000 hours delivering substance misuse prevention education and direct services to youth, along with mental health promotion initiatives.

I work under contract with the Tennessee Department of Mental Health and Substance Abuse Services and currently serving in my 10th year as Executive Director of the Prevention Alliance of Dyersburg & Dyer County, where I manage a prevention team, oversee a Youth Health Council, coordinate coalition members and volunteers, provide mentorship to a neighboring county in the development of their community prevention coalition. I also oversee a Senior Women's Advisory Group that supports organizational planning and community outreach.

I serve as Chairperson of the Dyer County Health Council, am an active member of the TAADAS Workforce Committee where I provide input on best practice guidelines and assess training needs for prevention and treatment professionals, an active member of our regional Tennessee Suicide Prevention Network, and in early 2024 I was appointed by the County Mayor to serve on the Opioid Abatement Advisory Council. I am the Director of Marketing for Trimble Forward Alliance.

David R. Powell
Jan 20, 2026
10060 Trimble rd.
Trimble, TN 38259
731-445-0897
dpowell102459@gmail.com

Pg 1

Background/History

Achievements

1. During my twenty year military career I received numerous awards for exemplary duty.
2. My wife and I married in 1977.
3. I have been licensed into the Gospel ministry by Trimble First Baptist Church.
4. I have my Doctor of Theology degree in Pastoral Theology.
5. We have been blessed with two wonderful children and five grandchildren.
6. We have been blessed with an eternal home, through grace, by our Lord and Savior Christ Jesus.

Employment

1965-1973	Attended Trimble School.
May 1977	Graduated from Dyer County High School
July 1977- Aug 1997	U.S. Military
Jan 1998-Dec 1998	Pilot--Air Logistics Inc. New Iberia,La
Aug 1999- Nov 2013	Pilot--Air-Evac Lifeteam Jackson, Martin, Dyersburg, TN.
July 2014- Present	Pastor and Preacher of the Gospel

Experience

1. I was born in 1959 and began attending church at Trimble First Baptist Church as a baby. I was born again in 1968. I graduated from Dyer Co. High School in 1977. After High School my wife and I married and I joined the U.S. Air Force.
2. I spent 20 years in military service to our great country. After which I spent 14 years serving the local area as a pilot for a helicopter ambulance service . Since 2014 I have been serving God as a Minister of the Gospel.

Education

- Graduated from Dyer County High School in 1977.
- I have 66 credit hrs from Embry-Riddle Aeronautical University.
- I earned my Bachelor of Ministry degree at Freedom Bible College and Seminary
- I earned my Masters Degree in Divinity and Doctorate in Theology at Andersonville Theological Seminary.

Heather McFarland

Trimble, TN | 731-445-9046

Professional Summary

Community leader and senior operations professional with over a decade of experience in organizational management, civic service, and nonprofit leadership. Passionate about supporting education through creative, hands-on, and community-driven initiatives that strengthen rural schools and families.

Professional Experience**Senior Branch Office Administrator – Edward Jones (2015–Present)**

- Provide operational leadership and administrative management for a financial advisory office
- Lead a regional Adoption & Delivery Team supporting firm initiatives
- Coordinate events, client engagement, compliance, and project implementation

Civic & Nonprofit Leadership**Alderwoman – City of Trimble (2021–Present)**

- Advocate for families, education, and community growth through municipal governance

Leadership – Trimble Forward Alliance

- Nonprofit leadership applying for Trimble Academy charter in partnership with Tennessee Classical Academies

Dyersburg Kiwanis Club (12 years member)

- Secretary (3 years)
- Membership Chairwoman (6 years)
- Support youth programs, literacy, and school partnerships

Community Service

Former Board Member – Local Public Library (6 years)

- Promoted literacy, fundraising, and community engagement

Education

Associate of Arts in Social Science – Thomas Nelson Community College

Certifications

Financial Paraplanner Qualified Professional (FPQP)

Tennessee Notary Public

Stop the Bleed Certified

Jon McFarland is an avid outdoorsman and a dedicated public servant with a wealth of experience in forestry, wildlife management, and community leadership. As a wildland firefighter and heavy equipment operator for the Tennessee Department of Agriculture's Forestry Division, he brings extensive knowledge of fire safety, land management, and conservation to every endeavor.

