

KIPP:Nashville

Clean Version of Amended Application for a Public Charter School

KIPP Antioch College Prep High School

July 19, 2020

For questions about this application, please contact:

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TABLE OF CONTENTS

General Information	4
Assurances	5
Executive Summary	7
1.1 School Mission and Vision	9
1.2 Enrollment Summary	11
1.3 Academic Focus and Plan	14
1.4 Academic Performance Standards	24
1.5 Phase-In/Turnaround Planning	26
1.6 High School Graduation and Postsecondary Readiness	27
1.7 Assessments	36
1.8 School Calendar and Schedule	40
1.9 Special Populations and At-Risk Students	42
1.10 School Culture and Discipline	53
1.11 Marketing, Recruitment, and Enrollment	64
1.12 Community Involvement and Parent Engagement	67
1.13 Existing Academic Plan	69
1.14 Performance Management	70
2.1 Governance	73
2.2 Start-Up Plan	77
2.3 Facilities	80
2.4 Personnel/Human Capital	82
2.5 Professional Development	91
2.6 Insurance	94
2.7 Transportation	95
2.8 Food Service	97

2.9 Additional Operations	98
2.10 Waivers	100
2.11 Network Vision, Growth Plan, & Capacity	109
2.12 Network Management	113
2.13 Network Governance	116
2.14 Charter School Management Contracts	119
2.15 Personnel/Human Capital – Network-wide Staffing Projections	120
2.16 Personnel/Human Capital – Staffing Plans, Hiring, Management, and Evaluation	123
3.1 Planning and Budget Worksheet	124
3.2 Budget Narrative	126
3.3 Financial Plan	127
4.1 Past Performance	129
ATTACHMENT A: Academic Calendar	
ATTACHMENT B: Student Handbook	
ATTACHMENT C: Student Discipline Policy	
ATTACHMENT D: Student Enrollment Policy	
ATTACHMENT E: Pledged Support from Prospective Partners & Letters of Support/MOUs/Contracts	
ATTACHMENT F: Board Governance Documents	
F1. Articles of Incorporation	
F2. Proof of non-profit and tax exempt status	
F3. By-laws	
F4. Code of Ethics	
F5. Conflict of Interest Policy	
F6. Board member resumes	
F7. Board policies, including policies on open meetings and open records	
ATTACHMENT G: School Organizational Chart	
ATTACHMENT H: School Leader Resumes/Student Achievement Data	

ATTACHMENT I: Employee Manual

ATTACHMENT J: Insurance Coverage

ATTACHMENT K: CMO Agreement

ATTACHMENT L: Organization/Network Annual Reports or Audits

ATTACHMENT M: Network Organizational Chart

ATTACHMENT N: CMO Documentation

ATTACHMENT O: Planning and Budget Worksheet

ATTACHMENT P: Budget Narrative

ATTACHMENT Q: Network Budget

ATTACHMENT R: Student Achievement/Growth Results

ATTACHMENT S: Portfolio Summary Template

ATTACHMENT T: School Reports/LEA Evaluations

ATTACHMENT U: School Financials

ATTACHMENT V: Litigation Documents

ATTACHMENT W: Emergency Response and Crisis Management Plan

APPENDIX

Special Education Handbook

Transition Services Manual

GENERAL INFORMATION

Name of proposed school: KIPP Antioch College Prep High School (KACP-HS)

Projected year of school opening: 2023-2024

Charter authorizer for proposed school: Metro Nashville Public Schools

Sponsor/Sponsoring Agency: KIPP Nashville

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

Model or focus of proposed school: College Preparatory

Name of primary contact person (this person should serve as the contact for follow-up, interviews, and notices regarding this application):
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Names, current employment, and roles of all people on school design team (add lines as needed):

Full name	Current job title and employer	Position with proposed school
Randy Dowell	Executive Director, KIPP Nashville	Executive Director, KIPP Nashville
Nancy Livingston	Chief of Schools, KIPP Nashville	Chief of Schools, KIPP Nashville
Dan Gennaoui	Chief Financial Officer, KIPP Nashville	Chief Financial Officer, KIPP Nashville
Adrianna Clemons	Chief Operating Officer, KIPP Nashville	Chief Operating Officer, KIPP Nashville

Name of proposed school leader (if any): TBD

Proposed school leader's current employment: N/A

City or geographic community: Southeast Nashville

Does the proposed school intend to contract or partner with a charter management organization (CMO) or not-for-profit education service provider? Yes No

If yes, identify the CMO or other partner organization: N/A

Does this applicant have charter school applications under consideration by any other authorizer(s)?
Yes No

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date	Proposed opening year

Indicate Applicant Type:

- New-Start Applicant
- Existing TN Operator Proposing New Focus/Grade OR Existing non-TN operator OR Existing ASD operator
- Existing Tennessee Operator Proposing Exact Focus/Grade Structure

ASSURANCES

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

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



Signature

Randy Dowell

Printed Name of Authorized Signatory

Executive Director, KIPP Nashville

Title of Authorized Signatory

EXECUTIVE SUMMARY

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

- **The proposed plan for the school;**
- **The geographic and population considerations of the school environment;**
- **The challenges particular to those considerations; and**
- **The applicant team's capacity to successfully open and operate a high-quality school given the above considerations.**

KIPP Antioch College Prep High School (KACP-HS) will be a public charter high school designed to meet the needs of a growing population in Southeast Nashville. As the Southeast Nashville community continues to grow, the need for new public school seats has become increasingly apparent. At KIPP Nashville, we have seen this first-hand through large waitlists at our current Antioch schools. Through discussions with public officials, district leaders and school board members coupled with an analysis of the current and projected need for public school seats in the area, it has become clear that Southeast Nashville needs new public school seats. We submit this application in an effort to meet the needs of this growing community.

KACP-HS will offer parents in this growing community a college-prep high school option, designed to support their children in their journey to and through college. To do this, KACP-HS will build upon the model operating in East Nashville since 2005 and will provide students access to a rigorous, college-prep curriculum that culminates with access to the KIPP Through College program, which includes partnerships with dozens of universities around the country and has supported local KIPP students who are now enrolled in schools like University of Tennessee - Knoxville, Middle Tennessee State University, Fisk, Rhodes, Princeton, Spelman, Howard, Tennessee State University, Morehouse, Howard, and Duke.

We have not yet selected a site for KACP-HS and desire to work with MNPS leaders to identify specific communities that are most over-crowded and most in need of additional seats to locate the school. To identify target communities for KACP-HS, we intend to work closely with the MNPS student assignment team. An approval by the MNPS school board would help signal to MNPS and KIPP Nashville officials that MNPS leaders are cleared to provide input on the location of KACP-HS. Once provided this input, KIPP Nashville will select a site to build this school, and at that point, we intend to change the school's name to something that reflects and identifies the school with its community.

Though we have not yet targeted the specific neighborhood, we anticipate locating the school somewhere in the Antioch or Cane Ridge communities. We expect the student demographics will closely resemble the demographics of our existing Southeast Nashville schools. These schools have demographics that very closely reflect the demographics of the district, with large African American, Latino and white immigrant populations. We expect this school will have populations of students with disabilities and English Language Learner (ELL) that closely reflect those of non-magnet district schools in this community.

Southeast Nashville schools face several significant challenges. Chief among those challenges is the increasing population in Southeast Nashville that is projected to press against and beyond the capacity of high schools in the community. According to an MNPS School Enrollment and Capacity Report from September 2019, the high schools across the Antioch and Cane Ridge clusters are currently occupied at 101% capacity¹. This report projects that by the 2028-29 school year, those same schools will be

¹ The current combined high school enrollment in the Cane Ridge and Antioch clusters is 3,832 students with 3,797 current seats.

oversubscribed and enrolled at 110% capacity². A driving force in our submission of the KACP-HS application is to ensure MNPS has the needed school seats to accommodate the growing student population in this area.

A second challenge faced by schools in this community is an increased ELL population compared with the rest of the district. KACP-HS will address this challenge through our staffing model and our use of a data-driven approach to instruction.

Beyond these challenges, the Southeast Nashville community has tremendous strengths that align well with KIPP Nashville's mission and values. As evidenced by the strong demand for seats at existing KIPP Antioch schools, many parents in the community are attracted to our college-prep curriculum and focus. Further, the strong entrepreneurial spirit in this community will support the growth of this school, which will be designed to add capacity while adding a unique program into the school options for parents.

Given the strengths and opportunities in the Southeast Nashville community, KIPP Nashville is well-suited to launch and grow KACP-HS. The KIPP Nashville team has evolved over the last fifteen years to develop both the leadership and operational capacity to launch KACP-HS. In recent years, the KIPP Nashville team has expanded to add the management and program-building capacity needed to support KACP-HS by adding leadership to our academics, data and human resources teams. We have also created a Principal In Residence program to train the next generation of KIPP Nashville Principals. KIPP Nashville has also continued to strengthen our Board of Directors recently adding leaders who can help guide the organization as we grow to meet the increasing demands for high-quality public school seats in Nashville.

² The projected combined high school enrollment in the Antioch and Cane Ridge clusters for the 2028-29 school year is 4,158 with 3,797 available seats.

SECTION 1: ACADEMIC PLAN DESIGN AND CAPACITY

1.1 School Mission and Vision

In this section:

- (a) Provide a mission statement for the proposed charter school. Note: the mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree. A school's mission statement provides the foundation for the entire application.
- (b) Describe the vision of the proposed school and how it will help achieve the school's mission.
- (c) Describe how the mission and vision of this school will meet the prescribed purposes for charter schools found in T.C.A. § 49-13-102;
- (d) Describe how the mission and vision of this school addresses any priorities set by the chartering authority; and
- (e) Describe what the school will look like when it is achieving its mission.

KACP-HS's mission will be to cultivate in our students the academic and character skills needed to succeed in top colleges and life beyond. The ultimate measure of our mission is our students' college completion rates. During high school, we can use student test scores to help students and their parents understand where they are on a path toward college readiness. We will do this with a goal of building upon the estimated college completion rates coming out of our east and north Nashville schools.

The school's vision is that one day, every student in Nashville will have access to a high-quality, college-preparatory seat in a public school. To accomplish this, KIPP pledges to continue to be a positive partner in the MNPS community. We will continue to maintain an open-source mentality around everything we develop, including all lessons learned. In the past we have shared assessments, leadership training approaches, curricular resources and our KIPP Through College playbooks with MNPS Principals and district officials. We expect to continue these efforts as we work with MNPS to help the district achieve its goals.

T.C.A. § 49-13-102 states the purpose of charter schools is to improve learning for all students, provide options for parents, build greater school autonomy, measure performance and create meaningful opportunities for parent involvement, all with a focus on improving student performance. The law, as described, is directly aligned with the mission and vision for all KIPP Nashville schools and will be the same for KACP-HS. We envision an individual school and a Nashville where all students are succeeding on grade level, are offered equal opportunities to excel in their academic and social lives, and on a path to and through college and enriching lives.

KACP-HS will address the following MNPS priorities:

1. KACP-HS will aim to increase the overall district academic performance while decreasing likely overcrowding in one of the fastest growing areas of the city.
2. KACP-HS will advance academic performance of students scoring On Track or Mastered on TNReady assessments.
3. KACP-HS will add to (and not diminish) the number of schools with student enrollment diversity in Nashville by leveraging its network and local reputation to recruit from geographically close and diverse communities.

Based on the performance of KIPP Nashville's current portfolio of local schools formed in partnership with MNPS and in alignment with the MNPS strategic plan, KACP-HS will be positioned to:

- Increase the number of Reward Schools in MNPS;

- Increase access to Reward Schools for those MNPS students who are not currently enrolled in a school with this distinction, and;
- Establish annual performance targets and benchmarks aligned with the MNPS goals.

1.2 Enrollment Summary

In this section:

- (a) Describe the community from which the proposed school intends to draw students, including the demographic profile and school zones within the LEA.
- (b) Provide a rationale for selecting the community where the proposed school will locate.
- (c) Discuss the academic performance and enrollment trends of surrounding schools in that community.
- (d) Describe the specific population of students the proposed school intends to serve.
- (e) Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population.
- (f) If you are an existing operator, describe any enrollment practices, processes, and policies that will differ from the existing school.
- (g) Complete the enrollment summary and anticipated demographics charts below.

KIPP Nashville will partner with MNPS to identify a community in Southeast Nashville where KIPP Nashville can have its deepest impact. KACP-HS, like all KIPP Nashville schools, will seek to offer a high-quality educational opportunity for all students regardless of where they are academically when they join KIPP. All seven KIPP Nashville schools are largely comprised of low-income students of color who are under-represented in four-year universities. Additionally, KIPP Nashville schools educate populations of English learners and students who qualify for special education at percentages the same as or greater than that of the district average. KACP-HS will be designed to meet the needs of these diverse learners and, through our mission and vision, will seek to close the large achievement gaps that exist in these populations across Nashville and the nation.

Of the 2,331 students currently enrolled in KIPP Nashville’s three elementary schools, three middle schools, and one high school, 80% are economically disadvantaged and 89% identify as African American and/or Hispanic/Latino. Southeast Nashville is one of the fastest growing areas in Nashville and much of that growth is driven by families with children. The existing high schools in the area have building utilization rates approaching or exceeding 100%. KIPP Nashville can be a partner for MNPS in educating students as well as alleviating overcrowding in Southeast Nashville schools. The addition of KACP-HS will help ensure MNPS has the needed school seats to accommodate the growing student population in this area.

Enrollment Trends of Existing Schools³

High School	Cluster	Capacity	2019-20 Day-20 Enrollment	2019-20 Day-20 Utilization	2028-29 Projected Enrollment	2028-29 Projected Utilization
Antioch HS	Antioch	2,075	1,952	94%	2,084	100%
Cane Ridge HS	Cane Ridge	1,722	1,880	109%	2,074	120%

KIPP Nashville believes there is an opportunity to provide students in Southeast Nashville access to a rigorous, college-prep curriculum that culminates with access to the KIPP Through College program, which includes partnerships with dozens of universities around the country and which has supported local KIPP students who are now enrolled in schools like University of Tennessee - Knoxville, Middle Tennessee State University, Fisk, Rhodes, Princeton, Spelman, Howard, Tennessee State University, Morehouse, Howard, and Duke. In recent years, high schools in Southeast Nashville have performed

³ “MNPS School Enrollment and Capacity” report. Metro Nashville Public Schools. 09 September 2019.

academically below the district and state averages. KACP-HS will offer parents in this growing community a college-prep high school option, designed to support their children in their journey to and through college.

Academic Performance* of Existing Schools

High School	Cluster	English Language Arts	Mathematics
Antioch HS	Antioch	12.8%	<i>Results unavailable due to rate <5%</i>
Cane Ridge HS	Cane Ridge	17.4%	<i>Results unavailable due to rate <5%</i>

**Data reflects the percentage of students on grade level*

A third-party study of KIPP schools by the Mathematica Policy Research firm found vast evidence of the impact and effectiveness of the KIPP model. Researchers concluded:

- KIPP elementary schools have positive and statistically significant impacts on student achievement across all years and all subject areas examined, and the magnitude of KIPP’s achievement impacts are statistically substantial.
- KIPP middle schools have positive, statistically significant, and educationally meaningful impacts on student achievement in math, reading, science, and social studies.
- For students continuing to KIPP high schools from KIPP middle schools, KIPP high schools have positive impacts on a variety of college preparation activities and the likelihood of applying to college.
- KIPP does not attract more able students (as compared to neighboring public schools) and KIPP’s achievement gains are similar for the matched comparison design and the experimental lottery analysis—demonstrating that parental motivation cannot explain KIPP students’ achievement gains.
- Average KIPP impacts on a nationally normed test that includes items assessing higher-order thinking skills were similar to impacts on high-stakes state tests, proving that the academic growth students demonstrate is more expansive than that afforded by “teaching to the test”.
- Academic gains at many KIPP schools are large enough to substantially reduce race and income-based achievement gaps.

Nearly fifteen years of KIPP Nashville experience reinforce this data. As demonstrated in the data compiled in Attachment R, KIPP Nashville students make enormous growth during years they attend a KIPP Nashville school and ultimately outperform the district and state across all content areas. See Attachment R for a snapshot of the KIPP Nashville portfolio’s achievement. The foundational elements of the KACP-HS model and all KIPP Nashville schools—standards-aligned curriculum, recruitment and support of highly-skilled educators, values-based character education, data-driven decision-making, and embedded intervention—are research and practice-proven strategies for the target population and allow the flexibility needed to differentiation for diverse learners.

KACP-HS will utilize the same practices outlined across other KIPP Nashville schools which have resulted in full enrollment of the target populations at all KIPP Nashville schools in operation.

Enrollment Summary (Number of Students)

Grade Level	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28	Year 6 2028-29
9	144	144	288	288	288	288
10	0	144	144	288	288	288
11	0	0	144	144	288	288
12	0	0	0	144	144	288
Totals	144	288	576	864	1,008	1,152

Anticipated Demographics*

Anticipated Demographics	% of Economically Disadvantaged Students	% of Students with Disabilities	% of English Language Learners
Gender: <ul style="list-style-type: none"> ● 54% Female ● 46% Male Race: <ul style="list-style-type: none"> ● 39% Black or African American ● 27% Hispanic or Latino ● 19% Other ● 9% White ● 6% Asian 	48%	10%	24%

* Based on the 2019-20 kindergarten, 1st, and 5th grade classes at KIPP Antioch College Prep.

1.3 Academic Focus and Plan

In this section:

- (a) Describe the academic focus of the school. Tennessee law describes an academic focus as “a distinctive, thematic program such as math, science, arts, general academics, or an instructional program such as Montessori or Paideia.” (T.C.A. § 49-13-104).
- (b) Outline the school’s academic plan, defined as “a platform that supports the academic focus of the charter school and will include instructional goals and methods for the school, which, at a minimum, shall include teaching and classroom instruction methods, materials, and curriculum that will be used to provide students with knowledge, proficiency, and skills needed to reach the goals of the school.” (T.C.A. § 49-13-104).
- (c) Describe the most important characteristics of the academic plan, including any specific educational philosophy, instructional methods, or other important features of the proposed school.
- (d) Describe current research supporting the academic plan and how the plan will drive academic improvement for all students and help close achievement gaps.
- (e) Describe the curriculum and basic learning environment (e.g., classroom-based, independent study), including class size and structure for all divisions (elementary, middle, high school) to be served, and explain any differences among the schools being proposed.
- (f) Detail the proposed instructional goals and methods, including specific academic benchmarks.
- (g) Explain why the instructional strategies and proposed curriculum are well-suited for the targeted student population.
- (h) Explain how the academic plan aligns with Tennessee’s academic standards.
- (i) If your academic plan includes blended learning, describe which blended learning model the school will use (i.e., online content in various lessons only, a single course, or an entire curriculum), the role of the teachers within the blended learning environment and explain how and why this approach will drive academic gains and close the achievement gap with the targeted population of students, using the latest data analyses and research.
- (j) Describe the school’s approach to help remediate students’ academic underperformance.
- (k) Describe methods for providing differentiated instruction to meet the needs of all students, including plans for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines.

KACP-HS will offer a well-rounded, college-preparatory academic program. The educational philosophy of KACP-HS is based on the belief that graduation from college is the best way each student can maximize his or her academic, professional and personal potential. College provides a means for deepening academic and personal experiences, building personal and professional relationships, and broadening perspectives that open up opportunities and enable an array of choices that are unavailable to students who do not graduate from college. Thus, KACP-HS will deliver an educational program that will allow its students to develop academic and character skills and traits needed to graduate from college and lead a life full of opportunity and choice.

The philosophy of KACP-HS is informed by research, the experience of and learning from KIPP schools and other high-performing schools around the country that consistently prove that all students can achieve at the highest levels if the schools provide the right systems, supports and structures to maximize learning. The overview of each content area will provide more context about the philosophy behind the academic and social/emotional learning decisions.

High Expectations and Rigorous Curriculum

All of the students will pursue a rigorous, college-prep academic program that prepares students for a challenging high school academic career. Using a backwards-mapped approach from ACT College-Readiness Standards to build on state standards, all students, regardless of their proficiency at baseline, will be expected to meet and exceed state proficiency standards and score competitively on nationally norm-referenced assessments.

The high expectations will be manifest in:

- rigorous curriculum that develops critical thinking skills;
- development of student autonomy and ownership of achievement through student responsibility for understanding their own assessment data and how it informs their goals and habits;
- ambitious growth goals for all students, regardless of their proficiency upon baseline;
- use of academic language in all content areas and grade levels, as well as in the hallways, and;
- demonstration of the school values in all aspects of students' performance and behavior.

The school's educational philosophy is also fully aligned to the Tennessee State Board of Education's policy aimed at strengthening the state's high schools. The school program supports the policy's goals and embraces the following excerpt from the policy:

All students will have access to a rigorous curriculum that includes challenging subject matter, emphasizes depth rather than breadth of coverage, emphasizes critical thinking and problem solving, and promotes responsible citizenship and lifelong learning. The curriculum will be tied to the vision of the high school graduate and to the Tennessee Curriculum Standards. Teachers, parents and students will hold high expectations for all. Schools will communicate high expectations to students, parents, business and industry, and the community.

Course Progression

The chart below details the course progression for students at KACP-HS. While KACP-HS is focused on increasing participation and performance in AP courses, there are multiple pathways for a student to progress through the academic program at KACP-HS. This chart details those various pathways.

Subject	9th Grade	10th Grade	11th Grade	12th Grade
Literature	English 1 A select group of students also take Literature Support and/or Reading Support	English 2 A select group of students also take Literature Support and/or Reading Support	AP Language and Composition <u>OR</u> English 3	AP Language and Composition <u>OR</u> AP Literature and Composition <u>OR</u> English 4
History		AP World History <u>OR</u> Modern World History	AP US History <u>OR</u> US History	AP American Government <u>AND</u> AP Microeconomics

Mathematics	Algebra 1 A select group of students also take Math Support in addition to Algebra 1 Geometry	Geometry A select group of students also take Math Support in addition to Geometry Algebra 2	Algebra 2 <u>OR</u> Pre-Calculus	AP Calculus <u>OR</u> AP Statistics <u>OR</u> Statistics
Science	Physics	Chemistry	Biology	
Humanities Elective	AP Human Geography <u>AND/OR</u> Social Justice <u>AND/OR</u> Imaginative Writing	Journalism 1	Journalism 2	AP Seminar <u>OR</u> Composition Advanced
Foreign Language			Spanish 1/ Heritage Spanish 1	Spanish 2/ Heritage Spanish
STEM Electives		AP Computer Science: Principles		
Fine Arts Electives	Visual art Performing arts (choir, theater, etc.)	Visual art Performing arts (choir, theater, etc.)	Visual art Performing arts (choir, theater, etc.)	Visual art Performing arts (choir, theater, etc.)
PE and Wellness		Lifetime Wellness		Physical Education
College Readiness			College Readiness 11	College Readiness 12

Instructional Design

The high school course of study is explicitly designed to prepare students for college and careers. The following describes more detail on the course of study for the core subject areas.

STEM

All students will take Algebra 1, Geometry, and Algebra 2. It is possible to double up and take two math courses in one year, typically Geometry and Algebra 2 in sophomore year. This faster progression gives students access to an AP math course in 12th grade, either AP Statistics or AP Calculus AB. Additionally, a student can opt out of Algebra 1 if he/she has passed the Algebra 1 EOC as an 8th grader, thus putting the student on a faster track to take Geometry in 9th grade without having to double up on two math courses in one year.

KIPP Nashville uses an AP For All math curriculum created in partnership with other KIPP high schools across the country. The curriculum is aligned to state and ACT standards. It is also backwards planned from the AP Calculus exam. One of the lead writers of this curriculum, currently acts as an Assistant Principal at KIPP Nashville Collegiate High School.

The school also offers Algebra 1 and Geometry support classes for 9th and 10th graders. Any student with a RIT score of 217 on NWEA is eligible for this support class.

The math program diverges in 11th grade. Students, who have demonstrated both proficiency and interest in mathematics continue on the Precalculus to AP Calculus Progression. Other students complete Algebra 2 as 11th graders, and then take AP Statistics or Honors Statistics. The original application was unclear about these course options and progression. KACP-HS has selected statistics over Bridge Math in the senior year as there is evidence that students completing statistics vs. a remedial Algebra course are more likely to continue on with additional math courses.⁴

Science

KIPP Nashville follows a physics first science sequence. Students then take chemistry and biology, sophomore and junior years, respectively. The physics first approach is grounded in scientific understanding, allowing students to make connections between physics, chemistry, and biology, instead of treating these courses as discrete disciplines. KIPP Nashville Collegiate High School has followed this sequence and it has led to strong ACT science outcomes for students. KIPP Nashville uses the KIPP Foundation's AP For All curriculum as the basis for these courses. KIPP Nashville Collegiate's Science Department Chair and Biology teacher have been part of the team that created this curriculum. KIPP Nashville currently does not offer an AP science course, but we may reconsider this given the larger size of the new high school, which will allow for broader course offerings.

Finally, KACP-HS will offer AP Computer Science Principles as a STEM elective. The KIPP Foundation, in partnership with KIPP schools across the country, developed this curriculum. The school may decide to expand computer science offerings in the future, but is currently limiting it to this foundational course.

English

All students take English 1 and English 2, in freshman and sophomore years respectively. In 11th grade, some students matriculate to AP Language, while others take English 3. In 12th grade, students who took AP Language as juniors take AP Literature as seniors, and students who took English 3 take AP Language or English 4. KIPP Nashville uses the KIPP Foundation's AP For All curriculum as the basis for these courses. This curriculum ensures vertical alignment of texts and standards. KACP-HS will also offer support English 1 and 2 courses for students who need this additional class to access to grade level standards.

Not all students will take an AP English course. It is possible for a student to graduate having taking English 3 and 4. The curriculum for these courses is developed from TN state standards and has been in house at KIPP Nashville Collegiate High School.

Social Studies

The social studies sequence begins in 9th grade with AP Human Geography, which explores the impact of humans on the Earth. This course builds strong background knowledge that is foundational for future social studies courses. It currently counts towards our Humanities Elective sequence, as not all 9th graders take this course.

⁴ Paul Fain, "Workshops Work," August 21, 2014, Accessed May 2020.

<https://www.insidehighered.com/news/2014/08/21/college-level-statistics-trumps-remedial-algebra-cuny-study>

The required social studies course for graduation begin in 10th grade. Students take either AP World History or World History, which is aligned to the TN state standards. Juniors take AP US History and US History and seniors take AP Government first semester and AP Macroeconomics second semester. In 10th and 11th grades, the World History and US History courses are aligned to the TN state standards for these courses.

KIPP Nashville has created its own social studies curriculum for these courses, collaborating with partners at Valor Collegiate in Nashville, KIPP New York City, and KIPP Bay Area schools.

Foreign Language

KIPP Nashville offers two years of Spanish for all students, although the school offers two different tracks, one for native speakers and one for non-native speakers. This differentiated approach ensures all students are being appropriately pushed and challenged.

Humanities Elective

KIPP Nashville offers a variety of Humanities elective courses for students to complete a three credit humanities elective focus. Students earn these additional credits above and beyond the required English, Social Studies, and Foreign Language courses. KIPP Nashville has focused on Humanities in order to increase the volume and quality of writing so that they are prepared for the writing demands of college. Effective written communication is essential for college and career readiness. While the English course sequence provides ample opportunity to write, the additional humanities courses increase the amount of formal, academic writing students complete in a year.

Courses that count towards the Humanities Elective Sequence include:

- Social Justice
- AP Human Geography
- Imaginative writing
- Journalism 1
- Journalism 2
- AP Seminar
- Composition Advanced

College Readiness

Students take a two course college readiness sequence starting in their junior year. During junior year, students research colleges and develop a wish list of the colleges they want to attend. Additionally, students have formal ACT prep as part of the course. During senior year, the course supports students in applying to college from drafting applications to submitting applications to navigating acceptances and financial aid packages. The senior year course also prepares students with the practical knowledge they will need to navigate the resources at their campus. Half of the senior year college readiness course is devoted to the personal finance course. While this course is a state requirement, these standards are essential for student success in college and in life, which is why college readiness teachers teach this course.

Response to Intervention

KIPP Nashville uses multiple sources of data that are pulled together to act as an Early Warning System for students in grades 9-12. The information in this early warning system are pulled from the following sources:

- NWEA MAP Data (9th grade students only)
- TVAAS projections
- ACT Data
- Previous retentions

- Previous placement in Tier 2 or 3 interventions
- Behavior data
- Attendance

The RTI2 team reviews students who fall under this criteria:

- Below the 25th percentile on MAP
- Students who miss more than 10% of instructional days
- All students projected to be in the TVAAS below category

Next, the RTI2 team looks at additional data to support decision making about placement in Tier 2 or 3 interventions. These data include:

- grades
- classroom summative and formative assessments
- teacher observations

Finally, the team reviews data from Pearson's AIMSweb skills screeners to further identify student intervention needs. These assessments are administered by teachers trained in administering AIMSweb. Learning specialists receive this training during network summer professional development.

The team updates the EWS at the beginning of year, and uses the prior year's data to inform decisions about ongoing interventions.

Students who qualify for Tier 2 or Tier 3 interventions receive 55 minutes of ELA and/or math instruction a day in addition to the core math and English class. This Tier 2 dosage is greater than the required 30 minutes, but fits into a standard block in the high school schedule. These interventions are delivered by a certified learning specialist. When students are scheduled to these classes they count as an elective class.

English Language Arts Intervention Programs

KIPP Nashville use a variety of programs to support students needing ELA interventions, including:

- **Phonics and Fluency:** If a student has demonstrated gaps in phonics that are leading to fluency issues, KIPP Nashville leverages Wilson Just Words, a phonics program designed for students with decoding gaps in grades 4-12. KIPP is currently piloting *Rewards*, a program that focuses on decoding multisyllabic words, but will be fully adopting the program in 2020-21. This program is a fit for students who have moved beyond basic decoding, but still need to develop their academic vocabulary and ability to apply decoding knowledge to multisyllabic words. There are two levels of the Rewards Program, Intermediate and Secondary. Students are matched to the appropriate level based on the AIMSweb assessment data. While the Intermediate program is designed for students in grades 4-6, it is appropriate for some students in need of more intense intervention than the Secondary version, which is designed for grades 9-12.
- **Fluency and Comprehension:** As students close decoding gaps and need more support with reading and comprehending longer text fluently, students move to Fountas and Pinnell's Leveled Literacy Intervention. Typically, students are placed in the Teal set of texts.

Math Intervention Approach

KIPP Nashville interventionists use MAP and AIMSweb data to determine the appropriate math skills to target for intervention. The interventionists work closely with the grade level math teacher to determine how these skills align with foundational prerequisites that would give students access to grade level content for students. The instructional approach in intervention is direct instruction. Students receive explicit modeling and independent practice with frequent feedback during the intervention block.

Teacher Training

All teachers teaching a Tier 2 or 3 intervention group receive training in the various intervention programs and approaches employed in both ELA and math. KIPP Nashville regionally trains anyone delivering Wilson Just Words and LLI. Schools provide training on additional programs and math interventions.

Progress Monitoring

The school will collect progress monitoring data every 2 weeks on their specific, targeted skill gap using the AIMSweb platform. This process allows the RTI2 team to track student performance and make data-based decisions when the RTI2 team meets every 4.5 weeks. Here the team discusses, but is not limited to, how students are progressing in the intervention, if the student needs to continue in the intervention or needs different instruction, or if enough data points are collected the team might discuss a student moving up or down Tiers or a possible referral for evaluation.

Students take the AIMSweb benchmark and MAP assessment two more times during the school year, in December/January and May. KIPP Nashville uses these assessments to determine the overall impact of intervention programming on student learning.

Fidelity Monitoring

At KIPP Nashville, every teacher has a manager-coach. This manager-coach ensures that teachers are implementing all tiers of instruction with fidelity. To ensure faithful implementation of the Tier 1 curriculum, Assistant Principals observe and give in person feedback to teachers they coach at least three times per month. They also lead and/or attend content team meetings, during which teams study lessons and review data to adjust lesson plans. These observation-feedback structures and content team meetings ensure faithful implementation and effective differentiation of the core Tier 1 program. The Dean of Student Support Services is responsible for monitoring the quality of Tier 2 and 3 interventions. The Dean observes intervention blocks every other week and has one on one check-ins with interventionists and special educators once per week. During these check-ins the Dean and teacher review upcoming lessons and student data in order to make adjustments to Tier 2 and 3 interventions. The Dean of Student Support Services is responsible for documenting fidelity monitoring.

ESL Delivery Model

Given the demographics of Southeast Nashville, KACP-HS is expecting that 20-40% of its population will be English Learners. KIPP Nashville's current high school serves a much smaller percentage, 7.3%, but has experience with the full range of English proficient students. The KACP-HS EL delivery model will need to scale up the program at KIPP Nashville Collegiate. For context, last year KIPP Nashville Collegiate had 25 active students receiving EL services. The table below summarizes their composite goal growth:

Type of Growth	% of Students
Score decrease	4%
No growth	4%
Score increase (0.1 to 0.9)	44%
MNPS goal (increase of 1.0 -1.4)	28%
KIPP goal (increase of 1.5 or more)	20%

All active students receiving EL services at KACP-HS will receive 60 minutes of English instruction. This instruction is provided through different structures depending on a student's English proficiency.

KACP-HS enrolls 9th and 10th grade students with a composite WIDA score of 2.5 or below in an English Language Development (ELD) Course in place of that grade’s English class. KACP-HS enrolls 9th and 10th grade students with a composite WIDA score of 2.5 or below in an English Language Development (ELD) Course in addition to an English course with push in ESL support. An ESL certified teacher teaches the ELD course. In grades 11 and 12, students with a composite score between 2.5 and 4.2 and/or a literacy score below 4.0 are placed in an English course with ESL push-in support. The ESL teachers push into the English 1 block. KIPP Nashville is flexible in applying these standards to meet individual student needs, and leverages the ESL Coach from MNPS to evaluate different placement decisions.

The chart below provides an example of the English course progression for a student receiving EL services.