With a degree in wildlife biology and a deep passion for the outdoors, Jon is well-versed in everything from small engine repair for boats and ATVs to the intricacies of wildlife habitat conservation. He has hands-on experience managing invasive species and identifying sustainable logging opportunities to help maintain healthy forests.

Formerly the mayor of his small town, Jon also brings valuable leadership and community-building skills. His experience is a tremendous asset to the school, especially with its focus on outdoor learning. He is excited to help create outdoor educational opportunities for students, whether it's teaching them about local wildlife, demonstrating conservation practices, or guiding them through outdoor activities on the school's surrounding lands.

Jon McFarland looks forward to sharing his passion for the great outdoors and helping students develop a lifelong appreciation for nature and environmental stewardship.

Jeffrey Jetton

519 E. Mitchell Street
Trimble, TN 38259

- Grew up on a row crop farm in Yorkville, TN 7 miles south of Trimble.
- BS in Agricultural Business, University of Tennessee Martin, Graduated 1980.
- 43-year career in the Agricultural Chemical and seed business with various major companies in the Ag Industry see below:
 - Rohm and Haas Company – Agricultural Chemical Division - **20 years**
 - Technical Sales Representative – NW TN 6 yrs, Central, CA 6 yrs
 - Business Communications Manager N. America - Philadelphia, PA 8 yrs
 - Dow Agrisciences – **12 years**
 - Marketing Programs Manager – Southern US, Indianapolis, IN 4 yrs.
 - Area Sales Manager TN, MO – Memphis, TN 4 yrs
 - Regional Account Manager- Mid Atlantic States, Raleigh, NC 4 yrs
 - Corteva Agriscience – **3 years**
 - Regional Account Manager, Jackson, TN 2 yrs
 - National Account Manager, Jackson, TN 1 yr
 - SePRO Ag – **4 years**
 - Marketing and Sales Manager MO, AR, TX, OK, KS – 4ys.
- Retired from the AG industry in 2024.
- Member of Skyline Church of Christ – Jackson, TN
- Alpha Gamma Rho Fraternity, Alpha Upsilon alumni – currently serving as alumni communications director.
- Attend Trimble First Baptist Church on occasion with Paula Jetton
- Member of the Lions Club Trimble chapter
- Regularly attend Trimble City Council monthly meetings.
- Meet occasionally with Dyer Count Mayor’s office to learn of growth opportunities for Trimble.
- Facilitate monthly commodity food deliveries to shut ins of the community.

I’d be willing to assist in instructing classes in the following activities as a result of my career experiences: plant and soil science, insect identification, soil conservation, public speaking, animal health.

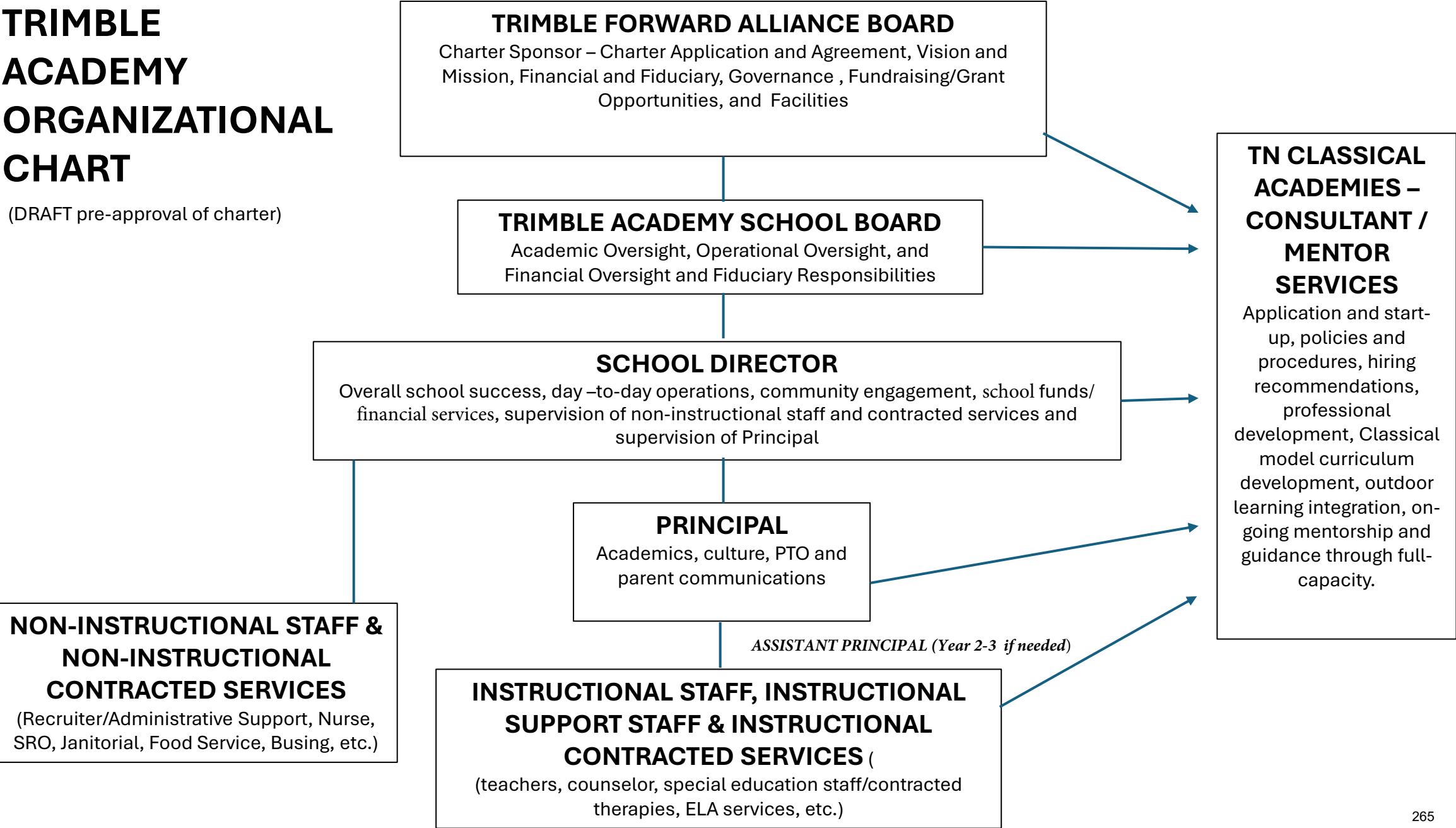
Trimble Forward Alliance – Trimble Academy

Attachment 4

Organizational Chart

TRIMBLE ACADEMY ORGANIZATIONAL CHART

(DRAFT pre-approval of charter)



Trimble Forward Alliance – Trimble Academy

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/

MARGARET WHITSON PRATER MRS
61 PIERCE STREET, P.O. BOX 43
TRIMBLE, TN 38259, USA

05/17/2025

Filing Acknowledgment

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

Entity Name:	TRIMBLE FORWARD ALLIANCE		
SOS Control #:	002022270	Initial Filing Date:	05/16/2025
Entity Type:	Nonprofit Corporation	Formation Locale:	TENNESSEE
Status:	Active	Duration Term:	Perpetual
Fiscal Year Close:	June	Annual Report Due:	10/01/2025
Business County:	Dyer		
Benefit Type:	Public Benefit Corporation	Religious Type:	Non-Religious

Document Receipt

Receipt #: 2025-360163	Filing Fee:	\$100.00
Payment: Credit Card - 3898621632		\$100.00

Registered Agent Address:
MARGARET WHITSON PRATER
61 Pierce St
Trimble, TN 38259

Principal Office Address:
61 Pierce St
Trimble, TN 38259
Dyer County, USA

Congratulations on the successful filing of your Charter Nonprofit Corporation for **TRIMBLE FORWARD ALLIANCE** in the State of Tennessee which is effective **05/16/2025**. 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
B2025268711



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 #: 002022270
Filed: 05/16/2025 01:06 PM

Tre Hargett
Secretary of State

Entity Information

Entity Name: TRIMBLE FORWARD ALLIANCE

Entity Type: Nonprofit Corporation

Fiscal Year Ending Month: June

Additional Designation: (No additional designation)

Principal Office Address

61 Pierce St
Trimble, TN 38259
Dyer County, USA

Mailing Address

PO Box 43
Trimble, TN 38259
Dyer County, USA

Will this filing have a delayed effective date?