Grade	Course Code	Credits Earned
9th Grade	ELD-9	ELA-1
10th Grade	ELD-10	ELA-1
11th Grade	ELD-11 English 3	Humanities Elective-1 ELA-1
12th Grade	ELD-12 English 4	Humanities Elective-1 ELA-1

All English Learners are also screened through the universal screener to determine if they would qualify for Tier 2 or 3 interventions. According to state guidance, if “an EL falls below the 25th percentile on the universal screener and he/she has not acquired sufficient English language to access academic interventions, the student should continue to receive ESL services.”⁵ If the student does have sufficient English Language skills the student will receive academic interventions in addition to ESL services. An EL certified teacher will be part of the team making decisions about whether an English Learner should receive both ESL services and academic skill based interventions. Many students receive both ELD and a Tier 2 or 3 ELA class to support specific skill gaps.

All KACP-HS teachers will receive training during summer PD on how ESL services are delivered and the WIDA standards and Can Do Descriptors. Additionally, they will receive training in strategies to teach their content in an inclusive way of all students. Some of the strategies that are covered include:

- Using multimodal techniques: objects, pictures, labeled diagrams, modeling what kids need to do, using gestures, body language, and movement.
- Building or activating background knowledge about a topic
- Creating opportunities for student discussion and collaboration with language scaffolds like sentence starters and word banks
- Teaching content and academic vocabulary explicitly to provide access to new materials
- Using graphic organizers to break down complex tasks or organize key ideas

The Dean of Student Support Services, who manages all of the EL interventionists, provides this training for all teachers. Throughout the school year, this Dean, alongside the Principal and Assistant Principal conduct monthly instructional walkthroughs. During these walkthroughs the administrative team collects evidence as to what extent these strategies are being employed across classrooms and then makes recommendations on how to improve deployment of these strategies across classrooms. Recommended

⁵ *English as a Second Language Manual*, TN Department of Education, November 9, 2018, https://www.tn.gov/content/dam/tn/education/cpm/ESL_Manual.pdf, p.16

actions could include teacher professional development, individual coaching, or modeling of these strategies for teachers who are not employing them.

KACP-HS will also have a population of students who have transitioned out of EL services. This group will be monitored closely to ensure they are making sufficient academic progress. They will be screened through the EWS process at the beginning of the year, and the RTI2 team will determine the appropriate intervention placement. If a student does not make adequate progress, an ESL-certified teacher will be included to determine if the student's gaps are due to language or content knowledge gaps. The team will adapt interventions accordingly to support the student in closing academic gaps. If the student still does not make sufficient progress, the team can reclassify the student, and English proficiency must be the main reason for the academic gaps.

Students with Disabilities

KIPP Nashville strives to create inclusive school environments. The following are the core principles of an inclusive environment that KIPP Nashville uses to guide programming for students with disabilities.

- All leaders and teachers are responsible for the growth of all students.
- Students with disabilities are given the opportunity to achieve optimal academic success on grade level content
- Student differences are respected and valued by all
- Students with disabilities are given meaningful opportunities to receive their primary instruction in an inclusive setting

With these principles in mind, KACP-HS primarily provides special education services through an inclusion co-teaching model and resource room model. Learning specialists, who are certified in special education, push into core English and Math courses, and teach alongside a general education teacher. The learning specialist and general education teacher have weekly planning meetings to review upcoming lessons and determine the instructional delivery methods. Additionally, learning specialists provide instruction in a resource setting, if it is determined this is the least restrictive environment for the student.

KACP-HS will be prepared to offer the Alternate-Academic Diploma. If it has been determined by the IEP team that a student is working towards that diploma, students will take the appropriate AAD courses.

KACP-HS has flexibility within its exceptional education staffing model to adjust its service offerings for students with disabilities. Each year, the team reviews the incoming IEP data in order to make staffing determinations and schedules. The team will continue to make data based decisions regarding student placement and course offerings for students with disabilities.

The Dean of Student Support Services is responsible for ensuring that all IEPs are implemented with fidelity. These responsibilities include:

- ensuring all IEPs are updated yearly and follow proper procedures
- creating schedules for student service hours
- coordinating with the Project Play Psychologists for initial and re-evaluations
- creating schedules for Project Play related service providers
- holding Project Play Therapy accountable for providing related service hours
- review lessons plans and observing special education teachers to ensure that lessons are aligned to IEP goals
- creating para-professional schedules
- tracking and monitoring student achievement growth data to ensure students are in the least restrictive environment.
- ensuring that IEP accommodations and modifications are being implemented in all classes
- leading professional development for all staff on the Universal Design for Learning

This last responsibility is essential for all schools, but particularly at the high school level as students engage in deeper learning across multiple content areas. The Dean of Student Support Services will lead

professional development to all teachers on UDL during the summer professional development period. Throughout the school year, the Dean of Student Support Services will collaborate with the Assistant Principals to ensure effective implementation of UDL. In order to implement a UDL approach, all leaders and teachers must feel responsible for its effective implementation.

1.4 Academic Performance Standards

In this section:

- (a) Describe the proposed charter school’s annual and long-term academic achievement goals, in measurable terms.
- (b) Describe the process for setting, monitoring, and revising academic achievement goals.
- (c) Describe corrective action plans if school falls below state and/or district academic achievement expectations.
- (d) Describe goals for student attendance and explain how the school will ensure high rates of student attendance. Include plans for identifying and addressing chronic absenteeism.
- (e) Explain how students will matriculate through the school (i.e., promotion/retention policies and graduation requirements).
- (f) Provide the school’s exit standards for students. These should clearly set forth what students in the last grade served will know and be able to do.

KACP-HS is a college preparatory high school program. Thus, its performance standards begin with KIPP Nashville’s ultimate measure of success: college completion. The most important measure to evaluate the program’s performance is the Estimated College Completion (ECC) rate. The KIPP Foundation created this measure to help KIPP regions assess the chances of students not just starting college, but also completing college. The KIPP Foundation takes the six year, minority college graduation rate and uses it to predict a student’s chance of graduating from college. For example, the six-year minority graduation rate at Middle Tennessee State University (MTSU) is 42%, meaning a minority student has a 42% chance of graduating from MTSU in six year. The rate at the University of Tennessee Knoxville is 61%. These are predictive rates, and it is highly possible a student would perform better than these rates. These rates also change yearly based on the results of a college. The ECC is the rate KIPP Nashville uses to predict how successful students will be in college. The ECCs for the first two graduating classes at KIPP Nashville were 44% and 42% respectively. KACP-HS’s goal is a 50% ECC. This goal will be reviewed after the first four classes of KIPP Nashville Collegiate High School have completed college.

In order to achieve this goal, the school must hit key performance targets, particularly around ACT and Advanced Placement (AP) courses. ACT performance is highly correlated with college success, with a 21 being the minimum bar of college readiness. Scoring a 24 gives students access to more competitive colleges and financial aid opportunities.

ACT Performance Goals	<p>For a graduating class:</p> <ul style="list-style-type: none"> ● 90% of students will score 18 or higher ● 66% of students will score 21 or higher ● 33% of students will score 24 or higher
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KACP-HS will offer a wide range of AP courses. There is evidence that students taking Advanced Placement are better prepared for the rigor of college coursework, even if students score a 2 on the Advanced Placement exam. Thus, KACP-HS sets goals both around participation and performance outcomes.

AP Participation Goals	<ul style="list-style-type: none"> ● 90% of students take at least 1 AP exams, ● 65% of students take at least 3 AP exams
AP Performance Goals	<ul style="list-style-type: none"> ● 50% of students pass 1 AP exam, ● 25% of students pass 3 AP exams (by high school graduation)

AP teachers will have individual goals set by exam subject and these goals will be reviewed yearly.

See the assessment section, for the assessment structure used to progress monitor ACT and AP goals.

Another important indicator of college readiness is a student's GPA. Recent studies suggest that high school GPAs are a better predictor of college success than standardized assessment.⁶ The theory is that having a higher GPA indicates a student has developed the academics skills *and* habits they need to be successful in college. Thus, GPA performance targets are part of the standards to which the school is held accountable. The goal is that 75% of students have a 2.5 or higher GPA and that 50% of students have a 3.0 or higher GPA.

This goal is monitored quarterly for each grade level. During a given quarter, Assistant Principals (APs) also regularly audit gradebooks with teachers to ensure students had the right allocation and weight of assignments. APs also look across classrooms and subjects to ensure there are no outlier classrooms skewing GPAs in any direction.

Finally, KACP-HS has performance targets related to the End of Course Exams in the TNReady assessment program. Performance targets will be set for these assessments once the school has incoming 8th grade data from which to set growth and achievement targets.

Grading, Promotion, and Retention

The high school grading, promotion, and retention policies are included in section 1.6.

⁶ Chingos, Matthew M. *What matters most for college completion? Academic preparation is a key predictor of success.* American Enterprise Institute, 30 May 2018.
www.aei.org/research-products/report/what-matters-most-for-college-completion-academic-preparation-is-a-key-predictor-of-success/. Accessed 15 January 2020.

1.5 Phase-In/Turnaround Planning

Not applicable: KACP-HS will not be a conversion school.

1.6 High School Graduation and Postsecondary Readiness

In this section:

- (a) Explain how the school will meet Tennessee graduation requirements in accordance with State Board policy 2.103. Describe how students will earn credits, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements will exceed those required by the State, explain the additional requirements.
- (b) Describe how graduation requirements will ensure readiness for college or other postsecondary opportunities (i.e., technical centers, community colleges, military, or workforce).
- (c) Outline systems or structures the school will use to assist students at risk of dropping out and/or not meeting graduation requirements throughout the term of the charter.
- (d) Describe plans for incorporating early post-secondary and work-based learning opportunities for students.
- (e) List and explain each type of high school diploma to be offered at the school.

Graduation Requirements

The instructional program at KACPHS will be rooted in a rigorous college-preparatory program that will ensure that all students are prepared for success in college. Each KACPHS graduate will:

- Complete the state required 22-course credits, which include:
 - 4 credits of math
 - 4 credits of English
 - 3 credits of science
 - 3 credits of history
 - 2 credits of a foreign language
 - 1 credit of lifetime wellness
 - 0.5 credit of physical education
 - 1 credit of fine arts
 - 0.5 credit of personal finance
 - 3 credits of an elective focus
- Complete KIPP's two-year college readiness course sequence, which supports students through the college application process
- Take the ACT exam as a junior
- Complete 40 hours of community service (10 hours per year)

In 9th and 10th grades, Algebra 1 Support and Geometry Support classes are offered for students needing additional support to access the Tier 1 content. A Literature support class is also offered for 9th grade students. These are our tier III intervention courses.

KACP-HS's curriculum and course sequence is explicitly backwards mapped from Advanced Placement courses. The emphasis of Advanced Placement courses is purposeful and fully aligned with preparing students for college. KIPP Nashville has decided to focus on Advanced Placement course alignment, because of the strong research base suggesting that high school students that participate in AP classes

are likely to be better prepared for college.⁷ Additionally, the College Board has found that students who take AP exams are more likely to graduate in four years, a sign that they are more prepared for the rigor and challenge of college.⁸ Given this research, it is expected that 90% of students will take at least one AP class, 40% will pass at least one exam with a three or higher, and 25% of students will pass at least three exams with a three or higher. The school will offer a wide variety of Advanced Placement Courses, including:

- AP Human Geography
- AP Literature
- AP Language
- AP Calculus AB
- AP Computer Science
- AP Biology
- AP Statistics
- AP US History
- AP World History
- AP Government
- AP Macroeconomics
- AP Seminar

Evidence of College Readiness

KIPP Nashville currently operates one high school in East Nashville, KIPP Collegiate High School. It has had two graduating classes, who have demonstrated strong college ready results. The class of 2018 had an average ACT score of 22.3 and 63.4% of students scored a 21 or higher, which is the college readiness benchmark according to the ACT and gives students access to the TN Promise scholarship. The class of 2019 had an average ACT score of 21.1 and 57.4% of students score a 21 or higher. The average ACT score in 2018 was 18.9 and 18.5 in 2019. These outcomes demonstrate that KIPP Nashville's graduation requirements properly prepare students for college opportunities after graduating from a KIPP Nashville high school.

Grading System

At KIPP Nashville, grades are a vital indicator of student academic performance. The cumulative GPA of a KIPP Nashville graduate indicates two things: how much they have learned, and how successful they were at demonstrating their learning.

Grading Principles

1. **Grades must be based on clearly defined, established, and communicated success criteria.** These include:
 - State Standards
 - AP Learning Outcomes
 - CCRS (ACT) Standards
2. **Students deserve multiple opportunities to demonstrate mastery.** This can include:
 - Whole-group reassessments as determined by teacher
 - Limited individualized re-assessments (no more than 3)

⁷ Morgan, R., & Klaric, J., (2007). AP Students in College: An Analysis of Five-Year Academic Careers. New York: The College Board

⁸ Mattern, K. D., Marini, J. P., and Shaw, E. J., (2013) Are AP Students More Likely to Graduate on Time? New York: The College Board.

- Intentional “spiraling” in future assessments
3. **All grading and/or rubrics will align to the KIPP Nashville Grading Definitions as outlined.** Formative assessment accompanied by specific, actionable feedback is vital to student growth; however, not all student work is required (or necessary) to be reflected in grades.
 4. **KIPP Nashville acknowledges both the excellence and the hard work required to succeed in Advanced Placement courses.** All students enrolled in these courses will receive five (5) points added to their quarterly grade per local policy if they sit for the AP exam.
 5. **Grades are not forms of punishment, control, or compliance.** As such, KIPP Nashville *does not*:
 - Add or deduct points in response to either general or specific behaviors (extra credit will not be assigned).
 - Issue summative or formative level assignments grades for completion.
 6. **Students deserve the opportunity to “bounce back.”** Therefore, a 50 is the numerical and mathematical “floor” of the grading scale. To do so, rather than using mathematical “percentages,” KIPP Nashville uses regional Collegiate Performance Bands to issue all grades.
 7. **KIPP Nashville has zero-tolerance for either academic dishonesty or scholastic apathy.** Students will earn a 50 for verifiable cheating or failure to make an attempt at an assignment.

GPA Calculation

KIPP Nashville follows the MNPS policy for GPA calculation. The calculation of GPA is determined by dividing the sum of the quality points, including grade point weighting, by the total courses attempted. GPAs are recalculated on the graduated 4-point scale with additional grade point weighting of 0.5 for Honors and industry certification courses, 0.75 for Statewide and Local Dual Credit (DC) courses, and 1.0 for Dual Enrollment (DE), Advanced Placement (AP) courses, International Baccalaureate (IB) courses,⁹ Cambridge AICE courses, and students enrolled in SSMV (School for Science and Math at Vanderbilt).

Weighted Grades

For Advanced Placement (AP), International Baccalaureate (IB) courses, Cambridge AICE courses, and SSMV courses, five (5) points will be added to each grading period numeric grade and any semester exam administered; for Dual Enrollment (DE), Dual Credit (DC), and national industry certification-aligned courses, teachers will add four (4) points to each grading period numeric grade and any semester exam administered; for Honors Courses, teachers will add three (3) points to each grading period numeric grade and any semester exam administered. (Per Tennessee Department of Education Uniform Grading Policy, 3.301.)

Teachers are responsible for weighting term grades and exams in the gradebook.

Students are required to sit for associated external exams in order to receive the corresponding weight. This applies to all semesters for the relevant course.

Transfer Students

For transfer students, the cumulative GPA on the transcript for transferred credits and grades will be used without any recalculation except that Honors, DE, DC, AP, IB, SSMV, and Cambridge AICE courses will be recalculated to match the MNPS scale.

⁹ Per Tennessee Department of Education Uniform Grading Policy 3.301

Transcript Content

The following information shall be included on student transcripts:

- District name
- School name and contact information
- Student profile:
 - Name
 - Student ID
 - Address
 - Demographic information
- GPA summary: Cumulative weighted and unweighted GPAs
- Credit summary: Total credits attempted and earned throughout high school career
- Grade scale
- Course information by semester:
 - School year
 - Course name
 - Course grade
 - Credit(s) earned
 - Semester GPA
- Comments/notes, including:
 - Designations for credits awarded due to grade averaging
 - Designation for credit recovery

General Grading and Gradebook Procedures

Overall grades are based on work products that address grade/course level content standards. For each grading period, grades shall be determined and recorded using multiple forms of assessments in relation to work products. Gradebooks are categorized as follows:

Grading Categories	Summative Assessment	Formative Assessment	Prep Work	Classroom Engagement
Percentage of Quarter Grade: Grades 9-10	30%	30%	30%	10%
Percentage of Quarter Grade: Grades 11-12 and all AP courses	40%	25%	25%	10%
Examples	<ul style="list-style-type: none"> ● Midterm and final exams ● ACT interim assessments ● Unit tests ● PBAs ● End of unit lab report ● Presentations 	<ul style="list-style-type: none"> ● Quizzes ● Exit tickets ● WMAs ● Projects ● Seminars ● DIRT quiz ● Test corrections 	<ul style="list-style-type: none"> ● Prep work ● DIRT quizzes 	<ul style="list-style-type: none"> ● Do now ● Exit tickets ● Seminars ● Oral drill participation
Frequency in Gradebook	2-4 SA grades per quarter	6-10 FA grades per quarter (approx. 1 per week)	10-14 PW grades per quarter (1-2 per week)	8-12 CP grades per quarter (at least 1 per week)

Proficiency: Student can consistently **execute** a skill and/or **produce correct answers** at a basic level of a given standard. Student displays sufficient knowledge/ability to begin building new or subsequent skills.

Mastery: Student can consistently **execute** a skill and/or **produce correct answers** at the most complex level of a given standard. Student executes skill without any relevant scaffolds and makes practical application of the skill independently.

- **Consistently:** 85% of attempts at a given skill are successful and/or correct
- **Reliably:** 70% of attempts at a given skill are successful and/or correct.
- **Sufficiently:** 50% of attempts at a given skill are successful and/or correct.

KIPP Nashville Performance Bands

% Correct	Gradebook Entry	Letter Grade: Performance Band
100%	100	A: Content Mastery Student can consistently execute a skill and/or reliably reproduce correct answers at the most complex level of a given standard. Student executes skill without any relevant scaffolds and makes practical application of the skill independently.
95%	98	
85%	93	
80%	90	B: Content Proficiency Student can reliably execute a skill and/or reproduce correct answers at a basic level of a given standard. Student sufficiently demonstrates independent proficiency with more complex applications of the skill/standard (sometimes is successful with independent problem solving, sometimes struggles to move forward and can identify why the struggle is occurring). <i>Student displays sufficient knowledge/ability to begin building new or subsequent skills.</i>
75%	88	
70%	85	
65%	83	C: Approaching Proficiency Student can sufficiently execute a skill and/or reproduce correct answers at a basic level of a given standard. <i>Student displays sufficient knowledge/ability to begin building new or subsequent skills.</i>
60%	80	
55%	78	
50%	75	
45%	73	D: Below Proficiency Student can execute a skill and/or produce correct answers at a basic level of a given standard with significant scaffolds at least half of the time. <i>Student displays limited knowledge/ability to begin building new or subsequent skills.</i>
40%	70	
		<i>AND/OR</i>
35%	68	F: No Credit Student has not demonstrated reliable execution of a skill/standard at the most basic grade level expectation.

30%	65	<i>Student does not demonstrate sufficient knowledge/ability to begin building new or subsequent skills.</i>
25%	63	
20%	60	<i>AND/OR</i>
15%	58	<i>Student has not completed a sufficient amount of coursework for credit to be authentically considered.</i>
10%	55	
5%	53	
0%	50	

Caregiver Communication

Communication to caregivers regarding student grades and academic progress may include, but is not limited to:

- Illuminate portal
- Phone Calls/Texts/Emails
- Conferences
- Mid-quarter progress reports
- Report Cards
- Letters home
- Progress Monitoring Reports
- IEP Progress Reports

Teachers should proactively notify caregivers whose child is in danger of not passing for a given quarter. Documentation pertaining to these communications, notifications, and conferences will be kept by the teacher and maintained in the Promotion-in-Doubt (PID) Tracker. Exceptional Education and English Learners may have different parameters, and their grading procedures are listed in the next two sections.

At the end of the first semester, students who have failed 3 or more classes are not on track to being promoted. At this time, a “Promotion in Doubt” meeting is scheduled with the parent(s) and the student. This meeting is designed to clearly articulate to the family where the student currently is and what actions they must take to be on track to “pass” for the year.

Grading for Students with Individualized Education Plans (IEPs)

The standards for grades in the general program cannot be changed. A student may receive assistance in order to master the material, but the grade reflects general curriculum standards. A general education report card is used. Definitions are as follows:

- **Accommodations** – Accommodations are supports that assist the student with accessing the general requirements of the curriculum. Accommodations can be made without changing the curriculum or required mastery level.
- **Modifications** – Modifications are changes to the curriculum or mastery level expectations for the student. Modifications require an IEP and the IEP progress report.

For students with disabilities, the IEP team must address the level of participation in the general education program. In all cases, the periodic progress report (including progress monitoring data) to parents is included with the grade-level report cards. All students with an IEP should receive high-quality standards-based instruction in the general education setting with the content expert, to the maximum extent possible.

In cases where the teacher of record is a general education teacher, the general education teacher – in collaboration with the special education teacher – shall assign the grade. Teachers should NOT indicate whether a student has an IEP on the report card.

Promotion and Retention

As students successfully move through KACP-HS’s course of studies, they will be promoted to the next grade level. Each grade-level status includes shared experiences and, often, privileges. Students will not be allowed to take part in any grade-level shared experiences or privileges (trips, dances, social events, etc.) until they have been promoted to that grade. *The school’s administration makes all final decisions regarding student promotion.*

To avoid confusion about students’ path to graduation and to ensure mastery of rigorous content, students at KIPP Nashville High Schools are not promoted to the next grade if they have more than one core credit missing. This affords them the opportunity to re-learn the critical content necessary to be successful in college, while also flagging for the school that the student needs additional supports

Status at the end of the year	Decision
Earned All credits	<ul style="list-style-type: none"> Student is promoted to the next grade
Missing 1 Core Credit	<ul style="list-style-type: none"> Student makes up one credit during Summer Academy
Missing 2 Core Credits	<ul style="list-style-type: none"> Student makes up one credit during Summer Academy Student makes up additional credit during the regular academic year or during the subsequent Summer Academy
Missing 3+ Credits	<ul style="list-style-type: none"> Student is retained and repeats all classes

The close of Summer Academy (typically at the end of June) marks the end of the school year, and credits earned in Summer Academy apply to the school year. For example, Summer Academy credits earned in June 2020 will apply to the 2019-2020 school year. As such, the school makes final promotion decisions each year by July 1st.

Summer Academy

Students who fail a course during the regular school year (August – May) with a final average in the range of 60-69 and who are in good standing regarding both attendance and conduct are eligible to earn one credit during summer academy. During summer academy, students may take only one course for credit recovery. They must attend every single day of the three-week summer academy and, at the conclusion of the three weeks, they must earn a passing grade of at least a 70 and pass any relevant summer academy final exams to earn a credit. The highest possible grade to earn in a Summer Academy class is an 70. *KIPP Nashville does not recognize summer school credits from any external high schools or online courses.* Once a student passes a Summer Academy course, the grade for the failed course will no

longer bear any weight on the student’s cumulative GPA as it will be replaced by the Summer Academy grade.

Senior Credit Recovery

Seniors who fail a course or are dragging a previous credit are required to attend Senior Credit Recovery, which takes place during senior week each year. If they successfully complete the assignments in SCR, they will be able to graduate on time and participate in the graduation ceremony. **If they do not successfully complete SCR, they must attend Summer Academy and will receive their diploma at the end of the summer.**

Retention and Grade Level Status

KIPP Nashville High Schools run on a grade-level status rather than a credit-based system. Of the many reasons for this choice, the most notable is that grade-status retention does much more to emphasize the importance of mastering grade level content than just passing/repeating isolated classes—this system increases collective accountability and keeps students from falling through the cracks. Any student who is retained will repeat the full academic year, including courses that they have passed previously. If a student is retained, he or she may not earn additional credits for passing the same course twice. When a student is retained, the grades for the courses she/he took during her first year in that grade will be replaced by the new grades on their GPA.

General guidelines governing retention are:

1. Students can never drag more than 1 credit after the end of Summer Academy.
2. Students must enter senior year dragging **zero credits**.
3. Students can only make up 1 credit over the summer.

KIPP Nashville can retain any student under the following circumstances:

- If the student has failed **three or more** courses during the academic year
- If the student is a freshman or sophomore and is **still deficient two credits at the end of summer academy**
- If the student is a **junior and is still deficient one credit** at the end of Summer Academy.

In extremely rare cases, students may enter senior year with a dragging credit after a meeting with an administrator. This will be with the knowledge that if the student fails any classes during their senior year, they will not participate in graduation.

The chart below explains the relationship between failing classes and promotion to the next grade for any student who enters his/her grade **dragging zero credits**:

Grade	Fail 0 Classes	Fail 1 Class	Fail 2 Classes	Fail 3 Classes
Freshman	<ul style="list-style-type: none"> ● Promoted to next grade 	<ul style="list-style-type: none"> ● Promoted to next grade IF he/she passes summer academy 	<ul style="list-style-type: none"> ● Promoted to the next grade If he/she passes summer academy ● Will enter sophomore year “dragging 1 credit” 	<ul style="list-style-type: none"> ● Automatically Retained

Sophomore dragging 0 credits	<ul style="list-style-type: none"> Promoted to next grade 	<ul style="list-style-type: none"> Promoted to next grade IF he/she passes summer academy 	<ul style="list-style-type: none"> Promoted to the next grade if he/she passes summer academy Will enter junior year "dragging 1 credit" 	<ul style="list-style-type: none"> Automatically Retained
Junior dragging 0 credits	<ul style="list-style-type: none"> Promoted to next grade 	<ul style="list-style-type: none"> Promoted to next grade IF he/she passes summer academy 	<ul style="list-style-type: none"> Automatically Retained 	<ul style="list-style-type: none"> Automatically Retained
Senior dragging 0 credits	<ul style="list-style-type: none"> Graduates 	<ul style="list-style-type: none"> Graduates if he/she passes senior credit recovery 	<ul style="list-style-type: none"> Automatically Retained 	<ul style="list-style-type: none"> Automatically Retained

In the case that a freshman or sophomore fails 2 classes in a year and makes one of them up during summer academy, he or she will be promoted to the next grade but will enter "dragging 1 credit." This credit must still be made up during summer academy the following year. The chart below explains the relationship between failing classes and promotion to the next grade for any student who enters his/her grade **dragging one credit**:

Grade	Fail 0 Classes	Fail 1 Class	Fail 2 Classes	Fail 3 Classes
Sophomore dragging 1 credit	<ul style="list-style-type: none"> Promoted to next grade IF he/she passes summer academy 	<ul style="list-style-type: none"> Promoted to next grade IF he/she passes summer academy Will enter junior year "dragging 1 credit" 	<ul style="list-style-type: none"> Automatically Retained 	<ul style="list-style-type: none"> Automatically Retained
Junior dragging 1 credit	<ul style="list-style-type: none"> Promoted to next grade IF he/she passes summer academy 	<ul style="list-style-type: none"> Automatically Retained 	<ul style="list-style-type: none"> Automatically Retained 	<ul style="list-style-type: none"> Automatically Retained

Diploma Offerings

KACP-HS offers two diplomas: The Regular High School Diploma, the Alternate-Academic Diploma and the Special Education Diploma. Students who receive either the Alternate-Academic or Special Education Diploma will be eligible to work towards the

1.7 Assessments

Charter school students must take the same State-mandated assessments as students in other public schools. Charter schools also administer additional interim assessments. In this section:

- (a) Identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's chosen curriculum, performance goals, and state standards.
- (b) Explain how the school will measure and evaluate academic progress of individual students, student cohorts, sub-groups, and the entire school throughout the school year, at the end of the academic year, and for the term of the charter agreement.
- (c) Identify the person(s), position(s), and/or entities that will be responsible and involved in the building testing coordination.
- (d) Explain how the school will collect and analyze student academic data, use data to inform and improve instruction, and report that data to the school community.
- (e) Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.
- (f) Describe the process for collecting data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement.
- (g) Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data.

KIPP Nashville schools drive results by administering frequent assessments to measure progress toward goals. As outlined below, KIPP Nashville schools use a variety of assessment measures to evaluate academic progress of students, both as individuals and in groups.

Baseline Data

Each new student participates in baseline assessments, which both informs instruction and support for that student and provides a baseline from which progress is measured for sufficient growth. Baseline assessments may include: NWEA MAP (as a universal screener for reading and math) and AIMSweb Curriculum Based Measurements (as needed in ELA and math). Outside of baseline testing, MAP is administered two additional times (once in the winter, once in the spring) to 9th grade students measure annual growth and longitudinal growth over each student's tenure at the school, as well as to benchmark students' progress against college-ready targets. Grade teams analyze this data, placing students into appropriate tiers for intervention. In addition, teachers analyze individual student data to inform instruction and instructional leaders review this data to determine professional development for teachers. The school leadership team also analyzes all incoming data with the support of the regional team to determine school-wide needs and structures and inform the support provided to each school from the regional KIPP Nashville School Support Team (KNSST). The leadership team uses this initial 9th grade data to create homerooms and group students strategically.

In addition, all students in grades 9-11, take a baseline ACT assessment. This is a complete ACT and provides the school with a measure from which to measure growth during the year. The goal is that students grow 2-3 points one each section of the assessment by the end of the year. The KIPP Foundation provides these baseline assessments and provides comparative data to other KIPP high schools.

Interim Assessments

KIPP Nashville uses the KIPP Foundation interim assessments that are aligned to the ACT and the AP for All curriculum, which is the backbone of KACP-HS's academic program. At the beginning of the year, students in grades 9-11 take a baseline complete ACT assessment. In grades 9-10, students take three

interim assessments at the end of quarters 1, 2, and 3 in reading, English, and science. The Interim Assessments (IAs) are aligned to the College and Career Readiness Standards (CCRSs) outlined in the 9th and 10th grade pacing plans. While the content and rigor of the questions increase in complexity from 9th to 10th grade, the format and length mimic that ACT sections (English = 75 questions, reading = 40 questions, science = 40 questions), providing an “at bat” experience for students when it comes to pacing and test taking stamina. The IAs are a tool designed to supplement the data teachers are already collecting from their in-class assessments and in their classrooms on a day-to-day basis, providing further insight on learning around ACT’s CCRS. They are designed to be formative in nature, and to help teachers answer the questions:

- I taught X. How did students do on X?
- Which CCRS are my students able to meet?
- Which CCRS do they need to revisit?
- How should I adjust my upcoming instruction and curriculum?

The 11th grade Interim Assessments (IAs) are a series of released practice ACTs. Similar to the 9th and 10th grade, they are meant to be formative in nature. They are used to provide further insight on student learning around the CCRS so instruction and curriculum can be adjusted accordingly. They are not created to be high stakes or summative, but rather to supplement data teachers are already collecting & tracking in their classrooms on a day-to-day basis. With implementation of the ACT Standards and Assessment System, students have already been taught and assessed on the essential CCRS by the time they have reached the end of 10th grade. Therefore, 11th IAs are used to get a more holistic understanding of student retention and understanding of CCRS, and to identify gaps for re-teaching. Because the 11th IAs are released ACTs and therefore contain a mixed bag of standards, an accompanying quarterly pacing plan doesn’t exist. Instead, 11th is provided with a list of standards that were not directly assessed and taught in 9th – 10th grades.

Finally, at the end of the year, students in 9th and 10th grade take full length ACT that is used to measure growth between the beginning of the year and the end of the year.

While the pre-and post test ACTs test all subjects, the ACT interims only assess reading, writing, and science. At the end of each quarter, all students in grades 9-10 take a math interim assessment that is cumulative of the content taught over time. These assessments are limited to the CCRS standards covered in the math course at that time. In math, students also take end of unit assessments aligned to the AP for All Curriculum, which is based on grade level standards. The KIPP Foundation creates all of these assessments.

In science, students take standards-aligned assessments at the end of each unit. These assessments differ from the ACT interims as they focus on science content vs. science skills. In social studies students take standards-aligned assessments at the end of each unit.

If a course is an AP course, students will take two mock AP exams. The first mock assessment is given at the beginning of the review period, which is a three to four week window before the AP exam. The second assessment is given three quarters of the way through the review period, to track growth and pinpoint any focus reviews before the actual exam. Throughout the school year, AP teachers rely on end of unit assessments and essays to monitor student growth

Informal assessment data supplements the formal assessments administered throughout the year in each grade level to provide another means of measuring academic growth. Each instructional staff member will be held accountable for administering informal formative assessments and using the data from those assessments to inform instruction. Teachers will be guided to implement best practices like daily exit tickets, technology-based assessment tools, and reliable checks for understanding into lesson planning

and execution. Through lesson plan review, data analysis, and classroom observations, all instructional staff are supported in effectively using these informal assessment means to drive effective instruction and maintain a reliable understanding of academic progress and the support needed to meet and exceed student goals.

Response to Intervention

In addition to these Tier I assessments, KACP-HS will administer progress monitoring assessments via Aims Web. These assessments will occur every two weeks to track student growth following the RTI framework. These progress monitoring assessments allow the RTI team and general education teacher to determine if a student is progressing at the anticipated rate, or if they need to stay the course or try additional or different interventions.

Data Structures

The KIPP Nashville regional team includes a three-person data support team. This three-person team ensures quality at every stage of the data collection to analysis process. The team enters the assessment into our assessment platform, Illuminate. Each question is coded to a standard. After students take the assessments, school based APs hold teachers accountable for entering the data into the system. Once the data are entered, teachers and coaches can view the data in various visualizations. The system allows the teacher to view data by response frequency, by sub-groups (EL, students with disabilities, race, gender), and by individual student. The data team compiles the data across schools and places it into a dashboard, which allows every member of the organization to view data comparisons across homerooms and schools. The regional Academic Team reviews the data weekly in an academic progress team meeting, and uses the data to make decisions about school based supports. This data process is followed with every common KIPP Nashville assessment.

For formal state testing, the Director of Operations (DOO) is the testing coordinator for the school. The DOO ensures full compliance with all testing procedures. The DOO manages the testing process, delegating key tasks to the Principal, Assistant Principals, and other operations staff as appropriate.

Weekly, teachers participate in one-on-one meetings with an Assistant Principal, to review their weekly assessment data, and appropriately adjust upcoming instruction in response to students' needs. Data Days (which are supported by early release of students) immediately following the end of the quarter. During Data Days, there is a public review of key student achievement data, including interim assessment and end of unit results. There is an emphasis on both student growth and achievement between assessments. By the end of the data day, each teacher has created a data-driven plan that documents the analysis of the data and their action plan responding to the data. This focus on results ensures that teachers and students are accountable for student achievement and provides a wealth of reliable, easily obtained information to drive the outcomes KACP-HS has set as goals for its students.

School leadership teams, which include Principals, Assistant Principals, Deans of Students, and Directors of Operations, meet weekly for an Academic Progress Meeting (APM). During this meeting, school leadership takes a deep dive in that week's most important student achievement data point. Frequently this meeting includes looking at student work from an assessment. This structure helps the school leadership team to hold teachers accountable to the action steps coming out of Data Day. The Principal also sends out weekly assessment data in their weekly notes, so that everyone in the school community knows how well students are tracking towards end of year goals.

At the end of each year, the Principal and Chief of Schools analyze student performance data from MAP, ACT, TNReady EOCs, and AP exams. The school will annually measure percentages of proficiency in the student body, as well as individual student growth. Disaggregated data for subgroups will be instrumental in helping the Principal, with the guidance of the KIPP Nashville Chief of Schools, develop school-wide protocols and professional development to support goal attainment for all students.

All instructional staff participate in ongoing professional development to evaluate and leverage assessment data in their instructional planning and to inform their own professional growth goals. Data Days built into the annual calendar provide dedicated pupil-free time for teachers and their coaches to dig into the data to plan how to best meet the needs of students and meet and exceed goals.

1.8 School Calendar and Schedule

In this section:

- (a) Provide the annual academic calendar for the school as Attachment A.
- (b) Explain how the annual academic calendar reflects the needs of the academic program.
- (c) Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day including start and dismissal times.
- (d) Explain why the above schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week the school will devote to academic instruction in each grade. Summarize how you will plan time for tiered interventions, enrichment, tutoring, and other academic activities.
- (e) Describe a typical school day for a teacher and a student during the school's first year of operation.
- (f) Describe any proposed extra-curricular or co-curricular activities or any other student focused programming the school will offer; when will they begin, how often will they occur, and how will they be funded?
- (g) If Saturday School, summer school, or after school will be offered, describe the program(s). Explain the schedule and length of the program, including the number of hours and weeks. Discuss the anticipated participants, including the number of students and the methodology used to identify them. For identified students, is the program mandatory? What are the anticipated resource and staffing needs for these programs?

The KIPP Nashville academic calendar for the 2019-2020 school year is included as an example in Attachment A.

KIPP Nashville's annual academic calendar is created in line with the guidelines outlined by Metro Nashville Public Schools and the State of Tennessee. On average, KIPP Nashville schools have 180 instructional days allotted in the calendar each year. Learning time is sacred to KIPP Nashville, and thus, the schedule and yearly calendars ensure more additional learning time than a traditional public school. In addition, teacher professional development days are scheduled for strategic times throughout the school year to ensure teaching staff is able to ensure academic success for each student and develop professionally.

The school day begins at 7:45am and ends at 3:30pm. The day is divided into seven 55-minute academic blocks. Students have 25 minutes for lunch. Below are three example schedules for different 9th grade student profiles. Student A represents students on an advanced math track based on 8th grade performance, student B represents the typical student profile, and Student C represents a student receiving intervention courses for English 1 and Algebra 1.

Sample 9th Grade Schedules

Time	Block	Student A	Student B	Student C
7:45-8:00	Arrival	Arrival	Arrival	Arrival
8:00-8:55	Block 1	Geometry	Algebra 1	Algebra 1
9:00-9:55	Block 2	Physics	Physics	Physics
10:00-10:55	Block 3	English 1	English 1	English 1
11:00-11:55	Block 4	Social Justice	Social Justice	Algebra 1 Support

12:00-12:25	Lunch	Lunch	Lunch	Lunch
12:30-1:25	Block 5	Visual Arts	Visual Arts	Visual Arts
1:30-2:25	Block 6	Composition 1	Composition 1	Composition 1
2:30-3:25	Block 7	AP Human Geo	AP Human Geo	English 1 Support
3:25-3:30	Dismissal	Dismissal	Dismissal	Dismissal

Teachers report for morning huddle at 7:30am. During morning huddle, the Principal makes key announcements about the day ahead. Typically, a teacher teaches four academic blocks, with a maximum load of five blocks. About three quarters of teachers only have one course to prep. This teaching load ensures teachers are well prepared to teach the content and provide feedback to students to maximize student growth. Teacher leaders or department chairs may coach one to two teachers and may teach three blocks in order to carve out coaching time.

The school could offer the following extracurriculars, but is not limited to, the following:

- Performance Choir for 7th-12th graders
- Debate Team
- Cheer Team
- Cross Country and Track
- Basketball
- Soccer

The school staffs extracurricular clubs through teachers on staff. The budget allocates coaching stipends for teachers leading these clubs as well as a budget for each club. The high school staffing model will eventually have a shared Athletic Director between the two KIPP Nashville high schools. The Athletic Director will ensure the effective scheduling of practices and games/meets, staffing of coaches, purchasing of uniforms and equipment and ensuring the program upholds eligibility requirements.

KACP-HS is not planning to offer Saturday school or summer programming.

1.9 Special Populations and At-Risk Students

In this section:

- (a) Provide a detailed, comprehensive plan on how the school will serve students with special needs, including but not limited to those students with federally recognized disabilities, students with Section 504 Plans, English Language Learners, students identified as intellectually gifted, and students at risk of dropping out.
- (b) Describe the extent to which one or more of the founding school team members has experience working with special populations. If no founding school team members have experience working with special populations, describe the school's pre-opening plan to prepare for special populations.
- (c) Describe the school's plans to have qualified staffing adequate for the anticipated special needs population and how the daily schedule, overall staffing plan, and support strategies (i.e., service providers, nursing, and educational assistants) will meet or be adjusted to the diverse needs of the students.
- (d) Explain how the school will utilize and evaluate data to inform instruction and evaluate academic progress for students with disabilities, English learners, at-risk students, and gifted students.
- (e) Describe the following related to special education:
 - Methods for identifying students with special needs and avoiding misidentification;
 - How the school will handle over-identification of special education needs;
 - Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; and ensure academic success for special needs students;
 - Plans for monitoring and evaluating the progress and success of special education students, including coordination with the LEA's monitoring and evaluation; and
 - Plans for promoting graduation for students with special needs (high school only).
- (f) Describe the following related to English learners (EL) in accordance with state board policy 3.207:
 - Methods for identifying EL students and avoiding misidentification;
 - Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students;
 - Plans for ensuring individual learning plans (ILPs) are maintained and addressed; and
 - Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.
- (g) Describe the following related to at-risk students:
 - Methods for identifying at-risk students through academic and behavioral processes; and
 - How the proposed school will meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports that will be provided.
- (h) Describe the following related to gifted students:
 - Methods for identifying and meeting the needs of intellectually gifted students;
 - Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities; and
 - Plans for monitoring and evaluating the progress and success of intellectually gifted students.

- (i) Describe how the school will implement Response to Instruction and Intervention (RTI²) procedures for special needs students, including a plan for how data will be collected, progress will be monitored, and instructional decisions will be made related to student performance.

Support for Special Needs Populations

Based on the target attendance zones identified for KACP-HS, it is anticipated that the majority of students will be considered at-risk, with approximately 12% qualifying for special education services and another approximately 30% qualifying for EL services. Because KIPP Nashville, and the KIPP network of schools throughout the nation, were founded to support the needs of at-risk learners and are closing the achievement gap, it is anticipated that the strategies described herein will support effective learning for students who most need intervention. An extended instructional day, effective interventions, small school size; engaging instructional strategies that have been demonstrated success in at-risk populations; and an authentic approach to differentiation that is based on frequent analysis of reliable assessment measures disaggregated by sub-population and individual student will all support the academic success of special populations.

Founding School Team

KACP-HS is set to open in the 2023-24 school year. The Founding Team has not been selected at this time. That said, given the size of the KIPP Nashville network the school will leverage existing team members to further develop the program. First, KIPP Nashville has a Regional Director of Student Support Services, which supports all KIPP Nashville schools on compliant and effective implementation of all delivery models. Second, KIPP Nashville Collegiate has had the same Dean of Student Support Services (formerly she served as the Coordinator) since its founding six years ago. She has worked to develop the high school program and ensure it is serving a broad student population. KIPP Nashville will be leveraging her leadership and experience in selecting the Dean of Student Support Services for the new high school.

Parental Notification and Rights

All information pertaining to their child(ren) will be communicated to parents/guardians in the language that the parent can understand. KACP-HS will provide both written and oral communication to the parent concerning their child(ren). By law, parents/guardians of ELs have the right to refuse placement of their child(ren) in ESL programs. KIPP Nashville will use Tennessee Language Institute and Tadros Translation Services to the following translate and interpret documents and meetings:

1. Enrollment meetings/paperwork
2. Handbooks
3. Open houses
4. IEP/504/ILP/RTI-B-team meetings/documents
5. Parent-teacher conference
6. Report cards/progress reports

Special Education Services

KACP-HS will use an inclusion model of special education to provide students appropriate educational services in the least restrictive environment. This means that most students with an Individualized Education Program (IEP) will receive services within the context of the general education classroom with targeted assistance by the special education teacher. KACP-HS's goal is for students to remain in the general education setting for all instruction. The inclusion model allows students to receive individualized and small group instruction within the general education classroom setting to engender the following benefits:

- Transference of knowledge and exposure to the course content;
- Deeper level of instruction (differentiation of instruction, cooperative learning, peer tutoring, group projects);
- Stigma of receiving special education services is removed, and;
- Student involvement with non-disabled peers is maximized.

While KACP-HS uses primarily an inclusion model, the school also will provide a continuum of services as needed based on the needs of the student. Additionally, KACP-HS also provides related services through a continuum of services of 1:1, small group in the special education setting, inclusion in the general education classroom, and consultation as appropriate.

KACP-HS will provide highly qualified and certified special education teachers, commensurate to the size and needs of the special education population. These teachers will provide not only special education services (e.g., remedial mathematics/reading services), but will also be qualified to teach gifted students as needed. The special education teacher works with the regular education teacher through collaborative planning, co-teaching, and drop-ins wherein the special education teacher provides support to special education students within the class. The grade-level special education teacher also works collaboratively with the general education teacher to provide classroom and instructional adaptations, identify and explain students' learning styles and suggest differentiation strategies for instruction. For collaboration and true inclusive programming, teachers will have common planning periods available with the special education teacher to work on student program modifications and consultations. The special education teacher will be considered a consultant to classroom teachers and will have been trained in utilizing different teaching techniques; however, training in special education policies, procedures, techniques and laws will be provided for all staff. In addition to their work in inclusion, the special education teacher will plan and execute small group instruction to target specific skill gaps of students with disabilities. Student-specific data will be analyzed to place students in groups and for instructional planning. The special education teacher will get coaching and feedback from the Dean of Student Support at each school.

Each grade-level special education teacher will work together under the direction of a school-level Dean of Student Support Services, who will provide oversight of the entire special education, EL and intervention programs. The special education teacher will also be responsible for consistent monitoring for satisfactory progress of students with disabilities. Other support personnel—psychologist, speech pathologist, occupational therapist, physical therapist or social worker—will be retained as needed through the school's relationship with Project Play Therapy.

The IEP team will review all data—the material on the referral form, the written report of the assessment team and information from the referring team—to determine eligibility for special services. The IEP will contain the student's present level of academic performance, annual goals of the program, short-term objectives, identification of special services that are needed, timeframe it will take to meet goals, service delivery grid and evaluation procedure. KIPP Nashville's regional Director of Student Support Services will conduct quarterly evaluations of special education programming for compliance and quality control. This Director will also connect with MNPS's Exceptional Education Coach to resolve any placement or evaluation questions. Using the following data, reports will be made available: required evaluations and service timelines, equity for all students, behavioral suspensions, academic grades, and end-of-course assessments.

Because the school model relies on data to drive instruction and intervention, and because that data is communicated with parents as it is collected (including periodic progress reports, report cards, and state and nationally norm-referenced assessment data sent home as it is received by the school), frequent communication with parents about the progress of their child will be ongoing. The progress reports given to parents at the end of each quarter will be monitored by special education staff and include feedback on

the child's progress from this professional. The special education teacher will also be available to parents to address academic and social adaptation issues, in addition to providing guidance on IEPs and IEP meetings.

KIPP Nashville is including its Special Education Handbook in the Appendix. This document outlines policies and practices for referrals, child find, S-team, case management, manifestation and determination, paraprofessionals, and the extended school policy.

Identifying Students with Disabilities

KACP-HS will follow the protocols in place in MNPS to identify students who may be in need of special services. These protocols include providing students with routine screenings for vision and hearing, progress monitoring student performance and students' response to intervention (RTI). KACP-HS will follow the Child Find process, including forming a Support Team (S-Team), in order to match resources to student needs. KACP-HS will maintain an average of at least one special education teacher per every 20 students, often with one special education teacher assigned to each grade level. This enables SPED teachers to work within grade teams to provide seamless, aligned support to students.

The following steps are followed in the support of students who require intervention and do not currently have an IEP:

1. **Universal Screener:** KIPP Nashville uses an early warning system (EWS) data to determine if a student qualifies for intervention. The components of the EWS are included in the academic focus and plan section of this application. From there, students are given AIMSweb benchmarks to drill down to the specific areas they have skill gaps in. Students are then placed in intervention groups based on their skill gap to target specific areas of instruction, and administered progress monitoring probes from AIMSweb based on that specific skill.
2. **Data-Driven Intervention:** Students whose progress monitoring indicates they are making less than adequate progress will be given more intensive intervention. These students will continue to receive intervention, but instructional support may be in the form of smaller instructional groups in the general education classroom, intensive support from the intervention teacher and/or during the daily intervention period, and/or a change in intervention programs. Parents of these students are notified of their student's academic difficulties via a Notice of Concern and are engaged with the school guidance counselor, teachers and other support staff in the process of problem solving and discussing supportive educational options. Relevant data—such as internal and external assessment results, vision and hearing screenings, and attendance data—are reviewed.
3. **Evaluation:** Those students who need more educational support as identified through progress monitoring, or who do not make sufficient academic progress after the above steps have been implemented, may be referred for further evaluation through Project Play Therapy contracted school psychologist. If the completed diagnostic shows that the student is eligible for special services or ADA support services, an IEP and/or a 504 Services Plan may be developed.

The school counselor at each KIPP Nashville school is responsible for managing 504 plans. KIPP Nashville has a lead school counselor, who is responsible for training school counselors on 504 policies and procedures and providing oversight that KIPP Nashville is in compliance with 504 implementation.

This data-driven approach to identifying students with disabilities prevents an over-identification of students with disabilities. The State of Tennessee adopted this approach in 2014 and has seen a decrease in over-represented populations.¹⁰

Transitioning Planning for Students With Disabilities

KIPP Nashville has a robust transition planning approach as required by Tennessee law. This detailed approach is outlined in our Transition Planning Manual. This manual is being added as a document in the Appendix.

English Language Learners

The Tennessee State Board of Education has an English as a second language (ESL) program policy (3.207) that KACP-HS will follow. It is designed to set the minimum standards for Tennessee school districts in providing services to non-English language background (NELB) students who are also limited English proficient (LEP). These students are referred to as English Language Learners (ELLs). Upon enrollment, the school will identify whether a student is an LEP learner by first checking the student's registration information regarding non-English home language, if applicable. Each parent enrolling his or her child will be given the home language survey to determine the predominant language spoken in the home. If the assessment indicates that there is a language being used other than English, the child will then be classified as NELB and assessed for English proficiency using the WIDA Screener. If a student is found to be an active EL in another district, KIPP Nashville does not re-assess them. The previous district provides documentation and assessment data. KACP-HS will then create an Individual Learning Plan using the Elevate platform. These ILPs will be created by a team, including but not limited to:

- ESL certified teacher
- General education teacher(s)
- Parents
- Student
- SPED teacher if needed
- Administrator

KIPP Nashville will include the following in their ILPs - as is also reflected in the Elevation platform:

1. General demographic information about the student (name, age, grade, school year);
2. WIDA assessment placement proficiency level;
3. WIDA ACCESS proficiency level (Listening, Speaking, Reading, Writing, and Composite);
4. State and local assessment information;
5. Strategies and accommodations for the student to be implemented in all classes;
6. Strategies and accommodations for state assessments;
7. Description and schedule of ESL services provided to student;
8. Goals for the student; and
9. Parent, teacher, and student input (if student is at a level to provide meaningful information).

If KACP-HS does not receive that documentation, KIPP Nashville refers the family to MNPS Office of English Learners to complete the WIDA Screener Assessment.

KIPP Nashville will adhere to state policy and staff an average of one ESL-certified learning specialist for every 35 students receiving EL services (active, T1, and T2). EL support at KACP-HS relies on collaboration between the ESL-certified teacher and the content teachers. ESL certified teachers and all general education teachers get training on the WIDA Standards, Can Do Descriptors, implementing ILPs

¹⁰ Aldrich, Marcia. "Tennessee's special education population is changing under its new academic intervention program." Chalkbeat, 02 February 2018. <https://chalkbeat.org/posts/tn/2018/02/05/fewer-tennessee-minorities-or-males-labeled-with-learning-disabilities-under-new-intervention-program-says-report/>

in the classroom, and best instructional practices for students receiving EL services. Throughout the year additional PD is determined through administrative walkthroughs. This PD could include school specific sessions to make instruction more accessible to English Learners across all subjects and content based sessions that target how to differentiate instruction in a particular content area. EL teachers collaborate with general education teachers to incorporate best practices for students receiving EL services in classrooms, such as:

- Word walls
- Visual schedules
- Visual aides to activate prior knowledge or anchor learning
- Graphic organizers
- Sentence starters
- Using group work to support speaking and listening skills

Students receiving EL services not only work towards mastering the same standards as native English-speaking students, but also work towards mastering their individual WIDA standards and their WIDA ACCESS goals as set through their ILP. EL teachers use the screener or ACCESS data from the previous year to set individual, specific goals on reading, writing, speaking and listening for and tailor EL services around those needs. Additionally, EL teachers use the ACCESS Newcomers curriculum in grades 5-12 during ESL pull-out services for newcomers needing this level for support. EL interventionists implement instruction through push-in and pull-out services.

In addition to the weekly, unit, and quarterly exams, and NWEA MAP, students receiving EL services will take the WIDA each spring until they can exit the assessment. ESL certified teachers will use informal assessment checkpoints related to WIDA ACCESS goals throughout the year. All of this information will be used to track progress on ILPS. Data on internal assessments will be disaggregated for students receiving EL services by the ESL-certified interventionist during data days to measure the longitudinal progress of students receiving EL services against that of their native English-speaking peers

Response to Intervention

The entire KACP-HS model—including frequent assessment, data-driven instruction, highly engaging instructional best practices, consistency in protocols and expectations, extended instructional time and all the strategies described herein—was identified for use at the school because it is anticipated that the majority of students who enroll will not be meeting standards initially.

Further, KACP-HS will implement the Response to Intervention (RTI) approach to provide intensive intervention for students who do not qualify for special education services but require additional support to master standards through the child study process. The Dean of Student Support Services will provide oversight, structure, and follow-up in managing the intervention program by overseeing the implementation of the program by the appropriate Assistant Principal.

The RTI process begins with a universal screener. KIPP Nashville uses the NWEA MAP assessment. KIPP Nashville prioritizes intervention for the bottom quartile of students. For this bottom quartile, the team administers AIMSweb assessments. These assessments include the Oral Reading Fluency Assessment and MAZE for reading comprehension. In math, KIPP Nashville uses the number probes from AIMSweb. This additional information allows the team to match students to appropriate interventions. The S-Team then monitors student performance to measure the efficacy of the interventions. Interventionists administer AIMSweb progress monitoring probes every two weeks and comprehensive benchmarks are conducted every 8-12 weeks. The S-team meets every 4.5 weeks to review progress. If a student is in Tier 3 interventions and is not making progress or making limited progress, he/she will be referred for evaluation with consulting from the S-team and school psychologist.

The school will collect progress monitoring data every 2 weeks on their specific, targeted skill gap using the AIMSweb platform. This allows the RTI2 team to track student performance and make data-based decisions when the RTI2 team meets every 4.5 weeks. Here the team discusses, but is not limited to, how students are progressing in the intervention, if the student needs to continue in the intervention or needs different instruction, or if enough data points are collected the team might discuss a student moving up or down Tiers or a possible referral for evaluation. The Dean of Student Support Services and the Assistant Principals will access assessment data in AIMSweb, when applicable, to track student data over time and ensure the S-team's approach is providing appropriate support to students as needed.

KIPP Nashville follows a similar path for behavior RTI. First, the school forms an S-team. The team creates a support plan with specific behavioral interventions. The team executes the intervention plan for 4-6 weeks in Tier 2 while collecting data on the targeted behaviors. If the behavior does not shift, the student is moved to Tier 3 behavior support. The student gets a new plan with increased supports and scaffolds. If a student does not meet the goals in the intervention plan, he/she is referred for an evaluation. KIPP Nashville has school based leaders trained in conducting Functional Behavior Assessments (FBAs) and creating Behavior Intervention Plans (BIPs). KIPP Nashville also partners with the Diverse Learner's Collaborative to conduct FBAs and/or create BIPs in situations when a school team needs more support with crafting a plan.

Gifted Students

KIPP Nashville has outlined an education program that provides a differentiated approach, which will benefit gifted students in the same ways it benefits struggling learners, by teaching students where they are and pushing them to excel and grow, rather than just meet proficiency standards. The growth plan for an accelerated learner will look much like that for a struggling learner: every gifted student will have ambitious goals and be expected to demonstrate significant growth, and this growth will be evaluated through the review of longitudinal growth data for each individual student. Although it is anticipated that most of the students who enroll in KACP-HS will be behind grade-level and/or struggling with proficiency, the universal screener will allow the school to identify those students who could qualify for gifted services. Students who are outperforming their peers will be given opportunities for advancement both within and outside the curriculum. Students who demonstrate advanced classroom performance, superior results on a nationally-normed or criterion-referenced achievement tests, and evidence of higher level thinking as measured by assessment of abstract reasoning and logical thinking will become eligible to participate in additional learning opportunities:

1. cross curricular instruction/projects at instructional level
2. specialized small group instruction of particular topic or subject of interest

Response to Intervention

KIPP Nashville uses multiple sources of data that are pulled together to serve as an Early Warning System for students in grades 9-12. The information in this early warning system are pulled from the following sources:

- NWEA MAP Data (9th grade students only)
- TVAAS projections
- ACT Data
- Previous retentions
- Previous placement in Tier 2 or 3 interventions
- Behavior data
- Attendance

The RTI2 team reviews students who fall under this criteria:

- Below the 25th percentile on MAP
- Students who miss more than 10% of instructional days
- All students projected to be in the TVAAS below category

Next, the RTI2 team looks at additional data to support decision making about placement in Tier 2 or 3 interventions. These data include:

- grades
- classroom summative and formative assessments
- teacher observations

Finally, the team reviews data from Pearson's AIMSweb skills screeners to further identify student intervention needs. These assessments are administered by teachers trained in administering AIMSweb. Learning specialists receive this training during network summer professional development.

The team updates the EWS at the beginning of year, and uses the prior year's data to inform decisions about ongoing interventions.

Students who qualify for Tier 2 or Tier 3 interventions receive 55 minutes of ELA and/or math instruction a day in addition to the core math and English class. This Tier 2 dosage is greater than the required 30 minutes, but fits into a standard block in the high school schedule. These interventions are delivered by a certified learning specialist. When students are scheduled to these classes they count as an elective class.

English Language Arts Intervention Programs

KIPP Nashville use a variety of programs to support students needing ELA interventions, including:

- **Phonics and Fluency:** If a student has demonstrated gaps in phonics that are leading to fluency issues, KIPP Nashville leverages Wilson Just Words, a phonics program designed for students with decoding gaps in grades 4-12. KIPP is currently piloting *Rewards*, a program that focuses on decoding multisyllabic words, but will be fully adopting the program in 2020-21. This program is a fit for students who have moved beyond basic decoding, but still need to develop their academic vocabulary and ability to apply decoding knowledge to multisyllabic words. There are two levels of the Rewards Program, Intermediate and Secondary. Students are matched to the appropriate level based on the AIMSweb assessment data. While the Intermediate program is designed for students in grades 4-6, it is appropriate for some students in need of more intense intervention than the Secondary version, which is designed for grades 9-12.
- **Fluency and Comprehension:** As students close decoding gaps and need more support with reading and comprehending longer text fluently, students move to Fountas and Pinnell's Leveled Literacy Intervention. Typically, students are placed in the Teal set of texts.

Math Intervention Approach

KIPP Nashville interventionists use MAP and AIMSweb data to determine the appropriate math skills to target for intervention. The interventionists work closely with the grade level math teacher to determine how these skills align with foundational prerequisites that would give students access to grade level content for students. The instructional approach in intervention is direct instruction. Students receive explicit modeling and independent practice with frequent feedback during the intervention block.

Teacher Training

All teachers teaching a Tier 2 or 3 intervention group receive training in the various intervention programs and approaches employed in both ELA and math. KIPP Nashville regionally trains anyone delivering Wilson Just Words and LLI. Schools provide training on additional programs and math interventions.

Progress Monitoring

The school will collect progress monitoring data every 2 weeks on their specific, targeted skill gap using the AIMSweb platform. This process allows the RTI2 team to track student performance and make data-based decisions when the RTI2 team meets every 4.5 weeks. Here the team discusses, but is not

limited to, how students are progressing in the intervention, if the student needs to continue in the intervention or needs different instruction, or if enough data points are collected the team might discuss a student moving up or down Tiers or a possible referral for evaluation.

Students take the AIMSweb benchmark and MAP assessment two more times during the school year, in December/January and May. KIPP Nashville uses these assessments to determine the overall impact of intervention programming on student learning.

Fidelity Monitoring

At KIPP Nashville, every teacher has a manager-coach. This manager-coach ensures that teachers are implementing all tiers of instruction with fidelity. To ensure faithful implementation of the Tier 1 curriculum, Assistant Principals observe and give in person feedback to teachers they coach at least three times per month. They also lead and/or attend content team meetings, during which teams study lessons and review data to adjust lesson plans. These observation-feedback structures and content team meetings ensure faithful implementation and effective differentiation of the core Tier 1 program. The Dean of Student Support Services is responsible for monitoring the quality of Tier 2 and 3 interventions. The Dean observes intervention blocks every other week and has one on one check-ins with interventionists and special educators once per week. During these check-ins the Dean and teacher review upcoming lessons and student data in order to make adjustments to Tier 2 and 3 interventions. The Dean of Student Support Services is responsible for documenting fidelity monitoring.

ESL Delivery Model

Given the demographics of Southeast Nashville, KACP-HS is expecting that 20-40% of its population will be English Learners. KIPP Nashville’s current high school serves a much smaller percentage, 7.3%, but has experience with the full range of English proficient students. The KACP-HS EL delivery model will need to scale up the program at KIPP Nashville Collegiate. For context, last year KIPP Nashville Collegiate had 25 active students receiving EL services. The table below summarizes their composite goal growth

Type of Growth	% of Students
Score decrease	4%
No growth	4%
Score increase (0.1 to 0.9)	44%
MNPS goal (increase of 1.0 -1.4)	28%
KIPP goal (increase of 1.5 or more)	20%

All active students receiving EL services at KACP-HS will receive 60 minutes of English instruction. This instruction is provided through different structures depending on a student’s English proficiency.

KACP-HS enrolls 9th and 10th grade students with a composite WIDA score of 2.5 or below in an English Language Development (ELD) Course in place of that grade’s English class. KACP-HS enrolls 9th and 10th grade students with a composite WIDA score of 2.5 or below in an English Language Development (ELD) Course in addition to an English course with push in ESL support. An ESL certified teacher teaches the ELD course. In grades 11 and 12, students with a composite score between 2.5 and 4.2 and/or a literacy score below 4.0 are placed in an English course with ESL push-in support. The ESL teachers push into the English 1 block. KIPP Nashville is flexible in applying these standards to meet individual student needs, and leverages the ESL Coach from MNPS to evaluate different placement decisions.

The chart below provides an example of the English course progression for an EL student.

Grade	Course Code	Credits Earned
9th Grade	ELD-9	ELA-1
10th Grade	ELD-10	ELA-1
11th Grade	ELD-11 English 3	Humanities Elective-1 ELA-1
12th Grade	ELD-12 English 4	Humanities Elective-1 ELA-1

All English Learners are also screened through the universal screener to determine if they would qualify for Tier 2 or 3 interventions. According to state guidance, if “an EL falls below the 25th percentile on the universal screener and he/she has not acquired sufficient English language to access academic interventions, the student should continue to receive ESL services.”¹¹ If the student does have sufficient English Language skills the student will receive academic interventions in addition to ESL services. An EL certified teacher will be part of the team making decisions about whether an English Learner should receive both ESL services and academic skill based interventions. Many students receive both ELD and a Tier 2 or 3 ELA class to support specific skill gaps.

All KACP-HS teachers will receive training during summer PD on how ESL services are delivered and the WIDA standards and Can Do Descriptors. Additionally, they will receive training in strategies to teach their content in an inclusive way of all students. Some of the strategies that are covered include:

- Using multimodal techniques: objects, pictures, labeled diagrams, modeling what kids need to do, using gestures, body language, and movement.
- Building or activating background knowledge about a topic
- Creating opportunities for student discussion and collaboration with language scaffolds like sentence starters and word banks
- Teaching content and academic vocabulary explicitly to provide access to new materials
- Using graphic organizers to break down complex tasks or organize key ideas

The Dean of Student Support Services, who manages all of the EL interventionists, provides this training for all teachers. Throughout the school year, this Dean, alongside the Principal and Assistant Principal conduct monthly instructional walkthroughs. During these walkthroughs the administrative team collects evidence as to what extent these strategies are being employed across classrooms and then makes recommendations on how to improve deployment of these strategies across classrooms. Recommended actions could include teacher professional development, individual coaching, or modeling of these strategies for teachers who are not employing them.

KACP-HS will also have a population of transitioning students receiving EL services. This group will be monitored closely to ensure they are making sufficient academic progress. They will be screened through the EWS process at the beginning of the year, and the RTI2 team will determine the appropriate intervention placement. If a student does not make adequate progress, an ESL-certified teacher will be included to determine if the student’s gaps are due to language or content knowledge gaps. The team will adapt interventions accordingly to support the student in closing academic gaps. If the student still does not make sufficient progress, the team can reclassify the student, and English proficiency must be the main reason for the academic gaps.

¹¹ *English as a Second Language Manual*, TN Department of Education, November 9, 2018, https://www.tn.gov/content/dam/tn/education/cpm/ESL_Manual.pdf, p.16

Students with Disabilities

KIPP Nashville strives to create inclusive school environments. The following are the core principles of an inclusive environment that KIPP Nashville uses to guide programming for students with disabilities.

- All leaders and teachers are responsible for the growth of all students.
- Students with disabilities are given the opportunity to achieve optimal academic success on grade level content
- Student differences are respected and valued by all
- Students with disabilities are given meaningful opportunities to receive their primary instruction in an inclusive setting

With these principles in mind, KACP-HS primarily provides special education services through an inclusion co-teaching model and resource room model. Learning specialists, who are certified in special education, push into core English and Math courses, and teach alongside a general education teacher. The learning specialist and general education teacher have weekly planning meetings to review upcoming lessons and determine the instructional delivery methods. Additionally, learning specialists provide instruction in a resource setting, if it is determined this is the least restrictive environment for the student.

KACP-HS will be prepared to offer the Alternate-Academic Diploma. If it has been determined by the IEP team that a student is working towards that diploma, students will take the appropriate AAD courses.

KACP-HS has flexibility within its exceptional education staffing model to adjust its service offerings for students with disabilities. Each year, the team reviews the incoming IEP data in order to make staffing determinations and schedules. The team will continue to make data based decisions regarding student placement and course offerings for students with disabilities.

The Dean of Student Support Services is responsible for ensuring that all IEPs are implemented with fidelity. These responsibilities include:

- ensuring all IEPs are updated yearly and follow proper procedures
- creating schedules for student service hours
- coordinating with the Project Play Psychologists for initial and re-evaluations
- creating schedules for Project Play related service providers
- holding Project Play Therapy accountable for providing related service hours
- review lessons plans and observing special education teachers to ensure that lessons are aligned to IEP goals
- creating para-professional schedules
- tracking and monitoring student achievement growth data to ensure students are in the least restrictive environment.
- ensuring that IEP accommodations and modifications are being implemented in all classes
- leading professional development for all staff on the Universal Design for Learning

This last responsibility is essential for all schools, but particularly at the high school level as students engage in deeper learning across multiple content areas. The Dean of Student Support Services will lead professional development to all teachers on UDL during the summer professional development period. Throughout the school year, the Dean of Student Support Services will collaborate with the Assistant Principals to ensure effective implementation of UDL. In order to implement a UDL approach, all leaders and teachers must feel responsible for its effective implementation.

1.10 School Culture and Discipline

In this section:

- (a) Provide as Attachment B the Student Handbook and/or forms that will be provided to or required of students and families, including any “contracts” with students and parents.
- (b) Describe the desired school culture or ethos of the proposed school and how it will promote a positive academic environment and reinforce the charter school’s mission, goals, and objectives.
- (c) Explain how you will create, implement, and sustain this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter mid-year.
- (d) Explain how the school culture will embrace students with special needs, including students with disabilities, English Language Learners, and students at risk of academic failure.
- (e) Describe the philosophy for student discipline that supports your proposed school’s model, including:
 - Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;
 - If not included in the discipline policy, a list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively; procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion;
 - An explanation of how the school will protect the rights of students with disabilities in disciplinary actions and proceedings;
 - A description of the individuals responsible for carrying out the discipline policies which includes the job description and qualifications (at the administrative level); and
 - Discuss how students and parents will be informed of the school’s discipline policy.
- (f) Provide the student discipline policy as Attachment C, if not already included in Attachment B of the school handbook.
- (g) If you plan to adopt the local district or another school’s policy, explain how this policy aligns with your mission, vision, and goals.