☐ Yes ☒ No

Period of Duration:

Perpetual

Nature of Business (NAICS):

813219 - Other Grantmaking and Giving Services

813410 - Civic and Social Organizations

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:

ARTICLE VII - DISSOLUTION OF THE CORPORATION 7.1 Dissolution Rule: Following an affirmative vote in favor by 2/3 of the corporation membership voting, the board of directors shall call a special meeting for the sole purpose to voluntarily dissolve this corporation. At that time, all assets and funds, after all liabilities and obligations have been paid, along with all minutes and records, shall be promptly transferred into the custody of an appropriate organization or agency designated by the Board of Directors. In this rule, every attempt we made to satisfy the corporation's mission. 7.2 Optional Rule: in the event, no Board of Directors exist, or the Board of Directors refuse or fail in a reasonable period to dissolve the corporation, upon application by any officer or member, the Superior Court of Dyer County. Shall dissolve the corporation in a manner consistent with the above rule and in accordance with section 501(c)(3) of the internal revenue code of 1986.

Other Provisions:

2.1 Purpose: Trimble Forward Alliance (TFA) is organized exclusively for charitable, educational, literary, and scientific purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding section of any future federal tax code. TFA exists to support, strengthen, and sustain the community of Trimble, Tennessee, through initiatives that promote educational advancement, civic engagement, and community development. The organization provides fiscal, administrative, and programmatic support for projects aligned with these goals, including — but not limited to — initiatives connected to Trimble Charter School, Trimble Economic Development and other efforts that foster local growth, opportunity, and wellbeing.

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

☐ Yes ☒ No

Incorporators

MARGARET PRATER
61 Pierce St
Trimble, TN 38259, USA

Registered Agent Information

MARGARET WHITSON PRATER
61 Pierce St
Trimble, TN 38259
Dyer County, USA

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: MARGARET WHITSON PRATER

Date: 05/16/2025



Tre Hargett
Secretary of State

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

Date: 05/16/2025

Invoice: 2025-360163

Customer Information

MARGARET WHITSON PRATER MRS
TRIMBLE FORWARD ALLIANCE
61 PIERCE STREET, P.O. BOX 43
TRIMBLE, TN 38259, USA

Tracking #	Description	Amount Paid
B2025268711	Charter Nonprofit Corporation for TRIMBLE FORWARD ALLIANCE (Corporation Filings)	\$ 100.00
Payment Details		
Fee Total:		\$ 100.00
Payment Total:		\$ 0.00
Amount Due:		\$ 0.00
Payment Method		
Payment Type: Credit Card		
Check/Confirmation Number: 3898621632		

Trimble Forward Alliance – Trimble Academy

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

TRIMBLE FORWARD ALLIANCE
PO BOX 43
TRIMBLE, TN 38259

Date: August 29, 2025
Employer ID number: 39-2195036
Person to contact: Name: David R. Stolarz
ID number: 5451257
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: May 16, 2025
Contribution deductibility: Yes
Addendum applies: No
DLN: 26053554001545

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.

Sincerely,

Stephen A. Martin

Stephen A. Martin
Director, Exempt Organizations
Rulings and Agreements

Trimble Forward Alliance – Trimble Academy

Attachment 7

Governing Board Bylaws

**BYLAWS
OF
TRIMBLE FORWARD ALLIANCE**

ARTICLE I - NAME AND LOCATION

1.1 Name: the legal name of the nonprofit organization shall be Trimble Forward Alliance. (Hereafter referred to as TFA)

1.2 Location: the principal location of TFA is 61 Pierce Street, Trimble, Tennessee 38259. The mailing address is P.O. Box 43, Trimble, TN 38259.

ARTICLE II - PURPOSE, TERM, AND RULES

Purpose: Trimble Forward Alliance (TFA) is organized exclusively for charitable, educational, literary, and scientific purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding section of any future federal tax code.