KIPP Nashville Collegiate High School’s Student and Family Handbook is included in Attachment B as an example of a student handbook for an existing KIPP Nashville high school.

Culture of Growth and Excellence

KACP-HS will create a college-focused culture, using the high school years to develop the content knowledge, skills, and habits of every KIPPster as they prepare for college. In order for students to make significant growth and achieve excellence, the school must be a safe place for learning and will be characterized by academic excellence. Faculty and staff will work relentlessly to support their students’ success. KACP-HS families will support the school by being engaged in the school community and by actively participating in their student’s education through frequent communication with the school about their student’s academic and behavioral performance. Clear expectations about student conduct will ensure students and families meet the high expectations the school sets.

In order to ensure that a strong school culture will be established and that distractions are kept at a minimum, expectations will be clear and issues addressed immediately with clear consequences. Student behavior and adherence to school-wide systems will be taught and continuously modeled by teachers and administrative staff.

Students who meet behavioral expectations will be consistently and publicly rewarded with special privileges, leadership opportunities and other measures of positive behavior support, which are primarily tracked through the paycheck system. The culture of scholarship is primarily guided by two artifacts: the credo and the school's core values.

KIPP Nashville Credo

If there is a problem, we look for a solution.

If there is a better way, we find it.

If a teammate needs help, we give.

If we need help, we ask.

The KIPP Nashville credo will not only be posted visibly throughout the school and revisited frequently throughout the year, but will be modeled by staff and addressed in situations where it is appropriate to review. Students and staff are expected to live by the credo while at KACP-HS, and it is expected that authentic internalization of this credo will support students in meeting their goals.

School Values

KACP-HS will be built around four core values: Excellence, Courage, Growth, and Team. These values will guide actions and decisions by grounding students and staff in a common set of beliefs and principles:

- **Excellence:** We believe in high expectations and hold ourselves accountable to being our best selves.
- **Courage:** We name our fears, take risks, and ask for help in order to overcome our challenges.
- **Growth:** We get better every day by remaining optimistic, working hard, and focusing on our goals.
- **Team:** We support and challenge each other to grow and achieve.

School values will be integrated into the discipline system through various celebrations and recognitions of students throughout the year. The merit system will also reward student behavior that models these values.

Creating an Inclusive Culture

KACP-HS will serve a diverse group of learners including, English Language Learners, students with disabilities, and at-risk students. It is essential that the school has an inclusive culture, which embraces this diversity. KIPP Nashville has purposefully selected an inclusion special education model, so that students with disabilities are part of classrooms and not separated from their peers. Teachers will also thoroughly know the IEPs of their students so that they can appropriately provide modifications and accommodations. The Dean of Student Support Services will provide development for general and special education teachers on how to create an inclusive environment where student diversity is an asset to learning.

KACP-HS will also celebrate the cultural heritage of its students. The school will celebrate the backgrounds of its students through all school events and create opportunities for students to learn about each other's cultural heritage.

New Student Orientation

Each new KACP-HS student will participate in an orientation before the new school year begins. During the orientation period, students will spend time learning about the school culture and expectations for student effort and behavior. In addition, students will be taught all of the school-wide systems and procedures that the school will use to bring structure and order to the students' academic life. This ensures that every student is not only well versed in the expectations and culture of the school when school starts, but builds a cohesive, "team and family" environment wherein students will succeed. During orientation, students will practice transitions and other protocols meant to maximize instructional time, learn how to get help when it's needed, and begin to participate in the merit system. Students will be expected to be able to explain the school values and the rationale for the school's behavioral expectations.

Caregiver University

KACP-HS will also host a one day Caregiver University for all parents and guardians of students matriculating to the high school. KACP-HS will require caregivers to attend this session. During this one day training, caregivers will learn about graduation requirements, grading policies, behavior expectations, and the importance of GPA and ACT scores in the college preparatory process. The school will offer this training on a Saturday to accommodate working caregiver schedules. As the school grows, caregivers will lead this day of training with the school's leadership team to further make the training more accessible and meaningful to caregivers. Translators will be available to lead caregiver university session for the diverse population of KACP-HS.

Uniforms

To maintain an academically-centered culture, minimize distractions, and encourage a feeling of unity, KACP-HS students will wear uniforms consisting of KACP-HS shirts, a belt, pants and shoes of a color and style to be determined by the Principal as aligned with the school's scholarly environment. Positive behavioral support may be facilitated through dress codes and uniform privileges. Examples include, athletes in strong academic standing wearing team gear or students earning College Ready Status receiving additional dress code privileges.

Staff Support of Culture

At KACP-HS, staff will create a culture of high expectations. The school leadership team supports all teachers on having a normed view of high expectations. Students will consistently be supported in behaving as scholars who demonstrate the school's core values and they will receive written and verbal feedback that explicitly addresses desirable and undesirable behaviors.

Staff will learn about this culture as part of the summer professional development. Every staff member will learn about the behavioral norms and expectations throughout the school. Because all staff will be trained in the same expectations for students and given tools (including LiveSchool software) to monitor those expectations, students will move seamlessly throughout the building with the same norms for behavior and attitude. Further, staff will be expected to maintain the culture as part of their evaluation and coaching. Teachers who need more support with implementing consistent expectations may receive individualized coaching and/or PD on building student culture. Classroom observations and even lesson plans will be reviewed regularly to ensure all teachers are effectively and consistently implementing the same norms and expectations of student behavior.

Safe and Orderly Environment

KIPP Nashville schools are unequivocally committed to providing a safe and orderly environment in which students can maximize their academic achievement. Students whose behavior does not meet the school community's clearly defined standards for reasonable and acceptable behavior will not be permitted to

disrupt the education of others. Without a firm and consistent discipline policy, students cannot meet and exceed the rigorous expectations of KACP-HS; therefore, a firm and consistent discipline policy is necessary. Students and families have a right to attend a safe and orderly school. Therefore, for every infraction, there will be a consequence. This is the basis of the KIPP Nashville student code of conduct.

School-Related Disciplinary Offenses

The KIPP Nashville discipline system is designed to focus students on the school's mission by ensuring that class and school environments are safe and orderly. This system includes the following tiered system that reinforce values and support the KIPP Nashville mission:

- Merit system
- detentions;
- suspensions;
- expulsion.

Merit System

The Merit System starts with an important school habit: coming to school everyday. Thus the system begins by rewarding students for attendance.

- Students earn +20 merits per day of the week that they are not absent. This makes the baseline “weekly total” 100 points. 100 points is helpful because of the connection to grades (i.e.,eEven without a lot of experience with the system, you could guess that 90 or above is strong and 69 or below is weak).
 - Students earn -5 points for coming to school late.
 - Students earn -5 points for leaving early.
 - Students earn -20 points for absences.
- Students can earn +10 back when they bring an acceptable excuse note within the week. Excused absences can come from up to 3 hand-written notes per semester; after 3 absences, KACP-HS will require a note directly from doctor/court/etc. in order for an absence to be excused.

Merit/Demerit Overview

The chart below provides a description of the types of merits and demerits students can earn throughout the school day.

Type	Explanation	How to Deliver this Feedback to Students
Major Merit (+5 Merit Points)	A major merit is worth +5 because it is well beyond typical expectations. These are for truly “above and beyond” moments.	With both merits and major merits, a teacher should concretely name the student action or behavior, its impact on the student, school culture or classroom, and the merit. The staff member must record the merit and enter it into the tracking software.
Merit (+2 Merit Points)	A merit is worth +2 because it should improve a student’s standing in our community.	With both merits and major merits, a teacher should concretely name the student action or behavior, its impact on the student, school culture or classroom, and the merit. The staff member must record the merit and enter it into the tracking software.

<p>Basic Habits Feedback (0 Points but still recorded for follow-up)</p>	<p>Basic habits feedback is designed to hold high expectations for student habits without issuing a consequence. This feedback is tracked to allow Collegiate staff members to intervene with students who struggle with a habit.</p>	<p>When issuing habits feedback, a staff member does not need to use a standardized sentence stem, but he or she does need to either use the student's name or make direct eye contact when issuing feedback or a non-verbal. In either case, the staff member must record the feedback and enter it into the tracking software.</p>
<p>Minor Demerit / Level 1 (-2 Merit Points)</p>	<p>A minor demerit is for smaller misbehaviors that require a minor consequence.</p>	<p>The most important facet of issuing a minor demerit is that the student is fully aware that he or she received the constructive feedback. The student must understand that his/her behavior or choice earned a demerit, and the staff member must record the demerit and enter it into the tracking software. Another non-negotiable is that the staff member must provide a clear pathway to success. This will likely take the form of a "what-to-do" direction.</p>
<p>Major Demerit / Level 2 (-5 Merit Points, detention)</p>	<p>A major demerit is more serious as it is either a subtle form of disrespect or a behavior that cannot be normalized school-wide.</p>	<p>For the remaining Level 2 Major Demerits, the staff member must, at minimum, state the demerit name. Depending on the context of the situation, the staff member may choose to use the word "Level 2" or "major demerit," or they may state that the student's choice has earned him or her detention tomorrow. Either way, the student must understand that his or her action or choice has earned him or her detention for the following day. Regardless of the delivery, the staff member must record the demerit and enter it into the tracking software.</p>
<p>Referable Behavior / Level 3 (-10 Merit Points, detention, removal from class)</p>	<p>When a student chooses to engage in a "removal from class" behavior, they are creating a potentially unsafe environment or an environment that is egregiously disruptive to the learning of his or her peers. Students removed from the room are required to debrief with the dean and teacher (if available). These behaviors require additional follow-up.</p>	<p>If a student chooses to demonstrate a Level 3 behavior, the staff member must name the behavior and demerit, and the staff member must ask the student to silently stand up, exit the classroom with his or her items, and wait silently in the hallway.</p>

Major and Minor Merit Descriptions

Merit	Description	Example of Merit (+2)	Example of Major Merit (+5)
<p>Excellence</p>	<p>Setting a high bar for oneself. Achieving at a high level. Actively working to present a high quality product.</p>	<p>Issuing a nuanced and insightful thought that challenges "group-think" during a seminar; Setting an ambitious goal (academic or behavior) and achieving it.</p>	<p>Going above and beyond on a major project or assignment Making interdisciplinary connections between courses and grade-levels.</p>

Growth	Demonstrating growth or progress, or demonstrating the effort to do so.	A student who shies away from participating, participates multiple times in a class period.	Improving 10 points or more on a course's Interim Assessment
Heart	Taking responsibility for the well-being of others.	Helping a peer pick up dropped papers or utensils during a transition.	Offering to be a mentor for a new-to-Collegiate student or an incoming 9 th grade student.
Resilience	Acting in a positive or solutions-oriented manner in the face of challenges.	Asking a teacher or staff member for extra support after receiving a low quiz or test grade or a merit report.	Creating a detailed and thorough plan to address an academic or behavior gap.
Accountability	Meeting obligations, deadlines, or commitments (particularly when there was an opportunity not to do so).	Emailing a teacher in advance of an absence to collect any missing work.	Independently seeking out or asking for feedback on a classroom assignment ahead of its deadline.
No Fear, No Embarrassment	Taking academic risks, particularly publicly. Standing up for what is right in a difficult circumstance.	Volunteering to share your work during a show-call. Stating to a teacher that you need help understanding an assignment/task.	Performing a piece of writing in front of a large audience or group of peers.
Gratitude	Expressing appreciation and gratitude for others.	Thanking a peer for their help.	Typing or handwriting a detailed thank-you letter to a staff member, peer, or external visitor.
Curiosity	Expressing a strong desire to know or learn something new.	Using the content of class to ask the teacher a thought-provoking extension question.	Bringing content-related, outside articles or information to a teacher to create a continuing conversation about content.
Zest	Expressing zest; displaying infectious levels of enthusiasm for a task, assignment, or content.	Genuine praise and positive comments about peers, teachers, and/or the school.	Organizing a peer study session before an upcoming major exam.
Self-Control	Expressing self-control; regulating what one feels and does in challenging situations.	Asking a teacher to discuss a demerit after class or school. Refraining from engaging with peers in an unprofessional behavior.	<i>This could be student dependent.</i> For example, if a student struggles with appropriate reactions, and displays an appropriate reaction in the face of a difficult consequence, the student may earn a Major Merit for this.

College Ready Status

College Ready Status (CRS) is a privilege level that any student at KACP-HS can earn. In order to achieve CRS a student must meet particular criteria and complete an application. In order to be considered for college ready status, KIPPsters should meet the following baseline criteria.

1. KIPPsters must be passing all classes with at least a 75%.
2. KIPPsters must maintain a 2.67 GPA (*B- average*).
3. KIPPsters must not have earned independent student center time for any reason in the previous quarter.
4. KIPPsters must demonstrate active community service and leadership inside and outside of school.

If a student meets these criteria, the KIPPster can submit an application, which includes two teacher recommendations, essay responses, their grades, and their most recent merit report. If the student passes the application process, they have an in person interview with the College Ready Committee. In year 1 of the school, the committee will be made up of faculty members. Over time, the school will add students who have already earned CRS to the selection committee.

Once a student earns CRS, they are designated a student leader in the building and have CRS for the remainder of high school. On rare occasions a student can lose CRS if he/she commits a large violation against the school community. CRS students have the following privileges:

- No longer need a hall pass (they wear a wristband to designate their status).
- Can eat lunch outside or in an unused classroom (a teacher should still be present in the classroom).
- Students can carry their phones and listen to music during transitions and lunch.
 - At the teacher's discretion they can listen to music during independent practice.
 - Students are not to be on their phone during instruction.
- Can carry a backpack and/or purse.

If a CRS student loses or breaks their wristband, they get a replacement as they must be wearing their wristband to earn their privileges.

Demerits

Level 1 Demerits	Level 2 Demerits	Level 3 Demerits
<ul style="list-style-type: none"> ● Minor Uniform ● Unprepared ● Disruptive ● Not Following Directions ● Not Following Procedure ● Inappropriate Reaction ● Inappropriate Item ● Inappropriate Contact 	<ul style="list-style-type: none"> ● Late to School ● Early Dismissal ● Disrespect ● Ignoring/Refusing ● Late to Class (≤ 5 min) ● Late to Anything ● Phone / Electronics ● Unauthorized Location 	<ul style="list-style-type: none"> ● Repeated L1s and L2s ● Major Disrespect ● Insubordination ● Missing Class (>8 minutes) ● Unsafe Contact ● Integrity Violation ● Verbal Altercation / Threatening

<ul style="list-style-type: none"> • No Pass • Sleeping/Attempting to Sleep 	<ul style="list-style-type: none"> • Profanity • Major Uniform 	<ul style="list-style-type: none"> • Destruction of Property • Bullying / Harassment
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Consequences for Demerits

- One Level 2 (major demerit) results in a detention.
- One Level 3 (send-out) results in a detention AND an automatic send-out from class to ISC. The send-out ends once a restorative conversation has taken place between the student and the dean/teacher.
- Outside of repeated L1s being earned in the same class (which would result in the student being sent out of class), there is no number of minor demerits (L1s) that results in an automatic detention. There are thresholds for repeated behaviors in a week that lead to a conversation between a staff member and the student (and potentially a family member).

Academic Integrity Violations

There are situations when a teacher or staff member identifies plagiarism or cheating concern. If the teacher identifies this on a homework assignment or classwork, the teacher owns the follow-up with the student and caregiver. If the violation occurs on a test, exam, or final essay or if it has been a repeated offense, the Dean of Students owns the discipline follow-up with the student and caregiver.

- **If the Teacher/Dean finds there was an intentional attempt at plagiarizing:**

Offense	Behavioral Consequence	Academic Consequence	Academic Recovery Opportunity
First Offense	Level 3 issued, ISC (debrief with DEAN), parent phone call, next-day detention	50% (no credit) on the assignment	<ul style="list-style-type: none"> • 9th Grade – 48 hours to make up assignment for up to 100% credit. • 10th-11th Grade – 48 hours to make up assignment for up to 80% credit. • 12th Grade – 48 hours to make up assignment for up to 70% credit.
Second Offense	Level 3 issued + 1 day ISC (parent meeting)	50% (no credit) on the assignment	N/A
Third Offense	Level 3 issued, 1 day OSS (parent meeting)	50% (no credit) on the assignment	N/A

- **If the Dean finds there was not an intentional attempt at plagiarizing, and the student acted out of ignorance:**

Offense	Behavioral Consequence	Academic Consequence	Academic Recovery Opportunity
First Offense	Parent phone call	50% (no credit) on the assignment	<ul style="list-style-type: none"> ● 9th Grade – 48 hours to make up assignment for up to 100% credit ● 10th-11th Grade – 48 hours to make up assignment for up to 80% credit ● 12th Grade – 48 hours to make up assignment for up to 70% credit.
Second Offense	Follow “First Offense” from “intentional attempt” structure above	Follow “First Offense” from “intentional attempt” structure above	Follow “First Offense” from “intentional attempt” structure above
Third Offense	Follow “Second Offense” from “intentional attempt” structure above	Follow “Second Offense” from “intentional attempt” structure above	Follow “Second Offense” from “intentional attempt” structure above

Out-of-School Suspension

If a student commits one of the infractions listed below, the student shall receive an in- or out-of-school suspension. These infractions include:

- Gross disrespect of a fellow student;
- Gross disrespect of faculty or staff;
- Continued disruption of class;
- Social media bullying or fighting that impacts school culture;
- Bullying;
- Gross disrespect of school property;
- Using or possessing over-the-counter medication inappropriately;
- Damaging, destroying, or stealing personal or school property or attempting to do so;
- Committing sexual, racial, or any form of harassment or intimidation;
- Cutting school or class;
- Using abusive, vulgar, or profane language or treatment;
- Making verbal or physical threats, empty or otherwise;
- Fighting, play fighting, pushing, shoving, or unwanted physical contact;
- Setting off false alarms or calling in threats;
- Gambling;
- Departing, without permission, from class, floor, building, or school-sponsored activity;
- Unauthorized use of the building elevator;
- Forgery of any sort, including parental signatures;
- Cheating or plagiarism, or copying of anyone else’s work, or;
- Repeated and fundamental disregard of school policies and procedures.

In addition to the above list, any student earning excessive or repeated after-school detentions (three or more in a week or four in two weeks) may be suspended.

Before the student returns to school, the student, his/her parent or guardian, and the student's homeroom teacher, Assistant Principal, and/or Principal will meet in order to address the student's behavior and plan for improvement, which may include a safety plan depending on the student's behavior.

Expulsion

The Principal may, in some cases, issue the consequence of expulsion, or an out-of-school suspension lasting longer than ten days and up to a year. When a student commits a suspendable infraction that, either because of repetition or severity, significantly disrupts the school's safety or learning environment, the Principal may expel the student. The length of expulsion will be determined by the Principal except for infractions deemed "Zero Tolerance Offenses" by the state, which include:

1. Bringing to school or being in unauthorized possession on school property of a firearm;
2. Commission of aggravated assault upon any teacher, Principal, administrator, any other employee of an LEA, or school resource officer; or,
3. Unlawfully possessing any drug including any controlled substance, controlled substance analogue, or legend drug.

The Principal has the authority to suspend or expel a student who has been convicted of a felony if the Principal determines that the student's continued presence would have a detrimental effect on the general welfare of the school.

If a Principal recommends a student for expulsion, the school will notify the student's parent(s) or guardian(s) of the expulsion recommendation in writing. The parent(s) may accept the Principal's recommendation by taking no action, or may request an expulsion hearing by submitting a written request to the Principal within three days of receiving the expulsion letter.

If the parent requests an expulsion hearing, KIPP Nashville will schedule a hearing with a disciplinary committee comprised of no fewer than three (3) KIPP Nashville Principals, Assistant Principals, and/or other school or regional administrators. While awaiting this expulsion hearing, the student shall be suspended from KIPP Nashville. At the expulsion hearing the student may have representation, along with the opportunity to present evidence and witnesses before the hearing committee.

If the disciplinary committee upholds the expulsion recommendation, the student's parent(s) must contact MNPS Student Services and speak with the disciplinary coordinator who will then determine the student's appropriate placement.

When a student is expelled under the provisions of this section, MNPS shall determine whether, and in what school setting, to provide educational services to said student. Once the student has been expelled by KIPP Nashville, the district's discipline coordinator may request the expulsion letter from the Principal.

In addition to any of the preceding infractions, any breaches of Federal law, Tennessee State law, or laws of Metropolitan Nashville and Davidson County, may be handled in cooperation with the Nashville Police Department and may result in dismissal and/or expulsion.

Students with Disabilities

Nothing in the KACP-HS Code of Conduct, or in the school's Student Commitment to College Completion will be permitted to infringe upon any rights provided pursuant to the Individuals With Disabilities Education Act, Section 504 of the Federal Rehabilitation Act of 1973, or the Americans With Disabilities Act.

Any student who is receiving special education services or has been identified as a student with a disability under the Individuals with Disabilities Act (IDEA) and whose acts are determined by the Principal or Board of Directors to have violated any rules, regulations or laws as alleged, shall be referred to an IEP committee. The IEP committee will be responsible for determining if the student's conduct is a manifestation of his/her disability and whether such conduct warrants a change in placement, amendments to the individual educational plan (IEP) and/or disciplinary actions. If the IEP committee determines that the student's conduct is not a manifestation of the student's disability, the Principal shall determine what, if any, disciplinary actions shall be taken with regard to offenses that the student has been found to have committed. The IEP committee shall also have the authority to consider, recommend and implement any changes in a student's IEP or educational placement. If a student with disabilities has an IEP that includes disciplinary guidelines, that student will be disciplined according to those guidelines as required by IDEA. Students whose IEP does not include specific disciplinary guidelines may be disciplined in accordance with the school's discipline policies and procedures after following the procedures outlined above.

Nothing in these rules shall alter or adversely affect the rights of students with disabilities under applicable federal and state laws.

KIPP Nashville is committed to ensuring that suspension practices do not lead to disproportionate suspensions of students based on race, ethnicity, or children with disabilities. The Dean of Student Support Services and the Dean of Students are responsible for monitoring behavior and suspension data. Behavior data includes classroom paycheck deductions and student resets. They will analyze this behavior and suspension data broken down by subgroups (race, gender, students with disabilities, students receiving EL services) monthly, and if needed increase monitoring meetings to biweekly. There are a number of potential outcomes resulting from these meetings:

- Classroom observations to investigate use of behavior systems
- Feedback to Grade Level Chairs regarding use of the behavior systems
- Teacher PD related to implementation of behavior systems and supports
- Referral to an RTI-B team

1.11 Marketing, Recruitment, and Enrollment (prior to school opening)

In this section:

- (a) Provide as Attachment D the school Enrollment Policy, which should include the following:
 - Tentative dates for the application period and enrollment deadlines and procedures, including an explanation of how the school intends to receive and process application forms (considering the LEA's open enrollment and lottery schedule);
 - Nondiscriminatory admission policies, pursuant to T.C.A. § 49-13-107;
 - Any proposed articulation plans or agreements, pursuant to T.C.A. § 49-13-113;
 - An explanation of the purpose of any pre-admission activities for students or parents; and
 - Policies and procedures for student waitlists, withdrawals, re-enrollment, and transfers.
- (b) Describe how parents and other members of the community will be informed about the school.
- (c) Describe your plan to recruit students in your pre-opening year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.
- (d) Describe how students will be given an equal opportunity to attend the school. Specifically describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.
- (e) What established community organizations would you target for marketing and recruitment? Consider pre-schools, civic groups, camps, summer programs, faith-based institutions, etc.
- (f) Describe what has been done to assess and build parent and community demand for your school and how you will engage parents and community members from the time that the school is approved through opening.
- (g) Provide the following as Attachment E:
 - Any documentation of pledged support from prospective partners; and
 - Letters of support, memoranda of understanding, or contracts that indicate the proposed school is welcomed by the community in which the school intends to locate, is viewed as an attractive educational alternative, and reflects a community's needs and interests.

The KIPP Nashville enrollment policy and enrollment packet are included as Attachment D. The enrollment policy prohibits discrimination on the basis of race, color, religion, national origin, handicap/disability, sexual orientation, ancestry, need for special education services, or sex, including gender identity, gender expression, and appearance. KIPP Nashville's admissions practices will comply with federal, state, and local laws and policies.

KACP-HS will start as a 9th grade-only school, adding one grade per year thereafter until the school reaches full enrollment for 9th grade through 12th grade. KIPP Nashville currently operates one elementary and one middle school in Southeast Nashville. It is KIPP's intent to grow into a five-school cluster in Southeast Nashville, with two elementary schools that feed into two middle schools, and two middle schools that feed into KACP-HS. The enrollment plan for KACP-HS will provide students who have

completed 8th grade at KIPP Nashville middle schools in Southeast Nashville with priority status for available seats at KACP-HS. New students will then be accepted on a space-available basis.

In partnership with Metro Nashville Public Schools, KACP-HS will follow the School Options Office's calendar and guidelines for student outreach and enrollment. To inform parents of this educational option, KACP-HS will widely publicize the nature and mission of the school to the surrounding community. To promote a diverse applicant pool, KACP-HS will post notices in places such as neighborhood bulletin boards and local libraries. KACP-HS will also arrange informational meetings through community leaders at community centers, churches, preschool programs and housing developments, in addition to having a website with enrollment information. KACP-HS will clearly define the school, its mission, and its programs, but it is ultimately up to the parents to decide whether this school will be the best choice for their child(ren).

KACP-HS will implement a systematic, methodical, documented outreach process. Although outreach efforts will be focused primarily in Southeast Nashville metropolitan area, the school will accept applications from across the district, as required by the Tennessee Charter School Law and Metro Nashville Public Schools. KACP-HS will use a combination of local print, social media, as well as grassroots publicity to promote the school. The Board of Directors ensures that admissions policies and procedures comply with the Tennessee Public Charter Schools Law. The following outlines the steps to the recruitment process that will be undertaken by KIPP Nashville on behalf of KACP-HS (and by KACP-HS leadership and the PIC once the school is operational):

- KIPP Nashville website features enrollment information for the new school and KIPP Nashville representatives are available by phone and email to answer questions and provide enrollment information for KACP-HS (immediately upon charter approval);
- KIPP Nashville sends out mailer promoting the school and with a clear enrollment process in all target communities of Southeast Nashville (November);
- Ads run on social media, local newspapers, and on radio stations about the new school and the enrollment process (October-July);
- KIPP Nashville representatives canvass and table in Southeast Nashville neighborhoods to inform families and community members about KACP-HS (July-July);
- Mail acceptance letters and wait list letters to prospective students and all applicants; (March)
- Enrollment On-boarding Meeting for all incoming 9th graders (March);
- Mail newsletter to all waitlisted students (March);
- Mail letter from current KIPPster to all incoming 9th graders (April);
- Personal phone call from KIPP staff member to all waitlisted students (April);
- Mail packet to all new KIPPsters with calendar, uniform, school supplies, and other info (June), and;
- Students on the waitlist are contacted immediately as spaces become available (throughout the summer and school year).

The Board of Directors ensures that admissions policies and procedures comply with the Tennessee Public Charter Schools Law.

Community Engagement

KACP-HS will adopt the same approaches to community involvement that have been successful at other KIPP Nashville schools. Enrollment at current KIPP Nashville schools is not only reflective of the demographics of the communities they serve; it shows that some of the harder to reach and least successful students are enrolling in KIPP schools. This suggests that the strategies currently employed have effectively enabled KIPP Nashville to reach out to the target community and effect positive change for students throughout greater Nashville. Community engagement efforts may include the following:

- Robust non-academic support staffing to ensure frequent access to resources and support for families, which includes but is not limited to a school counselor and KIPP Through College liaison.
- Frequent teacher-parent communication through bi-weekly progress reports (which include academic and behavioral data), quarterly report cards, conferencing available throughout the year at a variety of times and days, cell numbers for staff members provided to all parents, the Parent Involvement Committee (which includes meetings, workshops, and social gatherings), regular KIPP parent activities to encourage informal communication (which includes family-style meals, Zumba, and other activities according to parent interest), and other annual events like orientations and seasonal performances.
- Leadership of the Parent Involvement Committee (PIC) in outreach to prospective families.
- School-led outreach to community agencies, businesses, and non-profit partners.

The partners needed to accomplish the mission of KACP-HS include community organizations and churches in Southeast Nashville. The Executive Director has cultivated strong relationships with neighborhood organizations in Southeast Nashville and has successfully leveraged these relationships on behalf of the students and their families. Through these relationships, KIPP Nashville has cultivated support for KACP schools and established a foundation of support KACP-HS. As the organization deepens its impact in Southeast Nashville with KACP-HS, the Executive Director and other school support center staff will work with the Principal to cultivate relationships with church, business and community leaders in the communities to be served.

See Attachment E for letters from community members who support the addition of new KIPP Nashville schools in Southeast Nashville.

1.12 Community Involvement and Parent Engagement (after school opens)

In this section:

- (a) Describe student recruitment after the school has opened. How will it differ from pre-opening recruitment?
- (b) Outline how the school will engage parents and community members in the life of the school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parent involvement.
- (c) Describe how parents will be informed and educated on all school policies and any commitments or volunteer opportunities the school will seek from, offer to, or require of, parents.
- (d) If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.

In partnership with Metro Nashville Public Schools, KACP-HS will follow the school options calendar as outlined by the School Options Office for recruitment events, timeline, and procedures. Supported by the regional Student Recruitment and Enrollment team, KACP-HS will recruit students all year round for current and future available seats through a variety of ways. By utilizing social media marketing, outreach efforts, community partnerships, and relationships with current students/families, KACP-HS will actively work to recruit eligible students for every available seat.

Parent Involvement

KACP-HS will have a school site Parent Involvement Committee. The PIC will meet regularly throughout the school year. The meetings will address any ongoing business, update parents on what is going on at the school academically and culturally, and provide parents with training and guidance on how to support their students' efforts at home. The PIC will also offer more informal opportunities for families of KIPP students to get together, creating a strong team of support for students outside of the school. Zumba classes, KIPP Through College trainings, and health and wellness seminars are all part of the offerings for families the PIC provides. The PIC will also designate a parent representative members to serve on the Title I planning team and submit formal recommendations for the parent involvement plan component of the Title I school-wide plan.

Frequent communication with parents, in the form of conferences, reports home and phone calls helps keep parents engaged. Parents at KACP-HS will be critical to the success of their students. Staff will receive professional development and coaching on developing and maintaining productive relationships with parents. School staff and the KIPP Nashville KIPP Through College coordinator will work together to provide parents with training and one-on-one support to develop their capacity to engender success in their students and help them climb the mountain to college.

Community Engagement

KACP-HS will adopt the same approaches to community involvement that have been successful at other KIPP Nashville schools. Enrollment at current KIPP Nashville schools is not only reflective of the demographics of the communities they serve; it shows that some of the harder to reach and least successful students are enrolling in KIPP schools. This suggests that the strategies currently employed have effectively enabled KIPP Nashville to reach out to the target community and effect positive change for students throughout greater Nashville. Community engagement efforts may include the following:

- Robust non-academic support staffing to ensure frequent access to resources and support for families, which includes but is not limited to a school counselor and KIPP Through College liaison.

- Frequent teacher-parent communication through bi-weekly progress reports (which include academic and behavioral data), quarterly report cards, conferencing available throughout the year at a variety of times and days, cell numbers for all staff members provided to all parents, the Parent Involvement Committee (which includes meetings, workshops, and social gatherings), regular KIPP parent activities to encourage informal communication (which includes family-style meals, Zumba, and other activities according to parent interest), and other annual events like orientations and seasonal performances.
- Leadership of the Parent Involvement Committee (PIC) in outreach to prospective families.
- School-led outreach to community agencies, businesses, and non-profit partners.

The partners needed to accomplish the mission of KACP-HS include community organizations and churches in Southeast Nashville. The Executive Director has cultivated strong relationships with neighborhood organizations in Southeast Nashville and has successfully leveraged these relationships on behalf of the students and their families. Through these relationships, KIPP Nashville has cultivated support for KACP schools and established a foundation of support KACP-HS. As the organization deepens its impact in Southeast Nashville with KACP-HS, the Executive Director and other school support center staff will work with the Principal to cultivate relationships with church, business and community leaders in the communities to be served.

See Attachment E for letters from community entities that support the addition of new KIPP Nashville schools in Southeast Nashville.

Volunteerism

Parents are strongly encouraged, but not required, to volunteer at the school as a way of getting involved in their student's education. Community members are also strongly encouraged to volunteer. Volunteerism at KACP-HS will be manifest in everything from after-school tutors who attend local universities to parents who assist with office tasks. KIPP Nashville has already formed a productive, positive relationship with a number of the local universities, and these relationships have yielded significant volunteerism from community members. It is anticipated that these relationships will be leveraged for greater volunteer involvement once KACP-HS is open. All volunteer opportunities with non-student related tasks are managed by the Director of Operations; Principal manages volunteerism that matches parents and community volunteers with students. Any volunteer who will work directly with students will complete a background check prior to his/her service.

1.13 Existing Academic Plan

In this section:

- (a) Describe any key academic plan features for the replication school that will differ from the operator's existing schools.
- (b) Explain why you would implement these different features, any new resources they would require, and the rationale for the variation in approach.

The academic plan of KACP-HS will not significantly differ from the academic plan of KIPP Nashville's existing high school. See Section 1.3 for the school's academic plan.

1.14 Performance Management

In this section:

- (a) If different than the original application, describe any mission-specific educational goals and targets that the organization will have. State goals clearly in terms of the measures or assessments you plan to use.
- (b) Explain how the organization will measure and evaluate academic progress of individual schools within your network throughout the school year.
- (c) Describe the organization's approach to academic underperformance for schools that fall short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level.
- (d) Describe the organization's plans to monitor performance of the portfolio as a whole. What actions will you take if the network as a whole fails to meet goals?
- (e) Discuss how the organization assesses its readiness to grow and under what circumstances the organization will delay or modify its growth plan.

Given the college prep focus of the high school, key academic goals are set around the ACT exam, AP exams, and TN state End of Course assessments. KIPP Nashville Collegiate High School's data are the baseline for these goals.

Assessment	Target
ACT	<ul style="list-style-type: none"> ● 80% at 18 or higher ● 75% at 21 or higher ● 40% at 24 or higher
AP Participation	<ul style="list-style-type: none"> ● 90% of students take at least 1 AP exam ● 65% of students take at least 3 AP exams
AP Performance	<ul style="list-style-type: none"> ● 50% of students pass 1 AP exam ● 25% of students pass 3 AP exams (by high school graduation)
End of Course	<ul style="list-style-type: none"> ● Targets for EOC assessments will be set using incoming student data

Academic results are not the only characteristic of a healthy school. Each Principal is also held accountable to the following key metrics:

Metric	Target
Student Daily Attendance	95%
In-Year Student Attrition	5%
October to October Attrition	less than 10%
Enrollment	Meets quarterly enrollment targets
Teacher Retention	80%
Financial Sustainability	Operates within budget with less than 5% variance

The school will also have a chronic absenteeism target set after year one, once baseline data are established.

Progress Monitoring

The assessment section provides a comprehensive overview of the assessments KIPP Nashville gives and the frequency of data review. From a performance management perspective, these goals are reviewed quarterly between the Principal and Chief of Schools through a quarterly step back. Each Principal reports out on progress to these goals and their action plans to maintain or improve outcomes.

Response to Underperformance

School Level

Quarterly, the Chief of Schools and Principal review progress to performance goals. Additionally, Principals receive an end of year review once all relevant data are available. During the year, when a school is not meeting its academic performance goals or other key metric outlined above, the Chief of Schools works with the Principal to identify the root cause of the underperformance. The Principal creates an action plan to address underperformance that is approved by the Chief of Schools. This plan includes performance milestones in order to monitor progress towards goals.

If a school based action plan does not drive change in results, a school may undergo a formal review. During a formal review, a team is assembled to observe at the school, review student work and investigate core artifacts. This team includes the Principal of the school, the Chief of Schools, regional leadership team members, KIPP Nashville Principals, and other content experts depending on the focus of the review. The review generates a new action plan, which includes increased support from the regional school support team.

Classroom Level

Each teacher at KIPP Nashville has a coach manager, frequently an AP at the school. The teacher meets weekly with his/her coach. During these weekly meetings, the teacher and coach review academic data, upcoming lesson plans, and feedback from recent observations. These frequent meetings help teachers know where they stand in terms of their performance.

If a teacher has repeatedly missed academic targets and feedback has been given but not effectively implemented, the teacher may be placed on an action plan. An action plan is a formal support plan that articulates the performance benchmarks the teacher must achieve, the actions that will lead to those outcomes, and what support they will receive to achieve those goals. The plan includes both high accountability and high support. The length of an action plan is anywhere between two and six weeks. If a teacher progresses effectively, the action plan intervention worked and the amount of support will decrease over time. If the teacher does not progress, he/she will have a formal performance improvement plan of three to six weeks to demonstrate growth and improvement.

Student Level

If a student is underperforming and not meeting growth or achievement targets, KIPP Nashville schools follows the RTI² framework. This approach has been thoroughly described in sections 1.3 and 1.7.

Readiness to Grow

The KIPP Nashville Board of Directors regularly assesses the network's readiness to grow. The Board's first step to determining growth-readiness is to review the performance of other schools in the KIPP Nashville portfolio. At each quarterly Board meeting, the Board reviews portfolio progress against academic performance, student enrollment, and student attrition metrics. The second step to determining growth-readiness is to review the team's ability to hire a Principal, secure a building, hire teachers, and recruit students.

At each quarterly Board meeting, the Board reviews both sets of data to monitor the network's readiness to grow. If the Board decides to delay or modify the growth plan, the Executive Director will communicate that decision with the KIPP Nashville team, the authorizer and with parents and community members.

SECTION 2: OPERATIONS PLAN AND CAPACITY

2.1 Governance

- (a) Explain the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups.
- (b) Describe the composition and size of the governing board. Explain how the proposed governance structure and composition will ensure there will be active and effective representation of key stakeholders and will ensure the school will be an educational and operational success.
- (c) Describe how the board will evaluate the success of the school, the School Leader, and its own performance.
- (d) Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time?
- (e) Is the current board the founding board only or will it transition to a governing board upon approval? How will the transition take place? Provide a specific timeline by which the transition will occur.
- (f) Describe the training or orientation new board members will receive. What kinds of ongoing development will existing board members receive? Please note that Tenn. Code Ann. § 49-13-111 (o) requires annual board training, as certified by the Tennessee Charter Schools Association; documentation of this training must be provided to the chartering authority.
- (g) How will this board handle complaints? This process should be clear and follow an appropriate route for resolution of concerns raised by students, parents, and/or stakeholders.
- (h) Explain plans for board member attrition.
- (i) List all current and identified board members and their areas of focus or expertise roles in the following table adding rows as needed.
- (j) Please include the following governance documents as Attachment F:
 - F1. Articles of Incorporation
 - F2. Proof of non-profit and tax exempt status
 - F3. By-laws
 - F4. Code of Ethics
 - F5. Conflict of Interest Policy
 - F6. Board member resumes (including references)
 - F7. Board policies (including frequency of meetings, and policies on open meetings and open records)

The KIPP Nashville Board of Directors founded and successfully governs the seven KIPP schools currently in operation. As a charter board with fifteen years experience in Nashville, the KIPP Nashville Board of Directors will continue to leverage its experience and collective network in its governance of KACP-HS. The members of the KIPP Nashville Board of Directors have demonstrated experience with both local and national business leadership, legal expertise, government leadership, and philanthropic organizations. Additionally, current Board members have acquired extensive experience in working as a team to manage the interests of KIPP Nashville and many participated in the founding of the three KIPP Nashville schools currently in operation. This experience is invaluable as they work together to assist in the establishment of KACP-HS.

The KIPP Nashville Board of Directors is currently composed of fifteen members. KIPP Nashville will appoint at least one parent to serve on the Board.

Per T.C.A. § 49-13-111(o), the Board will receive an annual training, as certified by the Tennessee Charter Schools Association, and will provide documentation of the training to the chartering authority.

The KIPP Nashville Board of Directors, as the sole governing body of all current and future KIPP Nashville sites, will govern and advocate for the region of schools as a whole. The KNSST will manage each individual site within the region of schools, providing leadership, shared services support, and advocacy for each school as a part of their portfolio.

The KIPP Nashville Board of Directors will evaluate the KNSST Executive Director in his management of Principals and school sites. Through a comprehensive annual evaluation, the Board assesses measurable outcomes and goals set forth annually (in alignment with KIPP Nashville’s strategic plan). The Board will provide the Executive Director with the support, resources and coaching necessary to lead the region of schools to success. The Executive Director’s primary goal is to ensure the high quality, strategic growth and operational sustainability of the KIPP Nashville region. Each Principal will report to the Chief of Schools, who evaluates each Principal on their success using similar measurable outcomes for their school site.

In the event of dismissal or resignation from the Board or other vacancies on the Board, prospective Board members may be asked to join the Board and will be selected by a majority vote of the Board. The Board, at its own choosing, may determine whether to reorganize at the time of the seating of the new Board member. All Board terms and policies are outlined in the bylaws, included as Attachment F.

KIPP Nashville Board of Directors

Name	Current Job and Employer	Focus/Expertise
Cynthia Arnholt	Community Leader	Fundraising/Grant Writing
Chris Barbic	Senior Education Fellow, Laura and John Arnold Foundation	Education
Karl F. Dean	Community Leader, Former Mayor of Nashville	Management/Organizational Experience, Education
Elizabeth Dennis	Community Leader	Fundraising/Grant Writing
Jim Flautt (chair)	Senior Vice President, Supply Chain & Program Management, Asurion	Management/Organizational Experience
Camiqueka Fuller (parent)	Office Manager, KIPP Academy Nashville	Education, Parent/Community Involvement
J. Andrew “Drew” Goddard	Practice Leader, Environmental Practice Group, Bass, Berry & Sims	Legal Expertise/Attorney
Beth Harwell	Community Leader, Former Speaker of the Tennessee House of Representatives	Management/Organizational Experience, Community Service/Outreach
Rick Martin	Senior Director, Compassion Forward Asurion	Management/Organizational Experience

Jeff McGruder	Senior Vice President, Pinnacle Financial Partners	Finance, Parent/Community Involvement
William Seibels	Community Volunteer	Finance
Will Ed Settle	Principal and Co-Manager of the Teleion Fund I, LP, Woodmont Investment Counsel	Management/Organizational Experience
McArthur VanOsdale	President & CEO, myNEXUS	Management/Organizational Experience
Rob Wilson	Diversity & Inclusion Leader	Personnel/Human Capital
Tom Wylly	Senior Partner	Brentwood Capital Advisors

Complaint Process

KIPP Nashville is committed to maintaining a strong partnership and ongoing dialogue between all stakeholders; its teachers, staff, students, and their families. Should any stakeholder have a concern about a school policy, academic grade, discipline decision, or anything else, KIPP Nashville welcomes their input and encourages them to contact the appropriate staff member at the school.

KIPP Nashville has two processes in place to hear and, where possible, resolve stakeholder complaints in a timely manner. Informal complaints are complaints that do not concern the alleged violation of law or the charter (e.g., a concern about an academic grade or the school’s cell phone policy). An individual who (or group that) has an informal complaint against a school policy or member of the school community is encouraged to contact the appropriate staff member at the school by telephone. All staff members are committed to responding promptly to informal complaints, either in person, by telephone, or in writing. If an informal complaint is not responded to and resolved promptly or satisfactorily, the group or individual should contact the Principal to discuss the matter; the Principal shall respond in person, by telephone, or in writing.

A formal complaint is a complaint that concerns an alleged violation of law and/or charter. An individual who has a formal complaint against a school policy or a member of the school community may follow the steps below. As a matter of policy and practice, the Executive Director, MNPS School Board, Charter Authorizers, and State Board of Education will not intervene in concerns which do not allege a specific violation of law and/or charter. The steps below outline the formal complaint process.

Step 1 – Contact staff member involved: If a parent has an issue or concern, the first step toward resolving the issue will be to contact the staff member involved by phone or email. The parent should call the school’s front desk to obtain phone and email contact information. The staff member and the parent will then set up a meeting to discuss the issue either on the phone or in-person and work to reach a resolution that satisfies both parties.

Step 2 – Written complaint sent to Principal: If the issue is not resolved satisfactorily, the parent’s next step is to submit a written complaint to the Principal. Note that even if the issue is a problem with the Principal directly, the parent should go through this step. It is important to have clear documentation of all steps. The parent may pick up a complaint form at the school’s front desk and may also fax, email, mail, or hand-deliver (to the school’s front desk) the complaint. The Principal will reply within 3 business days, at least acknowledging the complaint has been received, and the Principal may take up to 10 business days to investigate and reach a decision. The Principal will send a written decision to the parent within 10 business days of the school receiving the complaint letter.

Step 3 – Written complaint sent to Principal’s manager: If the parent is unsatisfied with the Principal’s decision, the parent may submit the complaint to the KIPP Nashville Chief of Schools (COS). The parent can fax, email, mail, or hand-deliver (to the school’s front desk) the letter. To get the email address or

mailing address for the Chief of Schools, the parent can contact the front desk of the school. The COS will reply within 3 business days and may take up to 10 business days to investigate and reach a decision. The COS will send a written decision to the parent within 10 business days of receiving the letter or form. (Please note that the COS will not respond to complaints that have not gone through steps 1-2.)

Step 4 – Written complaint sent to the Executive Director: If the parent is unsatisfied with the COS’s decision, the parent may submit the complaint to the KIPP Nashville Executive Director (ED). The parent can fax, email, mail, or hand-deliver (to the school’s front desk) the letter. To get the email address or mailing address for the ED, the parent can contact the front desk of the school. The ED will reply within 3 business days and may take up to 10 business days to investigate and reach a decision. The ED will send a written decision to the parent within 10 business days of receiving the letter or form. (Please note that the ED will not respond to complaints that have not gone through steps 1-3.)

Step 5 – Written complaint to the KIPP Nashville Board: If the parent is unsatisfied with the ED’s decision, the parent may write a letter to the school’s Board of Directors. The parent can fax, email, mail, or hand-deliver (to the school’s front desk) the letter. The ED will reply within 3 business days on behalf of the Board of Directors, and may take up to 10 business days to investigate and reach a decision. The Board or its designee will send a written decision to the parent within 10 business days of receiving the letter or form. (Please note that the Board will not respond to complaints that have not gone through steps 1-4.)

2.2 Start-Up Plan

In this section:

- (a) Provide a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals).
- (b) Describe what you anticipate will be the challenges of starting a new school and how you expect to address these challenges. This plan should align with the Start-Up (Year 0) Budget in the Budget Workbook.

Start-Up Plan

KIPP Nashville has successfully opened seven schools since its original school in 2005 and has built significant institutional knowledge, tools, and leadership aimed at ensuring strong starts for all schools each year. This includes a “Strong Start Guide” which is a tool managed by the COO to ensure all key benchmarks are hit during founding and startup. The operational focus areas of strong start plan include:

- School Opening Readiness
 - Communication
 - Enrollment
 - Facilities
 - Food
 - Rostering
 - Staffing
 - Textbooks, Tech, and Supplies
 - Transportation

Planning for a new school opening can start almost two years prior to launch.

12-24 Months Prior to Launch

- At this early stage, the focus is on leadership development and selection in order to identify a Principal. KIPP Nashville recently launched a Principals in Residence program, which is a 1-3 year program with the goal of developing the next generation of KIPP Nashville Principals to found and succeed in school. KNSST will additionally begin identifying strong leadership team members and teachers including Assistant Principals, special education directors and lead teachers.
- During this phase, KNSST concentrates heavily on identifying a facility solution from where to launch the new school as well as how to support the growth of the school. KIPP Nashville has a history of utilizing a diverse set of real estate solutions including renting, incubating for a single year, and new construction.
- KIPP Nashville will begin engaging with the community early with a focus of meeting neighbors, families, and listening to the ambitions, wishes and concerns. KNSST, led by the community engagement team, will spend time communicating the school’s mission and how families can apply.
- Because the majority of activities occurring in the 12-24 months prior to the opening phase will utilize current KIPP employees, most costs are already being captured within the organization’s budget.

6-12 Months Prior to Launch

- KIPP Nashville will hire and onboard a Principal and will maintain the option to hire a Director of Operations approximately 12 months prior to opening. The Principal’s focus will be on preparing for launch, deeply internalizing the KIPP instructional model, and meeting families and understanding the community. If hired, the Director of Operations will be the owner of all things

operations and finance at the school. He or she will begin the procurement process for all furniture, curriculum, technology and other capital expenditures. The Director of Operations will additionally engage with families regarding the application process.

- At this point, any facility project will be well underway with a target completion of two months prior to the first day of school.
- Teacher recruitment will formally begin in October of the year prior to opening.
- Additional early activities during the “Year Zero” planning phase will be supported through federal Charter School Program funding which is managed through the KIPP Foundation and the KIPP Nashville finance team. Additional fundraising may be utilized to support early hires and other pre-opening expenses.

0-6 Months Prior to Launch

- Final teacher and staffing hiring will occur.
- Complete building construction and renovation.
- Final student outreach, lottery, and enrollment will be conducted.
- Host family orientations.
- Manage all procurement including curriculum, technology and furniture.
- Set up building.
- Principal will begin welcoming staff and providing staff professional development in early-July.

Key Challenges

Opening a new school is challenging, but KIPP Nashville has been preparing for growth for many years and has built up operational and academic strengths to address these. Top challenges will include leadership selection, facility planning, student outreach, maintaining a high academic bar for all new schools, and maintaining a strong culture of high expectations for all.

- Regarding talent and leaders (as described previously), KIPP Nashville invests heavily in Principal development as well as teacher and leader recruitment. KIPP has developed a strong bench of future leaders who are preparing to lead, and a new school will provide that opportunity. KIPP will additionally expand current recruitment efforts through new staff, partnerships with KIPP and other organizations, and a stronger focus on recruiting by senior staff. Key activities will include:
 - Administration of quarterly surveys to all staff (at each school and the KNSST) to maintain a highly-competitive and supportive work environment;
 - Expansion of the performance management process to ensure all staff have very clear performance and development goals, and a dedicated coach providing support and guidance to meet those goals;
 - Development of regional professional development strands to support new and experienced teachers and to align and strengthen instructional leaders across our campuses, and;
 - Clear definition on all career tracks for all functions and competencies.
- Regarding the facility planning, KIPP Nashville has learned a lot and developed strong competence in the last three years. KNSST managed three summer renovations at the Ewing Park facility, executed a one-year incubation lease with a peer organization in order to launch KIPP Antioch College Prep Elementary School, and successfully built a 48K square foot building on time and on budget. That said, KIPP Nashville is keenly aware of both financial and timeline risks of real estate. For that reason, in January of the year prior to opening, KIPP Nashville will convene a KIPP real estate committee meeting with the sole focus on identifying formally evaluating the current trajectory as well as lining up back up plans if necessary.

- Regarding student outreach, KIPP Nashville has learned that work of engaging the community and families must start early. Since launching its last new school, the KNSST has hired a three-person regional community engagement and student outreach team, who will be on the ground engaging with families two years prior to opening. Additionally, they will utilize current KIPP Nashville schools as home-bases for school tours where families can learn more about KIPP's educational programs. KNSST will also connect with the many families on current KIPP schools' waitlists regarding the new opportunity.

- Regarding academic performance, poorly managed growth can dilute the support and expertise in place that ensure student outcomes continue to meet and exceed goals. In order to mitigate this risk, KIPP Nashville has put the following strategies in place:
 - A proven staffing model and schedule that affords the flexibility and capacity to meet student needs;
 - Significant capacity to gather, analyze, and track data to drive decision-making at the school;
 - Robust academic expertise and experience at the KNSST to provide differentiated support to each school as needed;
 - Clearly defined decision rights and accountability across all levels of the organization;
 - Rigorous annual goals with targets that are internalized by all staff members and easily measured by the assessments in place;
 - Robust data analytics and management platform (and dedicated experts to oversee these tools) to ensure data is available and usable across all levels of the organization to drive student level decision making;
 - Professional development and coaching that is informed by the experiences of the other schools, and;
 - Practice-proven curriculum, instructional approaches, and assessments.

- Regarding preserving the KIPP culture, there is a risk of complacency if we lose sight of our values, mission and vision. The following actions will mitigate this risk:
 - Develop a consistent One KIPP Nashville culture across all KIPP Nashville schools through an alignment of expectations and shared professional development;
 - Outline a clear set of values that drive everyday actions and behaviors across the region and schedule robust training and practice for all stakeholders on the vision and practices;
 - Collect and display key artifacts that highlight the story of KIPP Nashville and its core mission and vision;
 - Develop school traditions that build on the culture and the values, and;
 - Replicate the strong communication channels between the school, its stakeholders, and the region to ensure constant collaboration and innovation.

As other risks are identified, KIPP Nashville will develop mitigation plans to ensure the quality of the school model and viability of the mission and vision are not compromised.

2.3 Facilities

In this section:

- (a) Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.
- (b) Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, and other spaces.
- (c) Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.
- (d) Describe the process for identifying and securing a facility, including any brokers or real estate consultants you are employing to assist in finding a facility.
- (e) Describe the plan for compliance with all Americans with Disabilities Act (ADA) requirements, all applicable city planning review procedures and all health and safety requirements per T.C.A. § 49-13-107. Include associated costs in budget details.
- (f) Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation.
- (g) Broadly describe a contingency plan, should your facility fall through.
- (h) List any properties you may have already identified as suitable to meet the school facility needs.

Facility Needs

KIPP Nashville will launch with one 9th grade class and scale by one grade per year, ultimately with two full-size middle schools feeding into the high school. The core classroom need of 10-12 classrooms per grade in order to facilitate a strong departmentalized high school program that preserves teacher planning time. The school will additionally require one gym and additional classrooms to accommodate enrichment (e.g., art and music). KIPP Nashville has generally utilized classrooms approximately 700-800 square feet and constructs spaces with built-in storage and, where appropriate, soundproofing and plumbing. The gym and/or cafeteria function as the core common areas for assembly, family events, games and performances. The overall building square footage could exceed 100,000 square feet, and depending on the site, KNSST would seek to build in phases in order to align costs with enrollment growth. Other amenities will include bathrooms, a teacher workroom, main office, and conference rooms, as well as exceptional education, EL, and counseling spaces with a focus on maximizing natural light, and branding that support KIPP Nashville's college-going mission. The KNSST is currently working with a broker to evaluate potential spaces which include currently constructed renovations and ground-up construction. The estimated ground-up construction cost will be \$265-\$300 per square foot based on the construction of KIPP Antioch College Prep Elementary School. For renovation, KNSST anticipates high acquisition costs with marginally lower construction costs.

Core program needs include a high school competitive gym, competitive field spaces, full-size cafeteria and kitchen, enrichment spaces for art, music and choir, multiple smaller offices and meeting spaces, a larger teacher work rooms with copiers, and a large storage room.

Facility Acquisition

KIPP Nashville has developed a strong capacity for executing against real estate projects. KNSST has undergone an RFP process to select developers, architects, and general contractors and has now built a

strong team. Additionally, KIPP Nashville has two full-time employees dedicated to facility planning, selection and financing: the Director of Regional Operations and the Chief Financial Officer.

KIPP Nashville has utilized a broker through C.A. Howell and Company, and no current contracts are associated with the construction of this school. Upon approval of this application, KNSST would immediately begin an RFP process for a developer and architect upon identification of a site.

ADA Compliance

All KIPP Nashville buildings are currently ADA compliant and KIPP Nashville will plan all future facilities to be ADA compliant. The primary responsibility for ADA compliance planning will sit with the architect, and KNSST will work with the ADA inspector to both ensure plans and the actual building are up to code.

Timeline

KIPP Nashville believes that the proper timeline for facilities property acquisition, design, construction, and receipt of all final permits is two years. That said, KIPP Nashville executed all of these deliverables for KIPP Antioch College Prep Elementary School in 15 months with completion in July 2019.

Contingency Plans

Contingency plans include identifying smaller spaces whereby KIPP Nashville would be able to incubate for one year to allow more time for the construction of a long-term building. This is a practice KIPP Nashville successfully executed in the launch of KIPP Antioch College Prep Elementary School. Potential spaces could include current schools, mall spaces, and box stores. KNSST will budget for leasehold improvements as needed.

KNSST is currently working to identify potential spaces to meet KACP-HS's facility needs.

2.4 Personnel/Human Capital

In this section:

- (a) Describe the school's proposed leadership structure. Include a copy of the school's organizational chart at Year 1 and at full capacity and highlight the areas of this structure that relate directly to the school's vision and mission as Attachment G. The organizational chart should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school.
- (b) If identified, describe the capacity of school leadership in terms of skills, experience, and available time to identify and respond to the needs of the staff and students. Provide resumes for school leadership and previous student achievement data for the individuals responsible for academic programming (if available) as Attachment H.
- (c) Give a thorough description of the process for hiring the school administrator. Explain how the School Leader will be supported, developed, and explain the state-approved evaluation model used for the school administrator, pursuant to State Board Policy 5.201.
- (d) Describe your strategy, plans, and timeline for recruiting and hiring additional key staff, including, but not limited to, operational staff, administrators, and teachers. Explain other key selection criteria and any special considerations relevant to your school design.
- (e) Explain how teachers will be supported and developed. Describe the policies and procedures for evaluating staff, providing feedback, and celebrating excellence.
- (f) Indicate the state-approved evaluation model used for teachers, pursuant to State Board Policy 5.201.
- (g) Describe how the proposed school intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes.
- (h) Define and elaborate on the procedures for hiring and dismissing school personnel, including conducting criminal background checks.
- (i) Outline the proposed salary ranges and employment benefits, as well as any incentive or reward structures that may be a part of the compensation system. Explain the school's proposed strategy for retaining high-performing teachers.
- (j) Explain the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts.
- (k) Include a copy of the school's employee manual and personnel policies as Attachment I.

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

Leadership Structure

KSNCP-MS's leadership structure will include the following positions:

- **Principal:** The primary leader of the school. KIPP Nashville Principals are the primary instructional leaders of their schools and should spend a significant portion of their time developing Assistant Principals as excellent instructional coaches. The Principal is also the primary talent leader in their building and focuses on developing leadership team members as managers and overseeing the performance management cycle at their school.
- **Director of Operations:** The Director of Operations (DOO) is the operational leader of their building. They manage the office manager and other Operations staff and oversee day-to-day

operations at their campus. The DOO sets and manages the school's budget and is the school's point person for procurement, transportation, scheduling and student outreach.

- **Assistant Principal:** The Assistant Principal is primarily tasked with developing teachers to deliver high-quality instruction. At scale, Assistant Principals tend to specialize their coaching load by subject or grade level.
- **Dean of Students/Culture:** The Dean of Students or Dean of Culture is primarily responsible for fostering a school climate that maximizes student learning. They do this by overseeing student culture as well as family engagement.
- **Dean of Student Support Services:** The Dean of Student Support Services ensures that all students have equitable access to a high-quality education and any needed supports within their KIPP Nashville school. They oversee services for Special Education students and English Learners, as well as the school's counseling program.

All leadership team members report to the Principal of their school and also receive support and centralized professional development from organization-wide points of contact. The Principal reports directly to a member of the KNSST, either the Chief of Schools or Head of Schools.

Attachment G includes the school's organizational charts for Year 1 and at full capacity.

Prospective Principal

While the leader for any forthcoming school has not yet been named, KIPP Nashville anticipates that this person will be hired from within the existing leadership pipeline. One hundred percent of KIPP Nashville's Principals have held leadership positions within KIPP Nashville or another KIPP region prior to assuming a principalship with us. For consideration, Attachment H includes the resume of KIPP Nashville's most recent founding Principal at the point of hire to provide an example of the caliber of candidate the KNSST seeks to select.

Principal Selection

KIPP Nashville has developed a Principal in Residence program to identify Principal-ready leaders and develop to assume the role as a founding or successor Principal at a KIPP Nashville school. The selection process for a Principal in Residence (PIR) mirrors the research-based and nationally renowned Fisher Fellowship¹², on which the Principal in Residence program is based.

The steps in the selection process include:

- **Application:** Applicants submit a resume and a letter of intent. Internal applicants also submit a video of a coaching meeting they have led with a teacher to demonstrate their instructional leadership and people management.
- **Phone Interview:** After reviewing an application, selected candidates will be invited to participate in a 30 – 45-minute phone interview with a Talent Team representative. A phone interview guide is used, modeled from the Fisher Fellowship selection materials, to ensure consistency.
- **Performance Task:** Following a phone interview, candidates are asked to submit student achievement data as well as a coaching video, if one has not already been provided. If the candidate is external, they may also participate in follow up phone call(s) with executive team

¹² *School Leadership Fellowships*. KIPP Foundation. www.kipp.org/careers/professional-development/school-leadership-fellowships. Accessed 15 January 2020.

members and existing KIPP Nashville Principals.

- **Recommendation Letters and Reference Checks:** Three references complete a recommendation form on the candidate's behalf prior to a final interview. Additional reference checks maybe conducted preceding or following a final interview.
- **Final Selection Event:** Candidates invited to a Final Selection Event will be interviewed by a committee of leaders from across the KIPP network, including all KIPP Nashville executive team members and a KIPP parent/alum. This is an in-person, 1-2 day event that focuses on instructional leadership, cultural leadership and self-awareness.

Throughout the selection process, candidates are evaluated against the following tools, both of which are included in Attachment H:

- KIPP Foundation Leadership Competency Model
- KIPP Foundation "Leading for Learning" Traits of Effective School Leaders

All selectors participate in several hours of response norming and anti-bias training prior to participation.

Once a PIR is selected, they engage in a six- to 18-month residency at a KIPP Nashville school, where they serve as a member of the school's leadership team and are given "at-bats" at key Principal moves. The PIR is supported directly by the mentor Principal at their school site, as well as a regional Head of Schools who manages PIRs and provides cohort-based programming throughout the year.

When an appropriate principalship becomes available, PIRs are evaluated for readiness and undergo an abbreviated in-person interview with executive team members. Six months prior to assuming their Principal position, PIRs reduce their responsibilities at their current school to focus on readiness of their upcoming school (whether that is the school they are currently placed at or a different site). This work includes hiring of new personnel, driving retention with any existing personnel, student recruitment and instructional planning.

Leader Development and Evaluation

In 2019-20, adopted Tennessee's TEAM leader evaluation system. The Executive Director, Chief of Schools, and any future Heads of Schools are trained in this evaluation system and are responsible for evaluating Principals and Assistant Principals. The administrator evaluation combines self-reflection, observation, input of school staff, and student data to rate the overall effectiveness of administrators. KIPP Nashville uses the following allocation to determine administrator effectiveness:

- 50% Observation
- 35% Individual Student Growth
- 15% Student Achievement

The Chief of Schools observes schools weekly and is consistently collecting data aligned to the TEAM rubric. These observations are the foundation of evidence for evaluating Principals.

KIPP Nashville uses The New Teacher Project (TNTP) Insights survey to provide insights into staff satisfaction. The KIPP Foundation administers this survey for all KIPP schools; there are currently 242 schools across the country. The KIPP Foundation provides individual data on targeted questions, which creates an index score and then uses the index score to provide a percentile ranking for each school.

Additional Key Staff

The two key prongs of KIPP Nashville's recruitment strategy are to leverage internal networks and source external prospects that are likely to have the highest impact on student achievement. In leveraging existing networks, KIPP focuses heavily on referrals from existing staff as they have a track record of success within the organization. KIPP meets annually with new hires and key stakeholders in the organization to generate referrals and identify potential networks they may help us leverage. KIPP also provide financial incentives in the form of referral and hiring bonuses. Collectively, referrals account for approximately 40% of new hires annually. In addition to internal referrals, the KNSST Talent Team reaches out to large pools of potential candidates each year. These efforts are focused on identifying prospects who have increased likelihood of success at KIPP Nashville. Recruiters analyze student achievement data state-wide to identify teachers who have fostered significant student growth, as well as teachers currently working in similar school environments. Recruitment efforts place a particular focus on prospects that mirror the racial and linguistic diversity of the school's students, as research shows that student achievement increases when taught by a teacher who shares their identify. Early in each recruitment season, Recruiters also spend time identifying pools of candidates in hard-to-staff areas such as Special Education and administrative positions.

KIPP Nashville's hiring timeline is outlined in the chart below:

Date	Benchmark
9/15	Positions for the following school year are posted publicly
10/1	All new hires have participated in a referral-generating meeting with a KIPP Nashville Talent Team member
1/1	30% of growth positions are filled
4/1	65% of known vacancies are filled
6/15	100% of known vacancies are filled

During the selection process, KIPP Nashville seeks evidence related to key competencies associated with success at KIPP Nashville. These competencies are as follows:

- **(for teachers) Instructional effectiveness:** Demonstrated through a teaching video and in-person sample lesson, as well as supporting student achievement data
- **Connection to the work:** Does the candidate have a strong rationale for why they want to work at KIPP Nashville?
- **Personal responsibility:** Does the candidate have a strong sense of personal responsibility when approaching a challenge or opportunity?
- **Coachability:** Does the candidate demonstrate a receptivity to feedback and an ability to incorporate it into their practice?

Teacher Support and Development

All teachers are provided with consistent and targeted development on an annual cycle. A key feature of KIPP Nashville's development is three weeks of professional development prior to the start of the school year, where teachers receive content-specific training from KIPP Nashville Academic Team members as well as school leadership. New to KIPP Nashville teachers also receive several days of training on

instructional practice facilitated by Relay Graduate School of Education. During the year, all teachers are assigned a dedicated coach who helps them set student achievement and professional goals at the beginning of each year. These goals are documented and shared with KIPP Nashville leadership to ensure follow-through. Following this onboarding, all teachers have consistent (weekly or biweekly) check-ins with their coach, alongside regular classroom observations, to track progress towards goals and discuss opportunities for improvement. Depending on the needs of the teacher, coaching supports could include modeling from the coach, practice sessions, or reviewing video of their instruction with their coach.

KIPP Nashville believes in the power of team and that every staff member is working towards a common goal, putting KIPPsters on the path to and through college. That said, there are some teachers who stand out in driving results and these teachers are recognized in a variety of ways. First, KIPP Nashville uses two network wide newsletters to shout out teacher practice. Any teacher who achieves TVAAS level 5 growth is named and celebrated in the regional newsletter, the KIPP Chronicles. This newsletter goes to all KIPP Nashville staff and key external stakeholders. Additionally, KIPP Nashville publishes a monthly Academics in Action Newsletter that goes to every KIPP Nashville, which highlights best teaching practices through video and photos of KIPP Nashville’s best teachers. Finally, staff members who excel in their work have the opportunity to pursue additional, stipended leadership opportunities such as supporting curriculum creation, leading professional development or instructional coaching. These contributions to the overall team, highlight and celebrate the excellence of these staff members.

Teacher Evaluation

KIPP Nashville’s teacher evaluation system combines observation data and student growth and achievement data to determine a teacher’s overall effectiveness. It uses the following allocation to determine a teacher’s level of effectiveness:

Teachers of Tested Subjects	50% Observation 35% Individual Student Growth 15% Student Achievement
Teachers of Non-tested Subjects	70% Observation 15% Individual Student Growth 15% Student Achievement

In the summer of 2019, the Tennessee State Department of Education approved KIPP Nashville’s teacher observation model.

Observation Tool

KIPP Nashville uses the KIPP Nashville Instructional Excellence Rubric (IER) to evaluate teacher effectiveness. KIPP Nashville created this observation tool during the 2013-14 school year and first used it to evaluate teacher effectiveness in 2014-15. The KIPP Nashville team, which included the Chief Academic Officer and Principals, researched the following teacher observation rubrics and frameworks to develop KIPP Nashville’s tool:

- The KIPP Framework for Excellent Teaching (KFET): The KIPP Foundation developed this framework in 2011 as a guiding document for all KIPP regions to define excellent teaching. This tool is not a rubric, but helped to define teaching excellence.
- The Danielson Rubric: Multiple districts across the country use this rubric to define effective instruction and to evaluate teacher performance. In 2009, the Gates Foundation used the Danielson Rubric to evaluate over 23,000 lessons to determine value added measures of student

learning.