2.1 TFA exists to support, strengthen, and sustain the community of Trimble, Tennessee, through initiatives that promote educational advancement, civic engagement, and community development. The organization provides fiscal, administrative, and programmatic support for projects aligned with these goals, including — but not limited to — initiatives connected to Trimble Charter School, Trimble Economic Development and other efforts that foster local growth, opportunity, and wellbeing.

2.2 Term of Bylaws: These bylaws are effective upon approval of a quorum of the full membership of TFA and shall remain in effect until altered, amended or repealed upon the affirmative of 2/3 vote of the quorum of the full membership of the corporation.

2.3 Rules: TFA will adhere to Robert's Rules of Order; Revised. In the event any provision of these Bylaws conflict with Robert's Rules of Order; Revised, the provisions of these Bylaws shall govern.

ARTICLE III - MEMBERSHIP, BOARD OF DIRECTORS, TERMS, AND DUTIES

3.1 Membership: Adults of good character in good community standing may be admitted to membership by invitation or request. To be in good standing members are obligated to pay the annual dues for the fiscal year provided in TFA policy and comply with any other criteria provided in TFA policy. The number of members and length of time of membership is not limited.

3.2 Board of Directors: The Board of Directors of the TFA shall be: President, Vice-President, Treasurer, Secretary and seven (7) Directors. No offices may be held by the same person and no person shall simultaneously serve as an officer and a director. The Board of Directors must have a Trimble address, be a Trimble School Alumni (former student) or parent of a former student, own property in Trimble, be employed by a Trimble business, or other affiliation with the town of Trimble deemed appropriate by a majority vote of the quorum present at meeting.

3.3 Terms: The President and Vice President will serve 3-year terms and may be elected to consecutive terms by the full membership of the corporation. The Treasurer and Secretary terms will be 2- year terms and will automatically renew until the member properly notifies (30-day notice) the President of the intent to no longer serve. Vacancies are to be filled immediately by appointment of the board so as to not miss any filing or reporting deadlines. Directors will serve 2-year terms and may be elected to consecutive terms by a quorum of the full membership of the corporation.

3.4 Duties: The Board of Directors shall serve without compensation, except for reimbursement of reasonable expenses incurred on behalf of the organization.

- A. President- the President shall:
 - Serve as the chief volunteer leader of the organization.
 - Preside at all Board meetings and serve as the primary liaison between the Board and the community.
 - Ensure the organization adheres to its mission, policies, and strategic direction.
 - Provide oversight for the development of programs supporting Trimble Elementary and the broader Trimble community.
 - Represent the organization in public or designate a representative as needed.
- B. Vice-President- The Vice-President shall:
 - Assist the Chairman and assume their duties in the event of absence, incapacity, or resignation.
 - Support committee oversight and special project execution as assigned by the Board.
 - Help cultivate relationships with key stakeholders, including local leaders, educators, and donors.
- C. Secretary- The Secretary shall:
 - Keep accurate minutes of all meetings of the Board and distribute them to members in a timely manner.
 - Maintain official corporate records, including bylaws, minutes, policies, and filings.
 - Oversee Board correspondence and ensure proper notice of meetings is given.
 - Ensure compliance with nonprofit reporting requirements.
- D. Treasurer- The Treasurer shall:
 - Oversee the financial affairs of the organization, ensuring accountability and transparency.
 - Maintain accurate financial records and provide regular reports to the Board.
 - Work with any hired bookkeeper or CPA to file appropriate tax forms and ensure IRS compliance.
 - Assist in budget preparation and ensure financial resources are used in support of the organization's mission.
- E. Directors - Each Director shall:
 - Provide governance and strategic oversight in alignment with the organization's goals.
 - Serve on committees or task forces as needed.
 - Actively participate in fundraising, community engagement, and program support.
 - Represent the interests of the community and help identify opportunities for impact
- F. Members - Each Member shall:
 - Attend meetings and be a voting member of the organization at annual and special called meetings requiring a vote of the full membership, subject to quorum.
 - Support the purpose of TFA and abide by these bylaws and any corporate policies
 - Serve on committees or task forces as needed.
- G. Supporters – Each Supporter shall:
 - Support the purpose of TFA through advocacy, financial and/or volunteer activities.
 - Supporters may attend meetings but are not voting members of the organization.