- Achievement First's Essentials of Great Instruction Rubric: Achievement First is another charter management organization that operates high performing schools in New York, Connecticut, and Rhode Island. They have used their essentials of great instruction rubric to define teaching excellence and evaluate teachers since 2011.
- Additional resources consulted:
 - Saphier, Jon, et al. *The Skillful Teacher: Building Your Teaching Skills*. Research for Better Teaching, Inc., 2008.
 - Marshall, Kim. *Rethinking Teacher Supervision and Evaluation*. John Wiley & Sons, 2013.
 - Teacher evaluation systems at Yes! Prep and MATCH Teacher Residency, which are CMOs in Texas and Massachusetts, respectively.

The KIPP Nashville IER contains four domains related to instructional execution: Culture of Rigor, Driving Student Mastery Through Data, Classroom Culture: Establishing Culture, and Classroom Culture: High Expectations. Additionally, there are planning and professionalism domains. KIPP Nashville also has a version of the rubric to evaluate special education teachers. This version includes an additional planning domain, differentiation.

Observation Model

Each year, all teachers, regardless of certification type, receive two formal reviews with their manager (i.e. either the Principal or an Assistant Principal.) The first semester review occurs in October and the second semester review occurs in February. The manager provides a rating on all domains for the rubric at these formal reviews.

At KIPP Nashville, managers observe teachers frequently, conducting both short (10 minutes or less) and long observations (30 minutes). They observe teachers approximately three times per month, thus a teacher would have a minimum of six observations to inform each of their reviews.

Teachers and managers meet weekly to discuss observation feedback, look at student work, and/or plan upcoming lessons. These weekly coaching meetings ensure observers have sufficient context to evaluate classroom instruction. There is not a formal pre-conference structure to announced observations, because of this ongoing teacher-manager relationship.

Formal Review Meetings

In preparation for the October and February formal reviews, managers ask teachers to reflect on their overall performance related to each of the domains on the IER. Teachers self-identify their strengths and areas of growth, and send this to the manager prior to the formal review. During the review, the manager provides scores for all domains on the rubric, but differentiates the focus of the conversation based on the needs of the teacher. For example, a first year teacher would receive scores on all domains, but the conversation would focus on the high expectations section of the rubric as the teacher may still be mastering the basics of classroom management. Conversely, a review of a veteran with excellent management and strong content knowledge might focus on the data-driven instruction or culture of rigor sections of the rubric, which are more advanced teacher skills.

Certified Observers

KIPP Nashville Principals and Assistant Principals serve as certified observers in the evaluation system. New and returning Principals and Assistant Principals participate in a one-day training in July on the IER. During this training, participants watch and score classroom video using the rubric. After these practice rounds, the participants watch one more lesson video and score it using the IER. KIPP Nashville leaders

review these scores, and certify the participant. If the leaders do not certify a participant, they will provide feedback to the participant. The participant will then have the opportunity to review another video or evaluate an in-person classroom observation with a KIPP Nashville leader in August.

During the school year, there are three follow-up professional development sessions for Assistant Principals. In the fall, Assistant Principals complete two half-day trainings on evaluating instruction on the IER after conducting a 20-minute classroom observation. These two half day trainings occur a month before the October review, and are a refresher for both new and returning Assistant Principals. The Chief of Schools facilitates this training through instructional rounds. In January, Assistant Principals complete another half-day training on leading performance evaluations conversations with teachers.

Educator Feedback

KIPP Nashville seeks educator feedback about its evaluation system twice per year via The New Teacher Project Insights survey. Teachers respond to the following statements on a five point scale of strongly agree to strongly disagree:

- The expectations for effective teaching are clearly defined at my school.
- At my school, evaluation ratings are accurate reflections of teacher effectiveness.
- I know the criteria that will be used to evaluate my performance as a teacher.
- I agree with the criteria used to evaluate my performance as a teacher.
- The teacher evaluation process helps me identify my strengths and weaknesses.
- The person who evaluates my performance has an accurate perception of my classroom practice.
- The person who evaluates my performance knows how much growth and progress my students have made this year.

KIPP Nashville uses the data from these surveys to revise training and provide coaching to administrators on implementing the teacher observation tool.

Managing Unsatisfactory Performance

All KIPP Nashville staff members receive ongoing feedback and evaluation on an annual cycle. This includes annual goal-setting, regular check ins (weekly or biweekly) and formal evaluation benchmarks to assess progress towards goals. If any staff member is not showing adequate progress, that staff member would first be placed on an action plan that outlines concrete improvement goals and management support they are provided to reach these goals. If progress has not been made at the conclusion of the action plan, the staff member is then placed on a performance improvement plan, where they are expected to meet key outcomes in order to retain employment. Should the staff member not make satisfactory improvement against this plan, they are eligible to be dismissed either immediately or at the conclusion of the school year dependent on student impact.

The performance management process provides ample time to plan for needed support should a personnel change occur. Schools hire 1 additional floating “support teacher” per school with the intention of providing continuity for any short or long-term vacancies that may arise during the school year. This ensures that students receive immediate support from a staff member who knows the school well. Depending on the position, the KNSST Talent Team will work to backfill positions that require specific certifications or skill sets not met by the support teacher. Through leadership development programs (Principals in Residence and Directors of Operations in Residence), KIPP Nashville has region-wide capacity and built-in leadership pipeline for changes in leadership personnel.

Hiring and Background Checks

When undergoing the hiring process, Talent Team members vet staff for key competencies as well as base requirements for the position. These requirements include verification of experience through reference checks and verification of appropriate and current teaching certification. All personnel undergo

a criminal background check through the Tennessee Bureau of Investigation (TBI) prior to beginning employment. The Talent Team reviews all background checks for clearance and provides verification to the authorizer. In accordance with state policies, existing personnel must have record of TBI background clearance within the past five years.

Personnel Dismissal

Personnel are dismissed under two circumstances:

1. A staff member who is underperforming may be dismissed during or at the conclusion of a school year following ongoing documentation of behavior provided to staff member and, as appropriate, a dedicated support plan.
2. In rare circumstances, a staff member may take an action that we deem a fireable offense as it jeopardizes the safety of students in their care. In these cases, a staff member may be terminated immediately following the incident in question.

In all cases of termination, staff receive clear communication of this determination as well as details for payroll, benefits continuation and any offboarding requirements. KIPP Nashville follows all mandated reporting protocol when relevant.

Compensation and Incentives

Our instructional and administrative salaries are determined based on a salary scale that acknowledges years of experience and, for instructional staff, advanced degrees. This scale is set in order to be competitive against local districts and charter competitors to attract and retain top talent. Staff members receive annual increases and the scale is evaluated and adjusted on an annual basis for competitive advantage. The salary scale is consistent across all KIPP Nashville schools and would be applied to any forthcoming school openings. Eligible staff members may elect to enroll in robust benefits offerings, which include medical, dental, and vision coverage and varied plan options. Rates are assessed annually to ensure costs are competitive with local school districts.

Additionally, KIPP Nashville offers the following benefits and incentives to retain high-performing teachers:

- 10 weeks of parental leave at 100% pay for the primary parent after 1 year of employment
- 2 weeks of parental leave at 100% pay for the secondary parent after 1 year of employment
- Increased PTO accrual based on year of service, increasing at the 3 and 5 year mark
- Paid stipends for experienced teachers to engage in teacher leadership opportunities, such as grade level chair, peer coaching/management, teacher fellow coaching or regional curriculum work
- An annual award ceremony celebrating teachers completing 5 years with KIPP Nashville
- An annual interest inventory for staff members to share long term career interests, followed by conversation and development planning with their Principal and/or relevant regional staff member

At-Will Employment

All KIPP Nashville employees are at-will. This relationship is defined in offer letters, which are not for a specified period of time. Eligible staff receive compensation statements outlining their compensation for the following school year and are asked to sign these letters as an acknowledgement of receipt and an intention to accept a position for the following school year. If a staff member declines to accept the position offered for the following school year, they are able to submit a notice of resignation effective at the end of the school year. Eleven-month salaried employees who complete the school year receive their annualized salary through June 30 of that year.

Employee Manual

KIPP Nashville's employee manual and personnel policies are included as Attachment I.

Staffing Chart

Position	Start-up	Year 1	Year 2	Year 3	Year 4	Year 5
Principal	1	1	1	1	1	1
Assistant Principals	0	1	2	2	3	4
Dean of College Counseling	0	0	0	1	2	2
Dean of Students	0	1	1	1	2	2
Dean of Student Support Services	0	1	1	1	2	2
School Counselor	0	1	1	1	2	2
Behavior Support Specialist	0	0	0	1	2	2
Director of Operations	0	1	1	2	2	2
Operations Coordinator	0	0	1	1	1	1
Office Manager	0	1	1	1	1	1
Classroom Teachers	0	9	16	32	52	64
Special Education Teachers	0	1	2	3	5	7
Enrichment Teachers	0	1	2	3	4	5
Totals	1	18	29	50	79	95

2.5 Professional Development

In this section:

- (a) Describe the expected number of days and hours for professional development throughout the school year and explain how the school's calendar, daily schedule, and staffing structure support this plan. Include time scheduled for collaborative planning and how such time will typically be used.
- (b) Identify the person or position responsible for professional development.
- (c) Describe the core components of your professional development plan and how those components will support effective implementation of the academic plan. Be sure to address the areas of special education and English learners, including implementation of IEPs, discipline of students with disabilities, and communication with EL families.
- (d) Provide a schedule and overview of professional development that will take place prior to the school's opening. Explain the topics that may be included during the induction period and how teachers will be supported in delivering unique or challenging aspects of the chosen curriculum.
- (e) Describe the plan to cultivate future leadership capacity.
- (f) Explain plans for differentiating professional development for different groups of teachers, such as new versus experienced teachers.
- (g) Explain how the school will provide orientation to teachers that are hired mid-year.

Teacher Development

KIPP Nashville believes that excellent teaching in classrooms is the primary driver of student success. To this end, KIPP Nashville prioritizes teacher professional development. Principals, in collaboration with the KIPP Nashville Chief of Schools, are the primary owners of teacher development.

Teachers begin professional development training in the summer. Any new to KIPP Nashville teacher receives three days of foundational classroom management professional development, provided by the Relay Graduate School of Education, and two days of school site-specific onboarding. These initial days ensure new hires have the tools and resources they need to start the year as strong classroom managers. Following these five days, veteran KIPP Nashville teachers join their new colleagues for an additional 15 days of professional development before the school year begins. During these 15 days, the KIPP Nashville region of schools provides three days of content-specific training for all teachers. This training is differentiated for new versus experienced teachers where appropriate. A school-specific summer PD calendar and KIPP Nashville Regional PD calendar are provided as part of Attachment A.

During the three days of content-specific KIPP Nashville training in the summer, learning specialists and special educators receive specific training to their roles. This training includes the evaluation process, writing IEPs, and tracking IEP goals. Special educators also receive training on Wilson Just Words, a phonics intervention program used for students in RTI and special education, and AIMSweb, which is used to progress monitor student growth over time.

During the summer, all teachers receive school site training on how to support students with IEPs and training on the WIDA standards to support ELL students. Throughout the year, content teams work to integrate these strategies into lesson studies to ensure all students have access to grade level content.

As the year continues, all teachers participate in ongoing professional development. Schools hold weekly professional development after school. These sessions are aligned to the KIPP Nashville Instructional Excellence Rubric, which defines the skills and competencies of excellent teaching. At the beginning of the year, these sessions are primarily focused on classroom management skills. As the year continues, sessions shift to focus on strategies for increasing rigor, using data to drive instruction, and differentiated

instruction. Additionally, KIPP Nashville allocates a day at the end of each quarter to step back and plan using recent assessment data. Teachers and their coaches use this time to dig into the data to plan how to best meet the needs of students and meet and exceed achievement goals.

Finally, all high school teachers are members of a department. Department teams meet one to two times a month to work on vertical alignment and developing teaching skills specific to a department. These department meetings take place after school. The Department Chair, who is typically a veteran teacher, works with their Assistant Principal or the Principal to determine the content for these meetings and then facilitates these meetings. Many department meetings focus on studying student work and norming on both the evaluation of the work and student feedback.

Leader Development

The Chief of Schools for KIPP Nashville owns the strategy for developing current leaders, which includes Principals, Principals-In-Residence, and Assistant Principals (APs). KIPP Nashville Principals own the development of Department Chairs and Grade Level Chairs, with the goal of developing future APs and Principals through this pipeline.

All Principals and APs begin each year with three days of training at the regional Leadership Institute. The content of this training aligns to standards in the TEAM Administrator Rubric. In the 19-20 school year, the training focused on Standard C: Professional Learning and Growth. Content for the Leadership Institute is determined in February. Throughout the year, Principals meet six times a year for development, with a sustained focus on Standard C.

During the school year, APs come together across the KIPP Nashville region as a cohort fifteen times a year. They meet thirteen times a year with a focus on Standard A: Instructional Leadership for Continuous Improvement and two times a year with a focus on Standard C: Professional Learning and Growth. Regional content experts lead the instructional leadership development sessions through instructional rounds. During these rounds, APs learn from best practices across the region and practice instructional leadership skills. The Professional Learning and Growth sessions focus on collecting evaluation evidence, synthesizing that evidence and then conducting a teacher evaluation conversation.

In 2018-19, KIPP Nashville launched a Principal-in-Residence (PIR) program, a two-year Principal preparation program. The goal of the program is that PIRs will fill all future Principal openings for KIPP Nashville. This program includes formal professional development, excellence school visits, coaching, and structured evaluation of the core competencies to demonstrate Principal readiness. PIRs act as APs within the context of KIPP Nashville schools.

KIPP Nashville also leverages our relationship with the Relay Graduate School of Education to provide training on Standard A for PIRs and APs through the National Principal Academy Fellowship. This fellowship provides two weeks of summer PD, quarterly trainings, and ongoing assignments to develop instructional coaching skills. Principals and the Chief of Schools determine which leaders from which schools attend the program each year based on the needs for the school and the region.

Principals own the development of emerging leaders, such as Department and Grade Level Chairs. In many cases, Principals manage these leaders directly to provide feedback and ensure they are meeting their goals. Since new schools start with only one grade level, the school will not open with Department or Grade Level Chairs. These positions are added with the growth of the school. Teachers participate in an internal selection process for these roles.

Mid-Year Hires

When a teacher is hired mid-year, they have a week long onboarding phase. During this period, the new hire has an opportunity to observe classrooms first. The primary focus is on learning the basics of the classroom management systems to ensure consistency for students. Then, the Assistant Principal co-teaches with the mid-year hire to support them in executing the lesson structure and school wide discipline system. This gradual release approach supports the new hire in learning the systems, while not overwhelming the teacher with too many formal professional development sessions. The new teacher also becomes part of content teams in order to receive support in teaching the curriculum.

2.6 Insurance

Charter schools must have appropriate insurance coverage. Applicants should check with their local districts to determine the necessary coverage amounts and if the local entity has additional insurance requirements. As Attachment J, please provide the following:

- (a) A list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, employer liability, insurance for the facility and its contents, professional liability (directors and officers and teachers), surety bonds pursuant to Tenn. Code Ann. §49-13-111 (n) and sexual abuse; and
- (b) A letter of required coverage from an insurance company stating they will provide the required coverage upon approval of the charter application. The letter should include provisions for assuring that the insurance provider will notify the department of education within ten (10) days of the cancellation of any insurance it carries on the charter school, pursuant to Tenn. Code Ann. §49-13-107 (b) (19).

Note: if the proposed school intends to have school athletics, additional liability coverage will be required.

KACP-HS will purchase the types and levels of insurance coverage appropriate to the school. Documentation of this coverage, including a letter of required coverage from KIPP Nashville's insurance company, is included in Attachment J.

2.7 Transportation

In this section:

- (a) How will you transport the students to and from your school daily, if applicable?
- (b) How will you transport students to any extracurricular or after school activities, Saturday school, and/or field trips, where applicable. Also include budgetary assumptions and the impact of transportation on the overall budget.
- (c) If applicable, outline your proposed transportation plan as follows:
 - Describe the plan for oversight of transportation operations (e.g., whether the school will provide its own transportation, contract out for transportation, request that a district provide transportation, or a combination thereof) and who on the school staff will provide this daily oversight;
 - Describe how the school will transport students with special transportation needs and how that will impact your budget; and
 - Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services.
 - Explain how you will ensure compliance with Tenn. Code Ann. § 49-6-2116
- (d) If there are no plans to provide transportation, explain how you will ensure students can get to school.

KIPP Nashville does not want transportation to be a barrier for any student's enrollment or matriculation through KACP-HS. KACP-HS plans to support students affected by transportation limitations through the development of carpool networks, access to public transportation, and facilitate other volunteer support efforts led by parents. During its planning year and each year thereafter, KACP-HS will reassess the need for bus transportation service and modify plans accordingly.

Bus transportation will be provided for all school field lessons and for as many after school activities as possible. The costs of providing this transportation is based on some key assumptions derived through the transportation costs currently provided to the existing high school. Buses will be shared across KIPP Nashville schools and allocated for KACP-HS field lessons and after school activities as needed. KACP-HS transportation budget will reflect these assumptions. The key cost components of transportation include:

- **Bus Drivers:** The school has budgeted \$6,863 toward the salaries for the bus driver that provides field lessons and activity bus transportation support.
- **Buses:** The school has budgeted a shared capital cost of \$15,000 of a total of \$90,000 for the bus used to be financed to lower annual costs. The school expects to be able to buy pre-owned buses.
- **On-Going Fuel Costs:** The school has budgeted that any field lesson or after school activity will not exceed more than 75 miles per day, and the bus will get 9.0 miles per gallon. The school is assuming that fuel costs will be \$4.00 per gallon.
- **Weekday Transportation Expenses:** The school has budgeted \$17,835 per year to cover maintenance and materials on the bus.
- **Insurance:** The school has budgeted \$3,833 per year for insurance on the buses.

KIPP Nashville's Transportation Manager, with the support of the Chief Operating Officer, provide oversight for bus transportation for all of KIPP Nashville's schools. KACP-HS's Director of Operations will support with bus transportation as well. As all students, students with disabilities have access to bus transportation. Accommodations will be made in accordance with the student's IEP.

KIPP Nashville will work diligently to ensure that buses, drivers/monitors, and routes all meet state and federal laws and regulations. The transportation manager and all bus drivers and monitors will receive the appropriate training and attend additional training all year long. Records will be maintained for bus maintenance and inspections, driver credentials and training records, and complaints. Families will be able to submit complaints via phone, letter, fax, or email to KIPP Nashville's transportation manager. There will be a formal response to the complaint within 48 hours. Families will be made aware through written letter of the bus transportation complaint process each summer. All KIPP Nashville buses have the transportation department office number on each bus in a visible area.

2.8 Food Service

Describe the school's proposed food service plan and include the following:

- (a) A clear description of how the school will offer food service to the students, including how it will comply with applicable district, state, and federal guidelines and regulations;
- (b) Include any plans to meet the needs of low-income students; and
- (c) How the school intends to collect free and reduced price lunch information from qualified families (including those schools that will participate in the Community Eligibility Provision).

KACP-HS will offer healthy meals every school day for all students from Monday through Friday, which includes breakfast, lunch and afternoon fruit. All of the meals will be prepared on-site through a contract, likely with an outsourced vendor or MNPS. KIPP Nashville currently executes both iterations across its various schools. The school-level Director of Operations is responsible for purchasing any necessary supplies not furnished through the food services contract and, if there are any shortfalls in reimbursements from the food service, managing payments directly to the vendor or MNPS to address the shortfall. KACP-HS collects all of the Free and Reduced Lunch qualifying information at the beginning of the school year through the application and enrollment process. This paperwork will be provided to the vendor or MNPS such that they can process Federal Eligibility Applications for free and reduced meals and file the claims for reimbursement. KACP-HS will follow all federal, state and local laws and regulations regarding school nutrition to meet the nutritional needs of students.

Currently, KIPP Nashville has four schools whose food service is managed through an MNPS contract and for three schools holds a contract with a food service company called SLA who was selected through an RFP process in the spring of 2019. For the three SLA schools, KIPP Nashville has formed a separate School Foods Authority and would be able to incorporate any new schools under its administration.

2.9 Additional Operations

Describe the school's plan for supporting operational needs of the following:

(a) **Technology:**

- Describe how the school will ensure student access to technology required for state mandated assessments, include infrastructure requirements and costs in budget section;
- List the technology that will be required to meet the academic and operational needs of the school. Include any technology needed for classrooms, computer and science labs, library/media center, auditorium, main office, copy rooms, teacher work rooms, and other relevant spaces.

(b) **Student information management:**

- Describe how the school will ensure compliance with the Family Education Rights and Privacy Act (FERPA) and state regulations regarding student privacy and disclosure of student data and records.

(c) **School health and nursing services:**

- Describe your plan for compliance with the Coordinated School Health Program, including any plans to hire a School Nurse and a description of his/her role in the school
- Include who at the school will supervise the School Nurse and his/her role in ensuring compliance with health regulations.

(d) **Safety and security:**

- Describe your plan for safety and security for students, staff, guests, and property. Identify the person or position responsible for school safety operations;
- What will be the process and timeline for creating a school crisis plan?

(e) **School maintenance.**

- Discuss the plan for school maintenance, including maintenance staff or plans to contract for maintenance services.

Technology

KACP-HS will ensure an internet network infrastructure as well as a large fleet of student devices to allow for required online Tennessee state testing as well as regular access to online curriculum as needed. In order to execute the academic and operational program, classrooms will be equipped with a set of student computers, a projector, and a document camera to allow for internet research and sharing views of student work and annotated texts. For example, offices and/or work rooms will also have wireless internet and the ability to print and copy on campus.

Student Information Management

KIPP Nashville ensures compliance with the Family Education Rights and Privacy Act across all schools through the following mechanisms:

- Annually notify all students and families of their rights related to student records under FERPA. These rights include the right to review education records, the right to request amendments to education records, and the right to have some control over the disclosure of personally identifiable information included in education records.
- Obtain signed, written consent from a parent or student over the age of 18 before any school official releases or shares personally identifiable information to any third-party entity.

- Notify all faculty annually on the requirements and prohibitions of FERPA; train new staff and office staff annually on student record sharing regulations under FERPA.
- Annually review all third-party data sharing agreements to ensure all agreements comply with FERPA regulations.

School Health and Nursing Services

KACP-HS will operate in compliance with the Coordinated School Health approach to promoting student health. This includes building a program that incorporates physical activity, ensuring healthy environments, encouraging physical activity, providing health education, access to counseling services, and managing student health. Direct student health will be managed by a registered nurse that will develop Individualized Health Plans, manage immunization compliance, capture and communicate essential medical information as needed, train and support staff on first aid and caring for specific student needs, and execute certain medical procedures that a student may require.

Safety and Security

KIPP Nashville will strive to ensure the safety of every staff member and student. In coordination with Metro Nashville Public Schools security office, every school has a robust safety plan to outline procedures and evacuation routes for any possible emergency. This plan is created by the school's Director of Operations and KIPP Nashville's Chief Operating Officer. An example from a current KIPP Nashville school is included as Attachment W.

These plans ensure that school staff, students, and families are clear on the protocol for evacuation, lockdown, severe weather, shelter-in-place and reunification procedures. Staff and students regularly practice the procedures to ensure readiness for an emergency situation. Professional development is consistently given to staff members regarding emergency preparedness and school procedures.

The school will follow state and district guidelines for creation of the school crisis plan as part of the school's pre-opening timeline.

School Maintenance

KACP-HS will hire a property management company to provide maintenance services or to hire and manage vendors to provide both preventive maintenance and reactive services, including but not limited to: plumbing, electrical, grounds keeping, HVAC, and structural supports. KACP-HS will maintain a janitorial contract for daily cleaning requirements.

2.10 Waivers

Pursuant to T.C.A. § 49-13-105, a sponsor of a proposed charter school may apply to either the local education agency or to the Commissioner of Education for a waiver of any state board rule or statute that inhibits or hinders the proposed charter school's ability to meet its goals or comply with its mission statement.

Waivers may not be granted for requirements related to:

- Federal and state civil rights;
- Federal, state, and local health and safety;
- Federal and state public records;
- Immunizations;
- Possession of weapons on school grounds;
- Background checks and fingerprinting of personnel;
- Federal and state special education services;
- Student due process;
- Parental rights;
- Federal and state student assessment and accountability;
- Open meetings;
- At least the same equivalent time of instruction as required in regular public schools;
- Teacher evaluation; or
- Requirements in the charter school statute, T.C.A. 49 Chapter 13 or State Board of Education rules and regulations specific to charter schools.

Please list all requested waivers below:

T.C.A. Citation and/or State Board of Education Rule	Description of Statute	Proposed replacement policy or practice	How this waiver will increase student achievement?
T.C.A. § 49-3-306(a); SBE Rule 0520-01-02-.02	Licensed Personnel Salaries	KIPP Nashville Board approves salaries during annual budgeting process.	While we ensure that public monies will be used properly and that all personnel will be paid adequately and timely, it is critical to our program that the KIPP Nashville's payroll system reflects the school's purpose and philosophy.
T.C.A. § 8-23-206(a)	Longevity Pay	KIPP Nashville Board approves salaries during annual budgeting process.	Public monies will be used properly to ensure personnel will be paid adequately. However it is critical to the KIPP Nashville program that the payroll system reflects the individual school's purpose and philosophy. Teachers may be given incentive pay that will compensate them for years of consistent student performance, not just years of service.
T.C.A. § 49-5-401	Teacher Assignment	KNSST approves annual calendar and school schedules.	KIPP Nashville may utilize an extended schedule, including increased instructional, as well as professional development hours. Teachers will receive compensation commensurate with their work hours.

<p>T.C.A. § 49-6-304A (2)-D; SBE Rule 0520-01-03-.03(4)</p>	<p>School Term Vacations & Other Non-Instructional Days</p>	<p>KNSST approves annual calendar and school schedules.</p>	<p>KIPP Nashville may choose to operate with an extended school year or school day.</p>
<p>T.C.A. § 49-5-5002-5010, 49-5-5206-5209, 49-5-5301, 49-5-5304-5306, 49-5-5401, 49-5-5405, 49-5-5406, 49-5-5501, 49-5-5504-5506; SBE Rule 0520-02-02</p>	<p>Career Ladder</p>	<p>KIPP Nashville Board approves salaries during annual budgeting process.</p>	<p>No need or funding is currently available for career ladder initiatives.</p>
<p>T.C.A. § 49-5-5205; SBE Rule 0520-01-01-.01</p>	<p>General Requirements for Evaluation</p>	<p>KIPP Nashville Board approves salaries and compensation plans during annual budgeting process.</p>	<p>A key to KIPP Nashville's success is being able to attract and retain a staff that is committed to the KIPP mission and to provide them with the motivation necessary to get the job done. Accordingly, it is essential that KIPP is able to design hiring, pay, benefits, promotion and evaluation systems that are aligned with the school's mission and goals. Guidelines and performance expectations are outlined in this charter application.</p>
<p>T.C.A. § 49-5-5205; SBE Rule 0520-02-01-.03</p>	<p>Evaluation of Third-Year Apprentice Educators</p>	<p>KNSST oversees performance evaluations through KIPP Nashville performance management and leadership summit processes.</p>	<p>A key to KIPP Nashville's success is being able to attract and retain a staff that is committed to the KIPP mission and to provide them with the motivation necessary to get the job done. Accordingly, it is essential that KIPP is able to design hiring, pay, benefits, promotion and evaluation systems that are aligned with the school's mission and goals. Guidelines and performance expectations are outlined in this charter application.</p>
<p>T.C.A. § 49-5-5302, 49-5-5402, 49-5-5408, 49-5-5502; SBE Rule 0520-02-02-(2)</p>	<p>Evaluation of Principals, Assistant Principals and Supervisors</p>	<p>KNSST oversees performance evaluations through KIPP Nashville performance management and leadership summit processes.</p>	<p>A key to KIPP Nashville's success is being able to attract and retain a staff that is committed to the KIPP mission and to provide them with the motivation necessary to get the job done. Accordingly, it is essential that KIPP is able to design hiring, pay, benefits, promotion and evaluation systems that are aligned with the school's mission and goals. Guidelines and performance expectations are outlined in this charter application.</p>

T.C.A. § 49-5-408-409; SBE Rule 0520-02-02-(2)	Evaluation Contracts and Termination of Contracts	KNSST oversees performance evaluations through KIPP Nashville performance management and leadership summit processes.	A key to KIPP Nashville's success is being able to attract and retain a staff that is committed to our mission and to provide them with the motivation necessary to get the job done. It is essential that KIPP Nashville is able to design hiring, pay, benefits, promotion and evaluation systems that are aligned with our mission and goals. Every teacher will be assessed based on their performance. Teachers who attain the required levels of performance, as outlined in their performance management goals, will be offered an opportunity to remain on staff.
SBE Rules 0520-02-03-01 through 0520-02-03-14	Educator Licensure	The KIPP Nashville Chief Talent Officer will ensure that all school employees are qualified to succeed in their roles.	This waiver will provide the school with the flexibility needed to properly staff the school. For example, the flexibility to hire a mental health counselor or certified social worker as a school counselor.
T.C.A. § 49-5-501-513	Tenure	KNSST oversees performance evaluations through KIPP Nashville performance management and leadership summit processes.	KIPP Nashville is results-driven. Therefore, all employees of KIPP Nashville will be at-will employees.
SBE Rule 0520-01-02	Administrative Rules and Regulations	KIPP Nashville will operate its schools in accordance with applicable laws and policies.	Enhancing KIPP Nashville's autonomy over its administrative practices will, in turn, minimize compliance burdens and allow the school to focus more of its limited time and resources on increasing student achievement. The district will hold KIPP Nashville accountable for outcomes rather than processes to provide KIPP with the maximum flexibility to achieve its goals. ¹³
SBE Rule 0520-01-02-.03	Employment Standards	The KIPP Nashville Chief Talent Officer will ensure that all school employees are qualified to succeed in their roles.	This waiver will provide the school with the flexibility needed to properly staff the school with the most qualified candidates. For example, the flexibility to hire a mental health counselor or certified social worker as a school counselor.
T.C.A. § 49-5-101(a); SBE Rule 0520-01-02-.03(6)	Licensed Principals	KIPP Nashville Principals will participate in KIPP's School Leadership Programs for training and skills development.	KIPP Nashville will recruit the most qualified Principals from around the country to fulfill its mission.
SBE Rule 0520-01-02-.04	Leave for Teachers	KIPP Nashville sets its own leave policies in compliance with all state and federal laws and approved by the KIPP Nashville Board of Directors.	KIPP Nashville's leave policies balance both the needs of teachers and those of students by minimizing disruptions to student learning.

¹³ Per T.C.A. § 49-13-102(b), the purpose of the Tennessee Public Charter Schools Act of 2002 includes "allowing the establishment and maintenance of public charter schools that operate within a school district structure but are allowed maximum flexibility to achieve their goals."

SBE Rule 0520-01-03-.07(2)	Library Information Center Personnel	KIPP Nashville schools will provide students with access to classroom libraries.	A substantial library will be available to students at the nearest public library. This facility will be augmented by classroom libraries.
T.C.A. § 49-6-3004	School Year Commencement	KNSST approves annual calendar and school schedules.	KIPP Nashville may utilize an expanded school year calendar. For this reason, the school year may start before Labor Day.
0520-01-04-.01	School Facilities	KIPP Nashville Board approves all facility contracts and leases.	KIPP Nashville's facilities will have classrooms and that are sufficient in number and adequate in space to be conducive to meeting the school's purpose and philosophy. KIPP Nashville's facilities will meet federal, state, and local requirements regarding planning of new buildings, alterations, and safety.
T.C.A. § 49-3-316	Local Fiscal Accounting	KIPP Nashville Board approves budget through annual process.	While KIPP Nashville will ensure that public monies will be used properly, that all non-waived regulations will be met and that all operations will stand up to a financial audit, it is critical to the KIPP Nashville program that management systems reflect the school's purpose and philosophy.
T.C.A. § 49-6-4012(b)	Formulation and Administration of Behavior and Discipline Codes	KNSST approves student handbooks and discipline policies.	While parents and students will undergo due process, it is important that the discipline practices of KIPP Nashville ensure a safe and effective learning environment for all students.
T.C.A. § 49-6-2206	Use of Unapproved Textbooks	KNSST approves use of curricular materials.	KIPP Nashville's curriculum and instructional approaches will be linked to the school's mission and goals. KIPP Nashville will use both state-approved textbooks and other unapproved instructional materials.
T.C.A. § 49-3-311	Capital Outlay	KIPP Nashville Board approves all facility contracts and leases.	Preparing a charter school facility will pose a great challenge. Because charter schools must finance their own buildings and do not have the power to raise taxes to fund capital outlay, it is critical that KIPP Nashville gain freedom from non-health and safety standards for the school site and have control of the facility vested in the KIPP Nashville board, rather than the city board of education. Having this freedom will allow us to use the school site resources most efficiently and effectively and align building choices with the KIPP Nashville mission and goals.
SBE Rule 0520-01-03-.05	Health, Physical and Wellness Education Curriculum	KNSST approves annual calendar and school schedules including time for student health and well-being through physical activity.	Students will be involved in physical education activities each week. The Principal will oversee these classes and work to ensure that the PE curriculum meets state content standards, despite the use of non-certified instructional personnel.

<p>SBE Rule 0520-01-03-.05</p>	<p>Fine Arts Curriculum</p>	<p>KNSST approves annual calendar and school schedules including fine arts programming.</p>	<p>Students will be involved in fine arts activities incorporated into their general education classes. Fine arts classes may be taught by volunteers. The Principal will oversee these classes and work to ensure that the fine arts curriculum meets state content standards, despite the use of non-certified instructional personnel.</p>
<p>T.C.A. § 49-6-303; State Board School Counseling Model and Standards Policy 5.103</p>	<p>School Counseling</p>	<p>KIPP Nashville may use a social worker in place of a counselor to best serve the student population in the school.</p>	<p>T.C.A. 49-5-101 and State Board Policy 5.502 inhibit/hinder KIPP Nashville's mission of cultivating in our students the academic and character skills needed for them to succeed in high school, college and life beyond by restricting the amount of counseling work related with home, environmental, societal, and cultural issues our students face at our schools. KIPP Nashville serves a very diverse community with a large immigrant population. Immigrant families can potentially deal with acculturation issues/concerns, poverty, fear of deportation, PTSD from experiences in their home countries, attachment issues if families have been separated from early in a child's life and more. For KIPP Nashville to fulfill its mission of helping students build academic and character skills, our MSW will need to engage students and families in more clinical individual, small group, family and crisis counseling to support them through their academic careers. Depending on the talent pool, a Professional School Counselor could inhibit us from achieving our mission because of the lack of training successfully work with the intensity of issues that our school population faces, which would lead to factors impeding on the academic skills being taught.</p> <p>Secondly, T.C.A. 49-5-101 and SBE Policy 5.103 inhibit/hinder KIPP Nashville's Essential Question #2 (Are our students staying with us?) by not receiving training on extensive referrals and access to resources. Resource linkage for immigrant families, families in poverty, translation services, housing, food supplies, legal services, and more is imperative for our students and families to remain enrolled at KIPP Nashville. For example, helping secure stable housing can prevent relocation to another school. Additionally, with the support of community resource linkage the family will then see the school as an extension of their support system, which will deepen their ties with the school community.</p>

T.C.A. § 49-3-359(a)	Instructional Materials/ Supplies	KIPP Nashville standardizes all student and classroom supplies and additionally supplies all classroom materials for students, including notebooks, binders, pencils etc. At each of our schools, we have a Director of Operations who oversees and centralizes all school procurement for classroom supplies, furniture and all other needs.	The budget is robust and sufficiently meets the needs of our classrooms. Additionally, teachers have the ability to request supplies which again are ordered and managed centrally through the DOO which cuts down on reimbursements and the need for teachers to utilize their own money up front.
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MNPS Policy	Description of Policy	Proposed replacement policy or practice	How this waiver will increase student achievement
1.100	Naming of Facilities	KIPP Nashville may raise funding to build, repair, or restore a facility, and accordingly KIPP Nashville reserves the right to name all or a portion of the facility and to put a plaque on the wall to recognize donors.	KIPP Nashville does not receive local capital funding and therefore must maintain the flexibility needed to raise funds, potentially including the right to name buildings or parts thereof. This flexibility will allow KIPP Nashville to direct the maximum amount of operating funds toward teachers, classrooms and student learning.
2.108	BEP and New Teacher Money Programs	KIPP Nashville creates an annual budget, approved by the KIPP Nashville board, which aligns to its mission. This budget allocates resources in a way that best equips all KIPP Nashville teachers for success in pursuit of the mission.	This will provide KIPP Nashville maximum flexibility to direct resources in an equitable fashion to support the school's mission and increase student achievement.
2.106	EBS and Procedure to Pay User Access	The KIPP Nashville board has authority to enter into contracts and is free from the restriction of using only MNPS approved vendors and suppliers. Accordingly, KIPP Nashville will not participate in the EBS system.	This will provide KIPP Nashville the flexibility needed to innovate and engage vendors and / or incorporate new products not yet used by MNPS in service of student learning.
2.102	Employee Travel Regulations	KIPP Nashville sets internal policy and regulations governing employee travel. These policies are approved by the KIPP Nashville Board and will vary from MNPS policy.	KIPP Nashville employee travel policies support the mission to ensure teachers are treated as professionals and have access to the tools, trainings and learning opportunities needed to accelerate student growth.
2.118	Facility Use	KIPP Nashville may occasionally choose to use facilities for fundraisers and other social events that support the mission of the school. Further, KIPP Nashville may choose to run a summer camp in support of the mission, on property it rents or owns.	This autonomy equips the KIPP Nashville team to optimize facility use both to support fundraising efforts which accentuate programming but also to provide increased services to students and community members as needed.

2.125	Grant Drawdowns and Reimbursements	KIPP Nashville is a 501(c)3 and controls its own budget including all grant application decisions and grant monies.	This autonomy provides KIPP Nashville the ability to raise funds for program enhancements needed to support student learning.
2.101	Grants Management	KIPP Nashville is a 501(c)3 and controls its own budget including all grant application decisions and grant monies.	This autonomy provides KIPP Nashville the ability to raise funds for program enhancements needed to support student learning.
2.113	Initiating Contracts	KIPP Nashville is a 501(c)3 and controls its own budget including all grant contracting decisions.	This autonomy provides KIPP Nashville the ability to move swiftly when contracting in response to student and / or community needs.
2.129	Inventory Control	KIPP Nashville is a 501(c)3 and controls its own budget including all contracting decisions. Further, KIPP Nashville has its own inventory procedures.	This autonomy provides KIPP Nashville the ability to move swiftly when contracting in response to student and / or community needs.
2.119	Memorials or Recognitions on School Property	KIPP Nashville intends to recognize future success of alumni by creating memorials and/or recognition plaques that highlight college and post-graduate success of KIPP Nashville alumni.	By highlighting student successes around college access and completion the KIPP Nashville team will accentuate the college-going culture of its schools.
2.110	Payroll Overpayments and Underpayments	KIPP Nashville sets its own fiscal policies that are approved by the KIPP Nashville Board.	By establishing its own fiscal policies and controls, the KIPP Nashville team will be able to deploy more funding toward the highest-leverage uses to increase student learning.
2.111	Purchasing Card Program	KIPP Nashville is a 501(c)3 and controls its own budget including all contracting and purchasing decisions.	By establishing its own fiscal policies and controls, the KIPP Nashville team will be able to deploy more funding toward the highest-leverage uses to increase student learning.
2.107	Student Fundraising Policy	KIPP Nashville is a 501(c)3 and controls its own budget including all contracting and purchasing decisions. Further, KIPP Nashville will make internal decisions and has the authority to internally approve selected fundraising activities.	By establishing its own fiscal policies and controls, the KIPP Nashville team will be able to deploy more funding toward the highest-leverage uses to increase student learning.
2.109	Supplies and Materials Budget Allocation to Schools	KIPP Nashville is a 501(c)3 and controls its own budget including all contracting and purchasing decisions.	By establishing its own fiscal policies and budget process, the KIPP Nashville team will be able to deploy more funding toward the highest-leverage uses to increase student learning.

2.111	Purchasing for MNPS	KIPP Nashville is a 501(c)3 and controls its own budget including all contracting and purchasing decisions.	By establishing its own purchasing processes, the KIPP Nashville team will be able to nimbly meet student needs while deploying the maximum amount of funding toward the highest-leverage uses to increase student learning.
3.101	Film and Video Photography on MNPS Property	KIPP Nashville occasionally records school events and reserves the right to schedule these events and control the distribution of the recorded material.	KIPP Nashville will use this flexibility to enhance internal and external communications, professional development and culture-building efforts; all of which build toward increased student learning.
4.129	Essential Literature	KIPP Nashville creates its own curriculum aligned to state standards and, accordingly, may not participate in the MNPS essential literature program.	KIPP Nashville will use this flexibility to select a curriculum that aligns with state standards and is both rigorous and culturally relevant, which will increase engagement and drive student learning.
4.144	Grading Procedures for Grades K-12	KIPP Nashville creates its own curriculum aligned to state standards and the Chief of Schools sets grading policies and procedures.	KIPP Nashville will follow a consistent grading policy across its schools to ensure a consistent experience for parents and students advancing from one tier to the next. This consistency will provide students with agency needed to drive student learning.
4.155	Physical Education and Lifetime Wellness	KIPP Nashville creates its own curriculum aligned to state standards and the Chief of Schools sets grading policies and procedures.	Students will be involved in physical education activities each week. The Principal will oversee these classes and work to ensure that the PE curriculum meets state content standards.
5.101	Coaching Staff Supplemental Pay	KIPP Nashville is a 501(c)3 and controls its own budget including all salary and stipend decisions.	KIPP Nashville will follow a payscale, including coaching stipends, which gives the school maximum flexibility to attract, retain and reward leaders and teachers who drive student learning.
5.109	Evaluation of Assistant Principals	The Principal shall evaluate Deans, Grade Team Leaders, and Assistant Principals using the KIPP Nashville Performance Management system.	This will provide KIPP Nashville Principals the flexibility needed to develop and execute 70/20/10 development plans for Assistant Principals which have proven effective for driving student learning.
5.148; 5.152; 5.155	Sick Leave; Maternity Leave, FMLA Leave	KIPP Nashville sets its own leave policies in compliance with all state and federal laws and approved by the KIPP Nashville Board of Directors.	This will provide KIPP Nashville the flexibility needed to attract and retain the teachers needed to drive student learning.

5.164	Professional Development Stipend	KIPP Nashville seeks to create a professional learning environment for its teachers. Accordingly, high performing teachers and staff members will have frequent opportunities to lead professional development sessions for their KIPP Nashville peers.	KIPP Nashville will follow a payscale, including coaching stipends, which gives the school maximum flexibility to attract, retain and reward leaders and teachers who drive student learning.
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2.11 Network Vision, Growth Plan, & Capacity

In this section:

- (a) Describe the network's strategic vision, desired impact, and five-year growth plan for developing new schools in Tennessee. Include the following information: proposed years of opening; number and types of schools; any pending applications; all currently targeted markets/communities and criteria for selecting them; and projected enrollments.
- (b) If the existing portfolio or growth plan includes schools in other states, explain specifically how Tennessee fits into the overall growth plan.
- (c) Provide evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere in accordance with the overall growth plan. Outline specific timelines for building or deploying organizational capacity to support the proposed schools.
- (d) If applicable, list any schools that were previously approved by this or another authorizer but which failed to open or did not open on time, and explain the reasons for the failure or delay.
- (e) Discuss the results of past replication efforts and lessons learned – including particular challenges or troubles encountered and how you have addressed them.
- (f) Discuss the greatest anticipated risks and challenges to achieving the organization's desired outcomes in Tennessee over the next five years and how the organization will meet these challenges and mitigate risks.
- (g) If you have already identified a charter school facility, indicate the location (including street address and school zone). Describe the facility, including whether it is new construction or part of an existing public or private school building. If a facility has not been identified, indicate any existing possibilities and the process that will be used to find a suitable facility. Include a timeline for facility selection and requisition.
- (h) Provide, as Attachment L, the organization's most recent annual report.

Network Vision

The vision of KIPP Nashville is that every student in Nashville will have access to a high-quality, college-preparatory seat in a public school. To this end, KIPP Nashville has developed a growth plan (as a component of the strategic plan described above) that establishes complete K-12 pipelines to college for students in Nashville with otherwise limited access to high-performing, college-prep schools.

Growth Plan for KIPP Nashville

KIPP Nashville currently operates seven schools educating over 2,300 students. The East Nashville cluster consists of five schools—two elementary, two middle, and one high. The intent of growth is to replicate a five-school cluster in Southeast Nashville where KIPP currently operates one elementary and one middle school and to ultimately educate over 4,500 students across Nashville.

KIPP Nashville Capacity

The KIPP Nashville team has founded, launched, and operated seven successful schools in Nashville. The Executive Director is the founder of KIPP Academy Nashville and has been at the forefront of increasing high-quality, college-prep education in Nashville for more than fifteen years. The combined experience and capacity of the KNSST will benefit new KIPP schools. The majority of the staff at KIPP Nashville and the leadership of new schools will be developed from within the organization, which has significant experience and demonstrated skill in effecting the outcomes described herein with similar students in a similar community. Moreover, all KIPP Nashville staff have participated in robust, ongoing development to ensure their capacity to meet the needs of the growing KIPP Nashville network is more than sufficient. KIPP Nashville has benefitted from planning support and refinement from CSGF, independent consultants, and the KIPP Foundation (which requires regions to create five-year plans that

are vetted by national level experts). As a result of this support, KIPP Nashville has been able to grow its regional office to afford the expertise, capacity, and structures and systems necessary for all subsequent growth to be successful (rather than having to wait for an increase in students to afford greater capacity to plan).

Responsibilities of the KIPP Nashville School Support Team

KIPP Nashville is a non-profit 501(c)(3) organization that was formed in 2011 with the sole purpose of ensuring the success and health of each KIPP Nashville school. Through economies of scale, retention of educational expertise, resources, and other means of support, the KNSST increases the productivity and outcomes of each school by empowering each Principal to focus on student achievement. KNSST staff oversee financial, operational, development, and advocacy responsibilities for each school, in addition to creating an economy of scale that is leveraged for increased organizational strength. The data and academic arm of the organization leverages expertise and capacity for professional development, coaching, curriculum and instruction, and assessment and data to ensure every school has access to the strategies necessary for every child to succeed. As a support entity, KNSST facilitates collaboration amongst local schools and to provide KIPP Nashville with access to a national network of proven results. The regional office also provides increased accountability for each school in real-time to ensure every site is on a predictive path to meeting and exceeding goals. KIPP Nashville is accountable not only to the charter authorizer, but the national KIPP Foundation, for eliminating any excuses for schools and ensuring every leader has the support s/he needs to be successful.

The KNSST will provide the following services and benefits to KACP-HS:

- Vertical teaming and access to teachers of high school grades within the KIPP Nashville network to align curriculum and instruction for a seamless approach;
- Curriculum and assessment development and support (through the regional network and the services of the Chief of Schools);
- Shared professional development with other teachers serving KIPP students in Nashville, as well as access to PD that may not otherwise be feasible or accessible to stand-alone schools;
- Talent management and development support, such as faculty recruitment, support and training;
- Operational and fiscal support, providing for a more streamlined staffing model to handle these affairs within the school site (including bookkeeping, accounting, audits and reporting);
- A unified, experienced, well-trained board that advocates for all sites within the region;
- Data collection and analysis to drive school-wide goal-setting and instructional practices;
- Oversight of compliance with NCLB, as well as all other local, state, and federal guidelines;
- Development of instructional technology tools and training/support for effective implementation;
- Research and dissemination of best practices;
- Facilities acquisition, management and maintenance, and;
- Fundraising.

Sections 2.12 and 2.13 include additional information about the roles and responsibilities of the KNSST.

KIPP Nashville has implemented a budget process to ensure all schools within the network are able to manipulate their budget each year to meet the needs of their students. Principals have autonomy within their budget and can ensure resources are available to meet academic needs. Built into the budget process is scenario planning. Schools are provided with a template that reflects the most likely scenario and must then plan for a best-case and worst-case scenario. This will ensure that regardless of the circumstance, schools will have the resources required to continue to achieve academic results.

In other KIPP regions, schools that collaborate with each other and share best practices and resources have shown significant improvement over isolated charter school sites. Growing KIPP in targeted regions

contributes to the quality of schools and provides a platform for sustainability over time. Data shows that the student growth in core areas is more significant in KIPP clusters, areas in which more than one KIPP school is located and working together, like KIPP Nashville. Regions like KIPP DC, where students outperform their district peers in some grades by as much as 51% on state-mandated assessments; KIPP Metro Atlanta, where 93% or more of students in all grades served by KIPP meet or exceed state standards on state-mandated assessments; and KIPP NYC, where students outperform their district peers in all grades and all content areas assessed by state assessments by an average of 25% demonstrate the impact that a regional KIPP hub can make on its enrolled students. For this reason, the KNSST was established and will continue to support KIPP Nashville's schools to ensure that the challenges the face are effectively mitigated.

Challenges

KIPP Nashville has successfully navigated a number of challenges since its founding. One of the most significant challenges is recruiting, retaining, and developing the teachers needed to implement such a rigorous program. KIPP Nashville has addressed this in several ways. First, KIPP Nashville is strengthening partnerships with talent pipelines like the KIPP Foundation, The New Teacher Project, and Teach For America to ensure access to the most qualified candidates and supplementation of its own internal recruitment and development processes. KIPP Nashville is also moving away from a model dependent solely on recruitment and has crafted regional professional development strands that ensure teachers are ready to teach effectively. The region has also added capacity to its team for talent recruitment and now has three dedicated team members focused on staff recruitment.

Teachers and leaders are the primary drivers of student success within the organization. KIPP Nashville has allocated additional resources to recruit the best talent possible and has learned over time that we must allocate equal, if not more, resources to developing the talent that we hire. To this end, KNSST has developed a KIPP Nashville Instructional Excellence Rubric to set the bar for teaching excellence. In addition, KNSST has created an action-step item bank for Assistant Principals and teacher coaches to use as a resource in developing new teachers. Finally, KIPP Nashville is investing in Principal and Assistant Principal training to develop teachers into skilled coaches. In doing this, schools are able to rely on the power of the KIPP Nashville network of schools to leverage strengths across the growing network.

Another challenge has been securing appropriate facilities in the target communities. Through partnerships with MNPS, Metro government as well as the use of private facilities, KIPP has been able to secure long-term homes for all KIPP Nashville current schools. See Section 2.3 for more information about the school's facilities strategy.

KIPP Nashville Schools benefits from the experience and practice of leaders in the KIPP Nashville network of schools. KIPP Nashville has carefully examined potential risks and aligned action steps to proactively mitigate those risks associated with growth of additional schools. Below are the primary risks identified through the strategic growth process and the plans to mitigate those risks.

Human Capital

KIPP Nashville's expansion plans require sourcing, hiring, and developing leaders and teachers, which is particularly challenging given the rigorous selection process for KIPP Principals. In order to successfully build a leadership depth and high-performing teachers at KIPP Nashville, KIPP Nashville has taken the following steps:

- Development of internal candidates for leadership positions through a codified leadership identification and development process, maintenance of a deep talent bench at each school, and initiate formal succession planning for leadership positions.
- Expansion of current recruitment efforts through new staff, partnerships with KIPP and other organizations, and a stronger focus on recruiting by senior staff.

- Administration of quarterly surveys to all staff (at each school and the KNSST) to maintain a highly-competitive and supportive work environment.
- Expansion of the performance management process to ensure all staff have very clear performance and development goals, and a dedicated coach providing support and guidance to meet those goals.
- Development of regional professional development strands to support new and experienced teachers and to align and strengthen instructional leaders across campuses.
- Clear definition on all career tracks for all functions and competencies.

In its history, KIPP Nashville has had one delayed school opening. KIPP Nashville College Prep Elementary School's opening was delayed by one year to allow the KNSST to conduct an external search for the founding Principal.

Student Academic Performance

Superior student academic performance is at the heart of the KIPP Nashville vision. Poorly managed growth can dilute the support and expertise in place that ensure student outcomes continue to meet and exceed goals. In order to mitigate this risk, KIPP Nashville has put the following strategies in place:

- A proven staffing model and schedule that affords the flexibility and capacity to meet student needs.
- Significant capacity to gather, analyze, and track data to drive decision-making at the school.
- Robust academic expertise and experience at the KNSST to provide differentiated support to each school as needed.
- Clearly defined decision rights and accountability across all levels of the organization.
- Rigorous annual goals with targets that are internalized by all staff members and easily measured by the assessments in place.
- Robust data analytics and management platform (and dedicated experts to oversee these tools) to ensure data is available and usable across all levels of the organization to drive student level decision making.
- Professional development and coaching that is informed by the experiences of the other schools.
- Practice-proven curriculum, instructional approaches, and assessments.

Culture

Through growth, KIPP Nashville must maintain focus on our values, mission, and vision. The following actions will mitigate this risk:

- Develop a consistent One KIPP Nashville culture across all KIPP Nashville schools through an alignment of expectations and shared professional development.
- Outline a clear set of values that drive everyday actions and behaviors across the region and schedule robust training and practice for all stakeholders on the vision and practices.
- Collect and display key artifacts that highlight the story of KIPP Nashville and its core mission and vision.
- Develop school traditions that build on the culture and the values.
- Replicate the strong communication channels between the school, its stakeholders, and the region to ensure constant collaboration and innovation.
- As other risks are identified, KIPP Nashville will develop mitigation plans to ensure the quality of the school model and viability of the mission and vision are not compromised.

Annual Reports

KIPP Nashville's most recent annual report and semiannual magazine are included as Attachment L.

2.12 Network Management

In this section:

- (a) Identify the organization's leadership team and their specific roles and responsibilities.
- (b) Provide, as Attachment M, the organization charts for Year 1 network as a whole (including both network management and schools within the network), Year 3 network as a whole and Year 5 network as a whole. The network organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. If the school intends to contract with a charter management organization clearly show the provider's role in the organizational structure of the school.
- (c) Explain any shared or centralized support services the network organization will provide to schools in Tennessee. Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals. How will the organization measure successful delivery of these services? (In the case of a governing board proposing to contract with a management organization, service goals should be outlined in the term sheet and draft contract).

KIPP Nashville Regional Leadership Team

KIPP Nashville's Regional Leadership Team (RLT) consists of an Executive Director (ED), Chief of Schools (COS), Chief Financial Officer (CFO), and Chief Operating Officer (COO). The responsibilities of each, along with the responsibilities of each projected staff member and the year in which that staff position will be added, are outlined in Attachment M.

Executive Director

Randy Dowell is KIPP Nashville's Executive Director, was the founder of the flagship KIPP Nashville school, and has been at the helm of the organization since its founding in Nashville. He brings more than fifteen years of charter school and regional leadership, community building within Nashville, and advocacy on behalf of KIPP Nashville stakeholders to the network. The Executive Director's responsibilities include but are not limited to:

- Setting the long-term vision and direction for the organization
- Setting and managing to org-wide goals in service of KIPP Nashville's mission
- Leading the team to accomplish its mission by setting and pursuing rigorous goals
- Securing the resources needed to accomplish our goals
- Developing and strengthening the organization's culture
- Leading the KIPP Nashville Regional Leadership Team (RLT), and
- Reporting to the KIPP Nashville Board of Directors

Chief of Schools

Nancy Livingston is KIPP Nashville's Chief of Schools (COS). Nancy brings over 15 years of education and leadership experience to the KIPP Nashville team. After graduating from Davidson College with her BA, Nancy joined Teach for America in New Orleans, LA. She then helped found KIPP Sunshine Peak Academy in Colorado, where she was recognized as one of the top teachers in the KIPP Network, earning the Harriett Ball Excellence in Teaching award. Nancy then received an MBA from the Yale School of Management before working on the Academic Team at Achievement First and rejoining the KIPP Foundation as a Relationship Manager. Nancy joined the KIPP Nashville team in 2017, first as Head of Schools, then as Chief of Schools beginning in 2018. The Chief of School's responsibilities include but are not limited to:

- Setting the vision and manages the team to build the KIPP Nashville instructional program

- Setting annual academic goals for each KIPP Nashville school
- Leading and growing the regional Academic Team (A-Team)
- Managing all KIPP Nashville Principals (in conjunction with the Head of Schools - Elementary, who reports to the Chief of Schools)
- Training and developing future Principals and managing all Principal succession planning
- Participating on the RLT to set annual goals and to strengthen the KIPP Nashville team

Chief Operating Officer

Adrianna Clemons is KIPP Nashville's Chief Operating Officer (COO). Adrianna brings over a decade of educational and leadership experience to the KIPP Nashville team. Adrianna holds a BA from Vanderbilt University and an MA from Rice University. She first joined the KIPP Nashville team in 2007 as the founding high school placement manager. In this role, she launched the KIPP Through College team, served as Dean of Students, Director of Operations and interim Principal of KIPP Academy Nashville. In 2018, Adrianna was promoted to KIPP Nashville's COO, and in this role her responsibilities include but are not limited to:

- Setting the vision and goals for school-based operations
- Working in conjunction with the Head of Schools - Operations, the COO manages all school-based operations leaders (Directors of Operations: DOOs)
- Training and developing future DOOs and managing all DOO succession planning
- Participating on the RLT to set annual goals and to strengthen the KIPP Nashville team

Chief Financial Officer

Dan Gennaoui is KIPP Nashville's Chief Financial Officer (CFO). Dan brings over fifteen years of education and leadership experience to the KIPP Nashville team. Dan joined KIPP Nashville as COO in July, 2015. Prior to his work at KIPP, he served as Associate Chief Operating Officer at UnCommon Schools in New York City, managing 6 elementary schools in Brooklyn, NY. Dan was a 2004 Teach for America Corps Member, teaching in the Bronx, NY and later in New Orleans, LA. Dan holds an MBA from Columbia Business School, an MA from Bank Street College of Education and a BS from Cornell University. In 2018, Dan became KIPP Nashville's inaugural CFO, where his responsibilities include but are not limited to:

- Setting the vision for long-term org-wide financial health and sustainability
- Leading all finance and accounting functions
- Directing the org-wide budgeting process
- Serving as liaison to the KIPP Nashville board finance committee
- Participating on the RLT to set annual goals and to strengthen the KIPP Nashville team

RLT members work together to provide leadership, support and accountability for all KIPP Nashville schools. Each leadership team member manages staff and ensures schools have the support needed to achieve KIPP's mission through strong and financially sustainable academic and operational performance.

Network Organizational Charts

Attachment M outlines the reporting structure of the organization, including the Board of Directors, regional office (i.e., KNSST), and the proposed school in years 1, 3, and 5. The school will not contract with a CMO or other external management provider.

Centralized Support

KACP-HS and all KIPP Nashville schools benefit from the support of the KNSST. This team leverages expertise and experience that would be otherwise unavailable to a standalone school because of the

economy of scale. The team will add staff members over the growth of the network to provide services for each school site so that school leadership can focus on student growth and success. See Attachment M.

Decision-Making Responsibilities

Function	Network Decision-Making	School Decision-Making
Performance Goals	Executive Director	Principal
Curriculum	Chief of Schools	Principal
Professional Development	Chief of Schools	Principal
Data Management and Interim Assessments	Chief of Schools	Director of Operations
Promotion Criteria	Chief of Schools	Principal
Culture	Chief of Schools	Principal
Budgeting, Finance, and Accounting	Chief Financial Officer	Director of Operations
Student Recruitment	Chief Operating Officer	Director of Operations
School Staff Recruitment and Hiring	Director of Talent Recruitment	Principal
HR Services (payroll, benefits, etc.)	Director of Talent	Director of Operations
Development/Fundraising	Development Director	Director of Operations
Community Relations	Director of Communications	Principal
IT	Chief Operating Officer	Director of Operations

2.13 Network Governance

In this section:

- (a) As applicable, describe the governance structure at the network level and how that relates to the individual school.
 - Will each school/campus have an independent governing board, or will there be a single network-level board governing multiple schools? If there will be a network-level board, discuss the plan for satisfying the statutory requirement of either: having a parent from one of the network's Tennessee schools serve on the governing body, or having advisory councils at each school. (b) Describe the size and composition (current and desired) for the board. Explain how the proposed governance structure and composition will help ensure that there will be active and effective representation of key stakeholders.
- (b) Discuss the powers and duties of the governing board(s). Identify key skills, areas of expertise, and constituencies that will be represented on the governing board(s).
- (c) Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; and b) the board will evaluate the success of the school and leader.
- (d) Explain how the interests of individual schools will be balanced with network interests and how key stakeholders will be represented.
- (e) Will the charter be held by the same existing non-profit board or will a new board be formed?
 - If the existing board will also govern the new school:
 - o Include a copy of the by-laws and organizational chart, with emphasis on what changes, if any, will need to take place at the board level for it to be effective (i.e., add members, redistribute roles, responsibilities, etc.).
 - o Discuss any plans to transform the board's membership, mission, and by-laws to support the charter school expansion/replication plan. Describe the plan and timeline for completing the transition and orienting the board to its new duties.

Network Governance

The KIPP Nashville Board of Directors founded and successfully governs the seven KIPP Nashville schools currently in operation. As a charter board with fifteen years experience in Nashville, the KIPP Nashville Board of Directors will continue to leverage its experience and collective network in its governance of KACP-HS. The members of the KIPP Nashville Board of Directors have demonstrated experience with both local and national business leadership, legal expertise, government leadership, and philanthropic organizations. Additionally, current board members have acquired extensive experience in working as a team to manage the interests of KIPP Nashville and many participated in the founding of the three KIPP Nashville schools currently in operation. This experience is invaluable as they work together to assist in the establishment of KACP-HS.

KIPP Nashville, as the sole governing body of all current and future KIPP Nashville sites, will govern and advocate for the region of schools as a whole. The board will continue to monitor school progress through quarterly data reviews of school and regional performance. The KNSST, which ultimately reports to the Board, will manage each individual site within the region of schools, providing leadership, shared services support, and advocacy for each school as a part of their portfolio.

The KIPP Nashville Board is responsible for the direction, oversight and support of the KIPP Nashville team. To accomplish this work, the Board has six core responsibilities:

- Keeper of the vision and strategy

- Leadership oversight and development
- Board self-management
- Provide resources
- Remove obstacles
- Risk management

The Board manages each of these responsibilities through an annual cadence that includes annual goal-setting, quarterly Board meetings and monthly committee meetings. Board committees are structured to execute on these core responsibilities, with each committee driving one or more core responsibilities. The Committee on Directors owns the vision and strategy, ensures the Board's self-management is strong, and also evaluates the Board's sole employee, KIPP Nashville's Executive Director. The Finance Committee provides leads risk management efforts by providing financial oversight through monthly reviews of balance sheets and budget-to-actuals and an annual review of the KIPP Nashville financial audit. The Development Committee provides the organization with needed resources to ensure schools have the funds needed to operate schools through growth until they are fully sustainable on public funding. Finally, the Real Estate Development Committee removes obstacles associated with new site cultivation, land acquisition and construction by providing the CFO with thought partnership coupled with real estate and financing expertise.

The Board balances school and network interests through this committee structure and by regularly reviewing network and school performance against KIPP's Six Essential Questions:

1. Who are our students?
2. Are our students staying with us?
3. Are our students progressing and achieving academically?
4. Are our students climbing the mountain to and through college?
5. Are we building a sustainable people model?
6. Are we building a sustainable financial model?

Prior to each quarterly Board meeting, the KIPP Nashville Board receives a data packet providing detailed school and network performance against these indicators. The Board then provides the Executive Director with feedback and direction to ensure the interests of both the network and each individual school are balanced and, when problems arise, quickly addressed and solved.

The Board regularly invites key stakeholders to speak to the Board to ensure their needs are represented and being met both by the network and by individual schools. For example, in August of 2019, the Board invited a panel of parents from KIPP Antioch College Prep elementary and middle schools to speak to the Board. During this conversation, the parents provided praise for things that were working well, feedback on things that could be better, and encouragement to open new KIPP Nashville schools in the community. The Board holds the Executive Director accountable for ensuring the KIPP Nashville team responds quickly and appropriately to the needs of our stakeholders.

Board Composition

The Board is currently composed of fifteen members, who collectively keep the vision and set direction for the organization. KIPP Nashville recruits and selects Board members who can increase the Board's performance in one or more of the following areas:

- Leading complex and / or growing public or private sector organizations
- Fundraising and / or advocacy work
- Community and / or policy leadership

In addition to cultivating candidates who can strengthen the Board in these competencies, the KIPP Nashville Board also annually appoints a minimum of one parent to the Board of Directors.

Role of the Board in School Success (and Principal Evaluation)

The KIPP Nashville Board of Directors evaluates the KNSST Executive Director in his management of Principals and school sites. Through a comprehensive annual evaluation, the Board assesses measurable outcomes and goals set forth annually (in alignment with the region's strategic plan). The Board provides the Executive Director with the support, resources and coaching necessary to successfully lead the region of schools. The Executive Director's primary goal is to ensure the high-quality, strategic growth and operational sustainability of the KIPP Nashville region. Each Principal will report to the Chief of Schools or Head of Schools, who manage Principals against school-level goals annually.

2.14 Charter School Management Contracts

Not applicable; KIPP Nashville is not utilizing the services of a charter management organization.

2.15 Personnel/Human Capital – Network-wide Staffing Projections

Complete the following table indicating projected staffing needs for the entire network over the next five years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles as needed to reflect organizational plans. If the proposed school plans to use a staffing model that diverges from the school staffing model in the original application, please explain.

Metric	2020-21	2021-22	2022-23	2023-24	2024-25
Number of elementary schools	3	4	4	4	4
Number of middle schools	3	4	4	4	4
Number of high schools	1	1	1	2	2
Total number of schools	7	9	9	10	10
Total student enrollment	2,680	3,267	3,716	4,034	4,327

KIPP Nashville School Support Team Staff	2020-21	2021-22	2022-23	2023-24	2024-25
Executive Director	1	1	1	1	1
Chief of Schools	1	1	1	1	1
Chief Operating Officer	1	1	1	1	1
Chief Academic Officer	0	1	1	1	1
Chief Financial Officer	1	1	1	1	1
Chief Talent Officer	1	1	1	1	1
Head of School Operations	1	1	1	1	1
Head of School Academics	1	1	1	1.5	2
Director of KIPP Through College	1	1	1	1	1
Director of Student Support Services	1	1	1	1	1
Financial Controller	1	1	1	1	1
Director of Planning and Budget	1	1	1	1	1
Director of Regional Operations	1	1	1	1	1
Director of Development	1	1	1	1	1
Director of External Relations/Communications	1	1	1	1	1
Director of Enrollment	1	1	1	1	1
Director of Talent Recruitment	1	1	1	1	1
Director of Humanities	1	1	1	1	1
Director of Music	1	1	1	1	1
Director of Data	1	1	1	1	1
Director of STEM	1	1	1	1	1

ELA Manager - K-2 Literacy	1	1	1	1	1
ELA Manager - 3-5 Literacy	1	1	1	1	1
ELA Manager - K-8 Social Studies	0	0	0	0	1
STEM Manager - K-4 Math	1	1	1	1	1
STEM Manager - K-8 Science	1	1	1	1	1
High School Curriculum Manager	1	1	0	0	0
Data Managers	2	2	2	2	2
KIPP Through College Managers	2	2	2	2	2
Human Resources Manager	1	1	1	1	1
Talent Recruiters	2	2	2	2	2
Manager of Regional Operations	1	1	1	1	1
Marketing/Event Manager and Executive Asst.	0	1	1	1	1
Manager of Annual Giving	1	1	1	1	1
Accounting Manager	1	1	1	1	1
Accountants (Insourcing)	0	1	1	1	2
Transportation Manager	1.5	2	2	2	2
Outreach Managers	2	2	2	2	2
School Nurses	1.5	1.5	1.5	2	2
Principals In Residence*	3	3	3	3	3
Director of Operations Fellows*	1.5	1.5	1.5	1.5	1.5
Total FTEs on School Support Team	44.5	48	47	48	50.5

* Principals in Residence and Director of Operations Fellows are FTEs of KIPP Nashville schools but are included again in the KNSST staffing model to reflect the intensive support provided by the KNSST.