ARTICLE IV- OPERATIONS

4.1 Fiscal Year: The administrative and fiscal year of TFA is July 1 through June 30.

4.2 Meetings: The Board of Directors will determine the frequency, day, time, and place of regular meetings, no less than every other month. Special called meetings may be called, and scheduled meetings may be cancelled or rescheduled, by a majority vote of the Board of Directors, provided at least 48 hours previous notice is given. Any meeting called for in these Bylaws may be held in person or via teleconference or any digital or other electronic visual technology now known or hereafter devised, including Zoom, Microsoft Meetings, or the like, by means of which all persons participating in the meeting can hear each other. Participation in any meeting in this manner shall constitute presence in person at such meeting.

4.3 Elections: The September meeting each year will be designated as the annual meeting. Officers will be elected at the annual meeting if terms have expired. At least 30 days previous notice of the annual meeting must be given to members.

4.4 Committees: TFA may have standing committees as determined by a majority vote of the Board of Directors at which a quorum is present and defined in the TFA policy. The President may create and appoint additional committees as desired to conduct TFA goals and activities, subject to approval by the Board of Directors, with their purpose, term, and duties defined upon creation.

4.5 Voting: Each member in good standing shall have one vote on elections, By-law amendments, motions presented at the annual meeting and motions presented at any special called meetings of the full membership of the corporation. One-third (1/3) of TFA members in good standing constitutes a quorum, and no less than a majority vote of the members present and voting is required to approve all business unless otherwise provided in these bylaws or TFA policy. At least ten (10) days previous notice of any pending vote must be given to the members. Voting by proxy is allowed when prearranged with the President.

4.6 Open Meetings Requirement: All meetings and actions of the full membership and the Board of Directors of TFA must comply with the Tennessee Open Meeting Act, Tenn.Code Ann. 8-44-101 *et seq* and Tenn. Code Ann. 10-7-503(a)(2)(A)(B).

4.7 Reports/Minutes: All reports and minutes of TFA will be preserved electronically, as well as a hard copy on file with the Secretary.

ARTICLE V- BOARD OF DIRECTORS RESPONSIBILITIES

The Board of Directors shall serve as the primary governing body of Trimble Forward Alliance (TFA), responsible for ensuring the organization fulfills its mission and operates in accordance with nonprofit standards and community values. The Board's responsibilities include, but are not limited to, the following:

5.1 Mission Oversight & Strategic Direction: Ensure all organizational efforts align with TFA's purpose of supporting Trimble Charter School and the broader Trimble community. Provide long-term vision and approve strategic priorities for the organization.

5.2 Governance & Policy: Establish and periodically review organizational bylaws, policies, and internal controls. Approve the formation and dissolution of committees or sub-boards as needed to support specific focus areas.

5.3 Committee Supervision & Coordination: Appoint and oversee committees related to fundraising, school-based initiatives, community development, or other mission-aligned activities. Receive and review reports from all committees and ensure alignment with overall goals and compliance standards.

5.4 Fiduciary Responsibility: Oversee the financial health of the organization, including the approval of annual budgets and review of financial reports. Ensure legal and regulatory compliance, including timely submission of IRS filings and other state/federal reports.

5.5 Resource Stewardship: Approve major fundraising strategies, grant applications, and donor campaigns developed by relevant committees. Support the development of sustainable financial resources to fund programs and operations.

5.6 Community Accountability: Serve as ambassadors to the Trimble community, upholding transparency and inclusiveness in the organization's actions. Maintain open lines of communication between the Board, committees, members, and the broader community.

5.7 Board Development & Participation: Recruit, orient, and evaluate Board members to maintain effective leadership. Attend regular Board meetings and contribute to ethical and responsible decision-making.

5.8 Decision Making: The Board of Directors have the authority and responsibility to make decisions for the corporation.

5.9 Quorum: One-third ($\frac{1}{3}$) of the members of the board of directors constitutes a quorum and a majority vote of the board of directors present and voting is required for all business unless otherwise provided in these bylaws or corporate policy. Voting by proxy is allowed no more than twice per fiscal year when prearranged with the President.

5.10 Attendance Rule: Each officer and director is expected to attend all regular meetings of TFA. Those members with three consecutive unexcused absences, as determined by the President may not be eligible for membership renewal.

5.11 Means to Remove: The Board of Directors may vote to remove a member deemed "not in good standing" with a $\frac{2}{3}$ majority vote.

ARTICLE VI - FUNDS AND ACCOUNTING

6.1 Audit: This corporation's financial records will be examined annually by either a qualified accounting firm or a standing financial review committee as provided in corporation policy. The corporation's accounting records will be available for inspection by the accounting firm or the committee and upon request by the chairman or board.

6.2 Disbursements: Any and all disbursements from the corporation's account shall be made only by checks or similar money order signed by two authorized representatives, unless the Board of Directors approves a use of a corporate credit card and policies to document expenditures.

6.3 Funds and Property: All funds and property held by the corporation are maintained in trust for the purposes authorized in its charter and only in accordance with its official mission and goals.

6.4 Deposits: All funds of TFA shall be deposited from time to time to the credit of TFA in such banks, trust companies or other depositories as the Officers have designated.

6.5 Contracts: The Board of Directors may authorize any officer (s), employee(s) or agent (s) of TFA, in addition to officers so authorized by these bylaws, to enter into any contract or transaction or execute and deliver any instrument in the name of and on behalf of TFA and such authority may be general or confined to specific instances. Should a potential conflict of interest exist, the Board of Directors must comply with Article IX, Conflict of Interest provisions of these Bylaws.

6.6 Purchase and Sale of Goods, Services, or Assets: The Board of Directors may authorize any officer(s), employee(s) or agent (s) of TFA, in addition to officers so authorized by these bylaws, to purchase or sell goods, services, or assets in the name of and on behalf of TFA and such authority may be general or confined to specific instances. Should a potential conflict of interest exist, the Board of Directors shall comply with Article IX, Conflict of Interest provision of these Bylaws.

6.6 Gifts: The Board of Directors may accept on behalf of TFA any contribution, gift, bequest, or devise for the general purposes or for any special purpose of TFA.

ARTICLE VII - DISSOLUTION OF THE CORPORATION

7.1 Dissolution Rule: Following an affirmative vote in favor by 2/3 of the corporation membership voting at which a quorum is present, the Board of Directors shall call a special meeting for the sole purpose to voluntarily dissolve this corporation. At that time, all assets and funds, after all liabilities and obligations have been paid, along with all minutes and records, shall be distributed for one or more purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government for a public purpose.

7.2 Optional Rule: In the event, no Board of Directors exist, or the Board of Directors refuse or fail in a reasonable period to dissolve the corporation, upon application by any officer or member, the Superior Court of Dyer County shall dissolve the corporation in a manner consistent with the above rule and in accordance with section 501(c)(3) of the internal revenue code of 1986 or corresponding section of any future federal tax code.

ARTICLE VIII - AMENDMENTS

Amendments may be adopted at any meeting at which a quorum of the full membership is declared present, provided appropriate notice of the amendment is provided to all members at least 10 days prior to said meeting. Amendments to these bylaws require 2/3 approval by those members present in voting. Such amendments take effect as stated in the original motion.

ARTICLE IX – CONFLICT OF INTEREST

9.1 Purpose: The purpose of the conflict-of-interest provision is to protect TFA's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of TFA or might result in a possible excess benefit transaction.

9.2 Duty to Disclose: The Board of Directors shall avoid even the appearance of a conflict of interest by having a written declaration of all substantial business interests or relations they, or their immediate families, have with all businesses or organizations that are likely to receive contracts or funding from TFA on file. Such declarations shall be updated annually to reflect any changes in such business

interests or relationships. Prior to consideration of a proposed transaction or arrangement, any officer or director must disclose the potential of a conflict of interest to the TFA presiding officer. The officer or director may make a presentation to TFA, but after the presentation, they shall recuse themselves of official board duties and leave during the discussion and vote involving the possible conflict of interest.

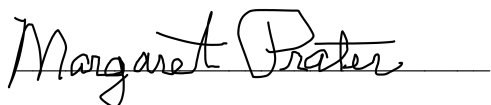
9.3 Conflict Decision Process: The presiding officer of TFA shall, if appropriate, appoint a disinterested person, member, or committee to investigate alternatives, including but not limited to seeking a minimum of three (3) quotes/bids for the proposed conflicted transaction or arrangement to assure arm's length negotiation. After exercising due diligence, TFA shall determine whether, with reasonable efforts, a more advantageous transaction or arrangement can be secured from a person or entity that would not give rise to a conflict of interest. If a more advantageous transaction or arrangement is not reasonably possible to avoid a conflict of interest, TFA shall determine by a majority vote of the disinterested officers and directors whether the transaction or arrangement with the potentially conflicted officer or director is in TFA's best interest and is fair and reasonable before making a decision to approve or not.

9.4 Records of Proceedings: Minutes of the meetings shall include the name and conflict of the officer or director, the process of recusal, and rationale for the decision by TFA.

9.3 Prohibitions: The Board of Directors, or their immediate families, shall not accept bribes, kickbacks or any gift, rebate, money or anything of value whatsoever, or any promise, obligation or contract for future reward, compensation, property or item of value, including intellectual property, for the purpose or result of causing detriment to another and/or bringing about some benefit to oneself or others.

9.4 Employment: Officers, directors and their family members may apply for employment with TFA. In the event an officer or director decides to apply for an employment position with TFA, they must resign immediately from the Board of Directors. In the event an officer or director's family member applies for an employment position, the officer or director must disclose the conflict and recuse themselves from any discussion and decision making in the search/hiring and compensation process. To further assure a transparent and open search/hiring process with a conflict-of-interest situation, TFA will establish a search/hiring committee made up of a majority of individuals who are not members of TFA Board of Directors. The search/hiring committee will make a recommendation for hire based on a consistent qualification and evaluation criteria. A majority vote of disinterested officers and directors is required for hiring any potentially conflicted employment candidate.

9.5 Benefit of Services: Officers, directors and their family members may benefit from the services of TFA just as any member of the general public would, provided the officer, director or family member is eligible and abstains from any discussion, vote or other approval process related specifically to themselves or a family member.

A handwritten signature in cursive script, reading "Margaret Prater", followed by a horizontal line.

Margaret W. Prater, President

HISTORICAL NOTES: Approved by founders 5/15/2025; Amended 5/29/2025

Trimble Forward Alliance – Trimble Academy

Attachment 8

Letter of Insurance Coverage



To whom it may concern,

This letter is to confirm that, upon approval of the charter application, MMA will ensure insurance coverage for the new school, Trimble Academy. Trimble Academy is sponsored by the Trimble Forward Alliance, with support and oversight provided through consultation with the Tennessee Classical Academies Network. We estimate cost of annual insurance premiums to be under \$25,000.

Marsh McLennan Agency will provide Trimble Academy with the following coverages, but not limited to:

General Liability \$2,000,000 limit

- Includes:
1. Sexual misconduct/sexual abuse coverage
 2. Educators Legal Liability/Errors & Omissions
 3. Cyber Liability (\$1,000,000 limit)
 4. Employee Benefits Liability

Auto Liability \$2,000,000 limit

Excess/Umbrella Liability \$3,000,000 limit

Employee Fidelity \$ 400,000 limit

This coverage complies with TCA 4-4-108 and TCA 8-19-101 as replacement for individual official bonds

Workes Compensation:

Coverage A - Statutory Workers' Compensation

Coverage B - Employer's Liability

Limits: \$1,000,000 Each Accident
 \$1,000,000 Each Employee

Educators Legal/Professional Liability \$2,000,000

Directors and Officers Liability \$1,000,000

Property Building Coverage and Personal Property/Contents Coverage - Amount= Full Replacement Cost Coverage

-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).

-MMA will also provide any necessary surety bonds for compliance.

Sincerely,

Burton Stewart, MMRM

423-605-7198

Trimble Forward Alliance – Trimble Academy

Attachment 9

Operating Budget Template - submitted as separate excel file as per instructions

Attachments 10 - 14 are not applicable

Addendum A - G are not applicable