KIPP Nashville Elementary School Staff	2020-21	2021-22	2022-23	2023-24	2024-25
Principal	4	4	4	4	4
Assistant Principal	6	7	8	8	8
Dean of Students	3	3	4	4	4
School Counselor	4	4	4	4	4
Director of Operations	3	4	4	4	4
Operations Coordinator	3	3	3	4	4
Office Manager	3	4	4	4	4
Classroom Teachers	44	55	62	66	70
Exceptional Education Team	34	36	40	40	40
Enrichment Teachers	16	17	17	17	17
Associate Teachers	20	20	20	20	20

Total FTEs at elementary schools	140	157	170	175	179
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KIPP Nashville Middle School Staff	2020-21	2021-22	2022-23	2023-24	2024-25
Principal	4	4	4	4	4
Assistant Principal	5	7	7	8	8
Dean of Students	3	3	4	4	4
School Counselor	3	4	4	4	4
Director of Operations	3	4	4	4	4
Operations Coordinator	3	3	4	4	4
Office Manager	3	4	4	4	4
Classroom Teachers	42	51	60	64	68
Exceptional Education Team	21	31	33	33	33
Enrichment Teachers	6	11	11	11	11
Additional Teacher Positions	3	5	5	5	5
Total FTEs at middle schools	96	127	140	145	149

KIPP Nashville High School Staff	2020-21	2021-22	2022-23	2023-24	2024-25
Principal	1	1	2	2	2
Assistant Principal	2	2	2	3	4
Dean of Students	1	1	1	2	2
School Counselor	1	1	1	2	2
Behavior Support Specialist	1	1	1	1	1
Dean of College Counseling	1	1	1	1	1
Director of Operations	1	1	1	2	2
Operations Coordinator	1	1	1	1	2
Office Manager	1	1	1	2	2
Classroom Teachers	29	29	29	38	45
Exceptional Education Team	5	5	5	6	7
Enrichment Teachers	3	3	3	4	5
Total FTEs at high schools	47	47	48	64	75

2.16 Personnel/Human Capital – Staffing Plans, Hiring, Management, and Evaluation

In this section complete the following, if not previously addressed (in 2.4):

- (a) Describe the organizational structure of the proposed school.
- (b) Provide the school organizational chart as Attachment G.
- (c) Delineate the relationship of the school organization to the network organization as a whole.
- (d) Describe the operator's current or planned process for sourcing and training potential School Leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.
- (e) Describe your organization's strategy and plans for recruiting and hiring teaching staff, including the plan for hiring highly qualified staff. Explain other key selection criteria and any special considerations relevant to your school design.
- (f) Explain how the organization intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

Organizational Structure

See Section 2.4 for the school's organizational structure, hiring processes for Principals and staff, and unsatisfactory performance management strategies. The school's organizational chart is available in Attachment G.

Network-School Relationship

KIPP Nashville operates a strategic controller relationship to its schools, where certain elements deemed critical to student success and organization-wide consistency are codified regionally, while others are delegated to schools to shape. Examples include:

- **Centralized Decisions**
 - Staffing and enrollment frameworks
 - Curriculum
 - Student achievement benchmarks and goals
 - Master calendar
 - Transportation
 - Employment policies
- **School-Based Decisions** (*with oversight and support from KNSST*)
 - Hiring
 - Performance management and termination
 - School-based student and staff engagement strategies
 - School-based professional development
 - Family engagement

SECTION 3: FINANCIAL PLAN AND CAPACITY

3.1 Planning and Budget Worksheet (Attachment O)

Public charter schools are required to operate under an annual budget on a July 1–June 30 fiscal year. For purposes of this application, the proposed charter school must submit the Public Charter School Planning and Budget Worksheet which is provided on the department’s website. Provide, as Attachment O, a detailed budget for the proposed school. The budget must include:

- (a) All anticipated revenues and expenditures
- (b) A back-office budget
- (c) Financial implications of facilities plans
- (d) Explicitly detail major assumptions including but not limited to:
 - Student enrollment;
 - All anticipated funding sources¹, including:
 - Local, state, and federal per-pupil funding; eligibility levels; and annual increases;
 - Other government resources;
 - Private fundraising;
 - eRate;
 - Student fees;
 - Compensation, including:
 - Salary table and number of staff by position;
 - Yearly pay increases; and
 - Pension contribution and other benefits
 - Line items for each major expense and delineation of assumptions, including:
 - Instructional materials and supplies;
 - School equipment and furniture;
 - Technology for student and instructional use;
 - Professional development;
 - Student assessments;
 - Student information system;
 - Special education services;
 - Student activities;
 - Contracted services at school (audit, I/T, PD, etc.);
 - Rent and utilities;
 - Office supplies and equipment;
 - Technology for administrative use;
 - Fundraising materials and resources (non-staff);
 - School start-up costs;
 - Management fees and any other management compensation to the CMS or network (if applicable);
 - Facility scenarios; and
 - Capital, contingency, and insurance reserve funds.

¹ Both the budget forms and narrative should specify the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of firm commitments, where applicable.

The Planning and Budget Worksheet is included as Attachment O.

3.2 Budget Narrative (Attachment P)

As Attachment P, present a budget narrative including detailed descriptions of budget assumptions, revenue, and expenditure projections reflecting proposed growth over time. In this section include:

- (a) A plan for compliance with state and federal accounting and reporting requirements;
- (b) How the proposed budget is adequate to ensure your proposed school model can be implemented fully and how it supports your theory of action concerning student achievement;
- (c) An explanation of student enrollment and BEP projections;
- (d) An explanation of all anticipated funding sources, including grants, state, federal, and local per-pupil eligibility, other government resources, private fundraising, eRate, student fees, donations, etc.;
- (e) An explanation of all anticipated expenditures including salaries and benefits, yearly pay increases, instructional materials and supplies, equipment and furniture, technology for both student and instructional use, professional development, special education services, student activities and field trips, contracted services (ex. CMO, audit, payroll, IT, etc.), rent and utilities, office supplies and equipment, management fees, capital, contingency and insurance reserve funds;
- (f) The systems, processes, and policies by which the organization and school will manage accounting, purchasing, payroll, and audits. Include any draft policies on financial controls, etc.;
- (g) How the school will provide an independent annual audit of organizational and school level financial and administrative operations;
- (h) Your team's individual and collective qualifications and capacity for implementing the financial plan successfully;
- (i) The roles and responsibilities of the school's administration and governing board for school finances and distinguish between each;
- (j) The school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected;
- (k) The Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening;
- (l) How one or more high needs student with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated; and
- (m) If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., include a statement on how you will choose the vendors and how you will oversee their activities to ensure fidelity and compliance.

The budget narrative is included as Attachment P.

3.3 Financial Plan

In this section:

- (a) Describe the fiscal health of other schools in your network. Are any of the schools on fiscal probation or in bankruptcy?
- (b) Explain how the organization will reach its fundraising goals over the next five years. Provide a development plan that includes staffing needs.
- (c) Provide, as Attachment Q, a detailed budget for the network. You may reference school-level budgets provided in Sections 3.1 and 3.2, as appropriate. Applicants must submit financial forms detailing:
 - A back-office budget;
 - Financial implications of facilities plans;
 - All major assumptions including but not limited to:
 - Student enrollment;
 - All anticipated funding sources² (at the network level), including:
 - Local, state, and federal per-pupil funding; eligibility levels; and annual increases;
 - Other government resources;
 - Private fundraising;
 - eRate;
 - Student fees;
 - Total employee compensation (network/CMO level), including the percentage of the total compensation allocated for the proposed school;
 - Management fees and any other management compensation to the CMO or network (if applicable); and
 - Capital, contingency, and insurance reserve funds.

² Both the budget forms and narrative should specify the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Please note which are secured and which are anticipated and include evidence of firm commitments where applicable.

Fiscal Health

The KIPP Nashville network of schools has a strong fiscal profile, evident through the network's increasing fund balance (from \$11M in FY18 to \$16M in FY19), strong enrollment, and a robust waiting list for attendance. No schools are on fiscal probation nor are in bankruptcy.

Fundraising

The KNSST Development Team currently consists of three full-time employees: the Director of Development, Director of Communications and External Affairs, and Manager of Annual Giving. The Development Team cultivates relationships with local foundations, corporations, and individuals interested in providing support to KIPP Nashville and its schools. With the Development Team leading these efforts, the Principal of KACP-HS will be able to focus on the school's education program, rather than fundraising.

To date, KIPP Nashville's efforts have been actively supported by several foundations including the Scarlett Family Foundation, the Sam Fleming Foundation, the Care Foundation, and the Dollar General Literacy Foundation. In addition, a number of highly supportive individuals have each given over \$100K in the last several years. Finally, local corporations including Asurion have become close partners in helping to fund KIPP Nashville's mission. This support has positioned the organization to raise over \$500,000 a

year to fund the ongoing operations of KIPP Nashville driven largely by our annual Leaders and Scholars Breakfast. KIPP Nashville has also embarked on a \$25M fundraising growth campaign to fund the organization's operational growth and facility needs over the next five years. Based on the existing base of donors and the cash requirements to fund the start-up costs of KACP-HS during the growth stages as the school builds to capacity, KIPP Nashville is confident with ensuring that it has the necessary contingency funding to support and execute against the educational model and rich set of programs required to deliver on its mission.

Network Budget

A detailed budget for the network is included as Attachment Q.

SECTION 4: PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 Past Performance

For applicants with only one school in their network, please mark not applicable where necessary.

In this section:

- (a) Describe your existing educational program and whether or not it is a success.
- (b) Provide detailed student achievement and growth results for each school in the network as Attachment R.
- (c) Have the schools in the network demonstrated success in raising student achievement levels by meeting/exceeding state and national standards for most students?
- (d) If applicable, provide the graduation rates for each school in the network.
- (e) Using the Portfolio Summary Template, provide a detailed summary of all of the schools in the operator's portfolio as Attachment S.
- (f) Select one or more of the consistently high-performing schools that the organization operates, and discuss the school's performance.
 - Be specific about the results on which you base your judgment that the school is high-performing.
 - Discuss the primary causes to which you attribute the school's distinctive performance.
 - Discuss any notable challenges that the school has overcome in achieving its results.
 - Identify any ways in which the school's success has informed or affected how other schools in the network operate. Explain how the effective practice or structure or strategy was identified and how it was implemented elsewhere in the network.
- (g) Select one or more of the organization's schools whose performance is relatively low or not satisfactory and discuss the school's performance. Be specific about the results on which you base your judgment that performance is unsatisfactory.
 - Describe the primary causes to which you attribute the school's problems.
 - Explain the specific strategies that you are employing to improve performance.
 - How will you know when performance is satisfactory? What are your expectations for satisfactory performance in terms of performance levels and timing?
- (h) For all schools operating under another authorizer: provide, as Attachment T, the most recent performance/evaluation/renewal reports produced by the authorizer(s) (or by a third-party evaluator, if applicable).
- (i) For all schools operating in the state of Tennessee: provide the following in Attachment U:
 - (a) the last two years of audited financial statements for each school or school(s); and
 - (b) the most recent internal financial statements, including balance sheets and income statements.
- (j) List any contracts with charter schools that have been terminated by either the organization or the school, including the reason(s) for such termination and whether the termination was for "material breach."
- (k) List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the organization, and explain what caused these actions.

- (l) Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the organization in the last three years and how such deficiencies or violations were resolved.
- (m) Identify any current or past litigation, including arbitration proceedings, by school, that has involved the organization or any charter schools it operates. If applicable, provide in Attachment V: (1) the demand, (2) any response to the demand, and (3) the results of the arbitration or litigation.

KIPP Nashville opened its first school, KIPP Academy Nashville (KAN), in 2005. This school was the first public middle school in Nashville with a college-focused mission. In the fifteen years since its opening, KAN has regularly been recognized as one of the top public schools in the state of Tennessee. During this time, KIPP Nashville has expanded to open six additional schools: three elementary schools, two additional middle schools, and one high school.

KIPP Nashville schools are consistently rated among the highest-performing schools in Tennessee. Since 2013, KIPP schools have been eligible to receive school-wide TVAAS ratings 14 times. In 12 of those instances as reflected in the list below, KIPP schools have received a Level 5, the highest possible performance designation:

- KIPP Academy Nashville (grades 5-8): Level 5 four times (2015, 2017, 2018, and 2019)
- KIPP Nashville College Prep (grades 5-8): Level 5 four times (2015, 2017, 2018, and 2019)
- KIPP Nashville Collegiate High School (grades 9-12): Level 5 three times (2015, 2016, 2017)
- KIPP Kirkpatrick (grades K-4): Level 5 once (2019)

In addition to receiving Tennessee's highest designation for student growth, KIPP Nashville schools have also consistently been recognized by the state of Tennessee as Reward Schools. The following KIPP Nashville schools were named Reward Schools by the state of Tennessee in 2017, 2018 and 2019:

- 2019: KIPP Academy Nashville, KIPP Nashville College Prep, and KIPP Kirkpatrick
- 2018: KIPP Academy Nashville
- 2017: KIPP Nashville College Prep and KIPP Nashville Collegiate High School

Beyond the strong student performance on state tests, KIPP Nashville students regularly achieve at high levels on nationally normed tests. Chief among these national tests is the ACT college entrance exam. All KIPP Nashville schools prepare students with the fundamental building blocks that will help them learn to read and become flexible problem solvers through elementary and middle school. By the time KIPP students reach their senior year of high school, they post some of the top ACT scores in the state, with 60% of seniors scoring a 21+ on the ACT, compared with 40% of all Tennessee seniors and 30% of all Nashville seniors reaching that achievement level.

The KIPP Nashville Collegiate High School graduation rate for the class of 2019 was 91%. KIPP Nashville calculates graduation rate using the National Governors Association four-year on-time standardized graduation rate.¹⁴

KIPP Nashville's network performance has been consistently strong, and the original school—KIPP Academy Nashville—has in many ways proved to be the most consistently high-performing school in the network. KAN's consistent high performance can be attributed to leadership consistency, a strong adult culture centered around growth and improvement, and a commitment to setting consistently high expectations for students. Because of these factors, KIPP Nashville is now led by its third Principal in the last 15 years. In addition to leadership stability, the adult culture of this school has been consistently built

¹⁴ The graduation rate = (number of students in graduating cohort who entered 9th grade four years prior + number of transfers in - number of transfers out) divided by (number of students graduating within 4 years),

and maintained around the principles of grit (working hard and constantly growing), shine (having fun and enjoying the challenges and successes), and team (working together as an aligned, cohesive unit). Finally, the KAN team has held incredibly consistent student expectations, both academically and for behavior, over the past 15 years, guided by both a curriculum and student handbook that have been remarkably consistent over the years.

While we are proud of the performance of the network of KIPP Nashville schools and of KIPP Academy Nashville as the most established and most consistently high performing school in the network, schools do occasionally struggle in one or more areas. When this happens, the KIPP Nashville RLT intervenes to provide the supports and/or interventions needed to help that school get back to a trajectory of excellence.

One example of this happened when KIPP, at the request of the MNPS Board of Public Education and Dr. Register, took over a chronically failing MNPS elementary school. In 2015, the MNPS Board asked KIPP Nashville to assume management of Kirkpatrick elementary school. At the time, Kirkpatrick was one of the lowest-performing schools in the state of Tennessee. It was both chronically low-performing and designated a Priority School by the state of Tennessee, making it eligible for takeover by the Achievement School District. To avoid this action, the MNPS board voted to request that KIPP Nashville assume management responsibilities for Kirkpatrick, and in 2015-16, KIPP Kirkpatrick opened with kindergarten and 1st grade. Over the next three years, KIPP Kirkpatrick expanded to 2nd, 3rd, and 4th grades, while MNPS phased out the upper grades of the old Kirkpatrick elementary school.

In 2018, during its first year of TCAP testing, 27.2% of KIPP Kirkpatrick students passed the math TCAP and 12.5% of KIPP Kirkpatrick students passed the ELA TCAP. While this performance was multiples better than the school's historic performance, KIPP Nashville was not satisfied by these results. In response to these performance levels the RLT set new performance goals, coupled with increased supports and interventions for the 2018-19 school year. By the end of the year, both math and ELA TCAP results increased to 36.9% and 16.6% passing respectively. In addition, in 2019, during its first year of eligibility, KIPP Kirkpatrick was named a Reward School by the state of Tennessee.

KIPP Nashville's approach to progress monitoring and quick responsiveness with both supports and interventions helped accelerate the turn around of Kirkpatrick from a chronically under-performing school to a Reward school.

KIPP Nashville and its schools are in good standing. Neither KIPP Nashville nor its schools have been subject to any of the following:

- contract terminations;
- charter revocations, non-renewals, shortened or conditional renewals, withdrawals, or non-openings;
- performance deficiencies or compliance violations that have led to formal authorizer intervention in the last three years, or;
- litigation or arbitration proceedings.

Attachment A

Academic Calendar

KIPP Nashville

2019-20 Academic Calendar - last edited 3/13/2019

Calendar Legend		
Staff Only - No Students	Holiday - School Closed	Regular School day
Early Dismissal	Parent Teacher Conferences - no students	

July 2019						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2019						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2019						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2020						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 1-3	Leadership Institute
July 8	(8-9:30 am) New KIPPsters session-Randy
July 8-10	New to KIPP School based PD
July 11-12	RELAY PD (full days)
July 11	MS 101 1/2 day curriculum orientation
July 12	ES 101 1/2 day curriculum orientation
July 15-19	School based PD
July 22-24	ES and MS Content PD
July 24	KIPP Nashville All Hands
July 25-26	HS Orientation
July 29-30	KACPE-All families open house
July 29-31	KAN/KACP-New Student Orientation (7:30-12:00)
July 30-Aug 1	Kirk-New 2nd-4th grade students
July 30-Aug 1	KIRK-All families open house & assessments
July 31-Aug 1	KACPE-1/2 Kindergarten and new student orientation
August 5	First day of school (full day-except KNCPE/KNCP)
August 5	KNCP/KNCP-First day of school (full day)
August 6	KNCP/KNCP-First day of school (full day)
August 30	Staff PD
September 2	Labor Day-no school
September 6	Q1 Progress Reports issued
Sept 30-Oct 3	Collegiate-Q1 Interim Assessments (1:30pm dismissal)
October 3	Q1 ends
October 4	Staff PD
October 7-11	Fall Break

October 22	Q1 report cards issued
November 8	Parent/teacher conference day
November 11	Veterans Day-no school
November 15	Progress Reports issued
November 27-29	Thanksgiving holiday - no school
Dec 17-19	Collegiate-Q2 Interim Assessments (1:30pm dismissal)
Dec 21	Staff PD-end of first semester
Dec 23-Jan 3	Winter Holiday-no school
January 6	Staff PD
January 7	First day of 2nd semester
January 9	Q2 report cards issued
January 20	Dr. Martin Luther King, Jr. Holiday-no school
February 7	Progress reports issued
February 17	Parent/teacher conference day-Staff PD
March 9-12	Collegiate-Q3 Interim Assessments (1:30pm dismissal)
March 13	Staff PD-end of Q3
March 16-20	Spring break-no school
March 23	Q4 begins
March 24	Report cards issued
April 10	Spring Holiday-no school
April 21	Progress reports issued
May 18-20	Collegiate-Q4 Interim Assessments (1:30pm dismissal)
May 21	Last day of Q4-Half day (11am dismissal)
May 22	Staff PD

Summer Professional Development Schedule: School-specific (page 1 of 5)

2019-20 Summer Professional Development - Leadership Team (LT) Week					
Time	Monday, July 1	Tuesday, July 2	Wednesday, July 3	Thursday, July 4	Friday, July 5
8:00-8:15	LT Huddle	LT Huddle	LT Huddle	FOURTH of JULY	VACATION DAY
8:15-8:30	8:00-8:20 a.m.	8:00-8:20 a.m.	8:00-8:20 a.m.		
8:30-8:45	Leadership Institute 8:30 a.m.-4:00 p.m.	Leadership Institute 8:30 a.m.-4:00 p.m.	Leadership Institute 8:30 a.m.-4:00 p.m.		
8:45-9:00					
9:00-9:15					
9:15-9:30					
9:30-9:45					
9:45-10:00					
10:00-10:15					
10:15-10:30					
10:30-10:45					
10:45-11:00					
11:00-11:15					
11:15-11:30					
11:30-11:45					
11:45-12:00					
12:00-12:15					
12:15-12:30					
12:30-12:45					
12:45-1:00					
1:00-1:15					
1:15-1:30					
1:30-1:45					
1:45-2:00					
2:00-2:15					
2:15-2:30					
2:30-2:45					
2:45-3:00					
3:00-3:15					
3:15-3:30					
3:30-3:45					
3:45-4:00					
4:00-4:15	LT Huddle	LT Huddle	LT Huddle		
4:15-4:30	4:00-4:30 p.m.	4:00-4:30 p.m.	4:00-4:30 p.m.		

Summer Professional Development Schedule: School-specific (page 2 of 5)

2019-20 Summer Professional Development - Week One					
Time	Monday, July 8	Tuesday, July 9	Wednesday, July 10	Thursday, July 11	Friday, July 12
8:00-8:15	Welcome to the Team! 8:00-8:30 a.m.	Team Time 8:00-8:45 a.m.	RELAY - Classroom Execution 123 Douglas Ave. (Lunch Provided) 8:00 a.m.-4:30 p.m.	RELAY - Classroom Execution 123 Douglas Ave. (Lunch Provided) 8:00 a.m.-4:30 p.m.	RELAY - Classroom Execution 123 Douglas Ave. (Lunch Provided) 8:00 a.m.-4:30 p.m.
8:15-8:30					
8:30-8:45	Why Here, Why Now 8:30-9:30 a.m.	Our School Culture: The Why 8:45-10:45 a.m.			
8:45-9:00					
9:00-9:15					
9:15-9:30					
9:30-9:45					
9:45-10:00	Core Values 9:45-10:45 a.m.	Break			
10:00-10:15					
10:15-10:30					
10:30-10:45					
10:45-11:00					
11:00-11:15	Professional Expectations 10:45-11:30 a.m.	School Culture: Intro to the Paycheck 11:00 a.m.-12:00 p.m.			
11:15-11:30					
11:30-11:45	Team Lunch (Provided) 11:30 a.m.-12:30 p.m.	Lunch (On Your Own) 12:00-1:00 p.m.			
11:45-12:00					
12:00-12:15					
12:15-12:30					
12:30-12:45					
12:45-1:00	Regional Curriculum Introduction 12:30-4:30 p.m.	Team Time 1:00-1:30 p.m.			
1:00-1:15					
1:15-1:30					
1:30-1:45		Home Visits 1:30-2:30 p.m.			
1:45-2:00					
2:00-2:15					
2:15-2:30		Break			
2:30-2:45		Home Visit Scheduling 2:45-3:45 p.m.			
2:45-3:00					
3:00-3:15		Closing			
3:15-3:30					
3:30-3:45					
3:45-4:00					
4:00-4:15					
4:15-4:30					

Summer Professional Development Schedule: School-specific (page 3 of 5)

2019-20 Summer Professional Development - Week Two								
Time	Monday, July 15	Tuesday, July 16	Wednesday, July 17	Thursday, July 18	Friday, July 19			
8:00-8:15	Welcome to KIPP!	Team Time 8:00-8:30 a.m.	Team Time 8:00-8:30 a.m.	Team Time 8:00-8:30 a.m.	Team Time 8:00-8:30 a.m.			
8:15-8:30	Who We Serve: Parent Panel 8:15-9:00 a.m.	The First 6 Weeks 8:30-9:15 a.m.	The Common Picture: Routines/Procedures 8:30-10:15 a.m.	Big/Little KIPPster Interactions 8:30-9:45 a.m.	Professional Growth and Systems to Support 8:30-10:00 a.m.			
8:30-8:45								
8:45-9:00								
9:00-9:15	Transition, Break	The Common Picture: Routines/Procedures 9:30 a.m.-12:00 p.m.	The Common Picture: Routines/Procedures 10:30 a.m.-12:00 p.m.	Incentives and Rituals 9:45-10:45 a.m.	Scrimmage! 10:15 a.m.-12:00 p.m.			
9:15-9:30	Team Time 9:15-9:45 a.m.					Break		
9:30-9:45	2019-20 School Goals 9:45-10:30 a.m.					Break	Break	
9:45-10:00								
10:00-10:15								
10:15-10:30								
10:30-10:45	Team Norms 10:30-11:15 a.m.					Break	Break	
10:45-11:00								
11:00-11:15								
11:15-11:30	A Day at KIPP 11:15 a.m.-12:00 p.m.					Break	Break	
11:30-11:45								
11:45-12:00								
12:00-12:15	Team Lunch (Provided) 12:00-1:00 p.m.	Lunch (On Own) 12:00-1:00 p.m.	Lunch (On Own) 12:00-1:00 p.m.	Lunch (On Own) 12:00-1:00 p.m.	Commitment 12:00-12:45 p.m.			
12:15-12:30								
12:30-12:45								
12:45-1:00						Closing		
1:00-1:15	Take it Live! 1:00-1:45 p.m.	Take it Live! 1:00-1:45 p.m.	Take it Live! 1:00-1:45 p.m.	Take it Live! 1:00-1:45 p.m.	Lunch on Own Classroom Set-Up Home Visits Orientaiton Prep Work 1:00 p.m.			
1:15-1:30								
1:30-1:45								
1:45-2:00	School Ops 1:45-3:15 p.m.	Excellent School, Excellent Spaces 1:45-2:45 p.m.	The Common Picture: Operational Systems 1:45-2:45 p.m.	Family Communication 1:45-2:45 p.m.				
2:00-2:15						Closing	Closing	Closing
2:15-2:30								
2:30-2:45	Closing	Classroom Set-Up Home Visits 3:00 p.m.	Classroom Set-Up Home Visits 3:00 p.m.	Classroom Set-Up Home Visits 3:00 p.m.				
2:45-3:00								
3:00-3:15								
3:15-3:30	Closing	Classroom Set-Up Home Visits 3:00 p.m.	Classroom Set-Up Home Visits 3:00 p.m.	Classroom Set-Up Home Visits 3:00 p.m.				
3:30-3:45								
3:45-4:00								
					Cookout! 6:00 p.m.			

Summer Professional Development Schedule: School-specific (page 4 of 5)

2019-20 Summer Professional Development - Week Three							
Time	Monday, July 22	Tuesday, July 23	Wednesday, July 24	Thursday, July 25	Friday, July 26		
8:00-8:15	<p>KIPP Nashville Regional Content PD</p> <p>8:00 a.m.-4:30 p.m.</p> <p>See Regional Schedule</p>	<p>KIPP Nashville Regional Content PD</p> <p>8:00 a.m.-4:30 p.m.</p> <p>See Regional Schedule</p>	<p>KIPP Nashville Regional Content PD</p> <p>8:00 a.m.-4:30 p.m.</p> <p>See Regional Schedule</p>	Team Time 8:00-8:30 a.m.	Team Time 8:00-8:30 a.m.		
8:15-8:30				Academics: Vision and Policies 8:30-9:30 a.m.	The Common Picture: Arrival and Dismissal 8:30-9:30 a.m.		
8:30-8:45							Break
8:45-9:00							
9:00-9:15							The MAP Assessment 9:30-10:15 a.m.
9:15-9:30							Break
9:30-9:45							Orientation Overview 10:30-11:30 a.m.
9:45-10:00							
10:00-10:15							
10:15-10:30							
10:30-10:45							
10:45-11:00							
11:00-11:15							
11:15-11:30							
11:30-11:45							
11:45-12:00							Lunch (On Own) 11:30 a.m.-12:30 p.m.
12:00-12:15							Lunch (On Own) 11:30 a.m.-12:30 p.m.
12:15-12:30							
12:30-12:45							
12:45-1:00							Team Time 12:30-1:00 p.m.
1:00-1:15							
1:15-1:30							
1:30-1:45				Orientation Walkthrough 1:00-2:15 p.m.			
1:45-2:00							
2:00-2:15							
2:15-2:30							
2:30-2:45							
2:45-3:00							
3:00-3:15							
3:15-3:30							
3:30-3:45							
3:45-4:00							
4:00-4:15							
4:15-4:30							
				HOLD - CPI Planning Time	Travel to All Hands		
					All Hands 3:00-4:30 p.m.		

Summer Professional Development Schedule: School-specific (page 5 of 5)

2019-20 Summer Professional Development - Week Four					
Time	Monday, July 29	Tuesday, July 30	Wednesday, July 31	Thursday, August 1	Friday, August 2
7:30-7:45	Morning Huddle	Morning Huddle	Morning Huddle		
7:45-8:00	Arrival	Arrival	Arrival		
8:00-8:15	STUDENT ORIENTATION 8:00 a.m.-12:00 p.m.	STUDENT ORIENTATION 8:00 a.m.-12:00 p.m.	STUDENT ORIENTATION 8:00 a.m.-12:00 p.m.	Team Time 8:00-8:30 a.m.	Team Time 8:00-8:30 a.m.
8:15-8:30				The Common Picture: Homeroom 8:30-9:45 a.m.	Supporting All Students 8:30-9:45 a.m.
8:30-8:45					
8:45-9:00				Break	Break
9:00-9:15					
9:15-9:30				The Common Picture: Lunch and Recess 10:00-11:15 a.m.	Safety Protocols 10:00-11:15 a.m.
9:30-9:45					
9:45-10:00				The Common Picture: Chromebooks 11:15 a.m.-12:00 p.m.	Systems Check! 11:15 a.m.-12:00 pm.
10:00-10:15					
10:15-10:30				Dismissal	Dismissal
10:30-10:45					
10:45-11:00	Lunch/Work Time 12:15-1:30 p.m.	Lunch/Work Time 12:15-1:30 p.m.	Lunch/Work Time 12:15-1:30 p.m.	Team Time 1:00-1:30 p.m.	
11:00-11:15					
11:15-11:30	Orientation Debrief/Prep 1:30-2:30 p.m.	Orientation Debrief/Prep 1:30-2:30 p.m.		Independent Reading Systems 1:30-3:45 a.m.	Day One Practice and Walkthroughs 1:00-3:45 p.m.
11:30-11:45					
11:45-12:00	Planning Time O3s 2:30-3:45 p.m.	Planning Time O3s 2:30-3:45 p.m.	Planning Time O3s 1:30-3:45 p.m.		
12:00-12:15					
12:15-12:30	Closing	Closing	Closing	Closing	Closing
12:30-12:45					
12:45-1:00					
1:00-1:15					
1:15-1:30					
1:30-1:45					
1:45-2:00					
2:00-2:15					
2:15-2:30					
2:30-2:45					
2:45-3:00					
3:00-3:15					
3:15-3:30					
3:30-3:45					
3:45-4:00					

Attachment B

Student Handbook



Student & Family Handbook

2019-2020

Welcome!

July 1, 2019

Dear Students & Families,

I am excited to welcome you to KIPP Nashville Collegiate High School for the 2019-2020 academic year. You are part of a talented student body that is recognized for its academic abilities and social and emotional growth.

This handbook will inform all students and families, new and returning, about many aspects of our school. In the pages that follow, you will see descriptions of the services and activities available to students, as well as our rules and policies that make Collegiate unique. This handbook establishes the responsibilities that students, families, and staff have in making this a community that values integrity, professionalism, respect and fairness all while living out our core values: Excellence, Resilience, and Growth.

Thank you for choosing KIPP Nashville Collegiate High School. I hope your year ahead is both challenging and successful.

Sincerely,

Marc Gauthier
Principal, KIPP Nashville Collegiate High School

Staff Contact List

Staff Last Name	Staff First Name	Role/Department	Phone Number	Email
Andrews	Morgan	Communities in School	615-997-0803	mandrews@kippnashville.org
Atkinson	Emily	Learning Specialist	615-541-9483	eatkinson@kippnashville.org
Bahamon	Hugo	Spanish	630-803-9129	hbahamon@kippnashville.org
Bantle	Laura	Director of Student Support	615-543-6113	lbantle@kippnashville.org
Calderon	Carlos	Spanish	615-705-0019	ccalderon@kippnashville.org
Carrethers	Jordan	Physical Education	615-541-5108	jcarrethers@kippnashville.org
Castaneda	Stephen	Music	615-669-6592	scataneda@kippnashville.org
Chadalavada	Kalyan	Math	615-499-6434	kchadalavada@kippnashville.org
Clayton	Kristina	Director of Operations	629-214-9401	kclayton@kippnashville.org
Dougherty	Ailish	Literature	615-863-1408	adougherty@kippnashville.org
Franco	Thalia	Office Manager	615-461-0159	tfranco@kippnashville.org
Frederickson	Moira	Literature	615-434-5816	mfrederickson@kippnashville.org
Garner	Mariah	Composition	615-861-1920	mgarner@kippnashville.org
Garrett	Danielle	Science	732-948-4433	dgarrett@kippnashville.org
Gauthier	Marc	Principal	860-885-4862	mgauthier@kippnashville.org
Heath	Pemberton	Math	615-461-5888	pheath@kippnashville.org
Jones	Madison	Math	615-358-8861	mjones@kippnashville.org
Keyes	Jack	Composition	502-544-8174	jkeyes@kippnashville.org
Keyser	Corey	Math	615-285-9722	ckeyser@kippnashville.org
Krudys	Ashleigh	Literature	615-815-1224	akrudys@kippnashville.org
Labarces	Lisa	Literature	860-327-2081	llbarces@kippnashville.org
Llera	Corie	History	305-297-9313	cllera@kippnashville.org
Lundgren	Christopher	History	615-852-8797	clundgren@kippnashville.org
McDonald	Loretta	Dean of College Counseling	615-378-8081	lmcdonald@kippnashville.org
McKinnie	LaTishia	Support Teacher	615-348-8436	lmckinnie@kippnashville.org
Newton	Patrick	History	615-975-8812	pnewton@kippnashville.org
Paige	Charlie	Composition	609-651-0493	cpaige@kippnashville.org
Papini	Marie	Counselor	615.692.2333	mpapini@kippnashville.org
Parker	Aerryelle	Learning Specialist	615-378-7790	aparker@kippnashville.org

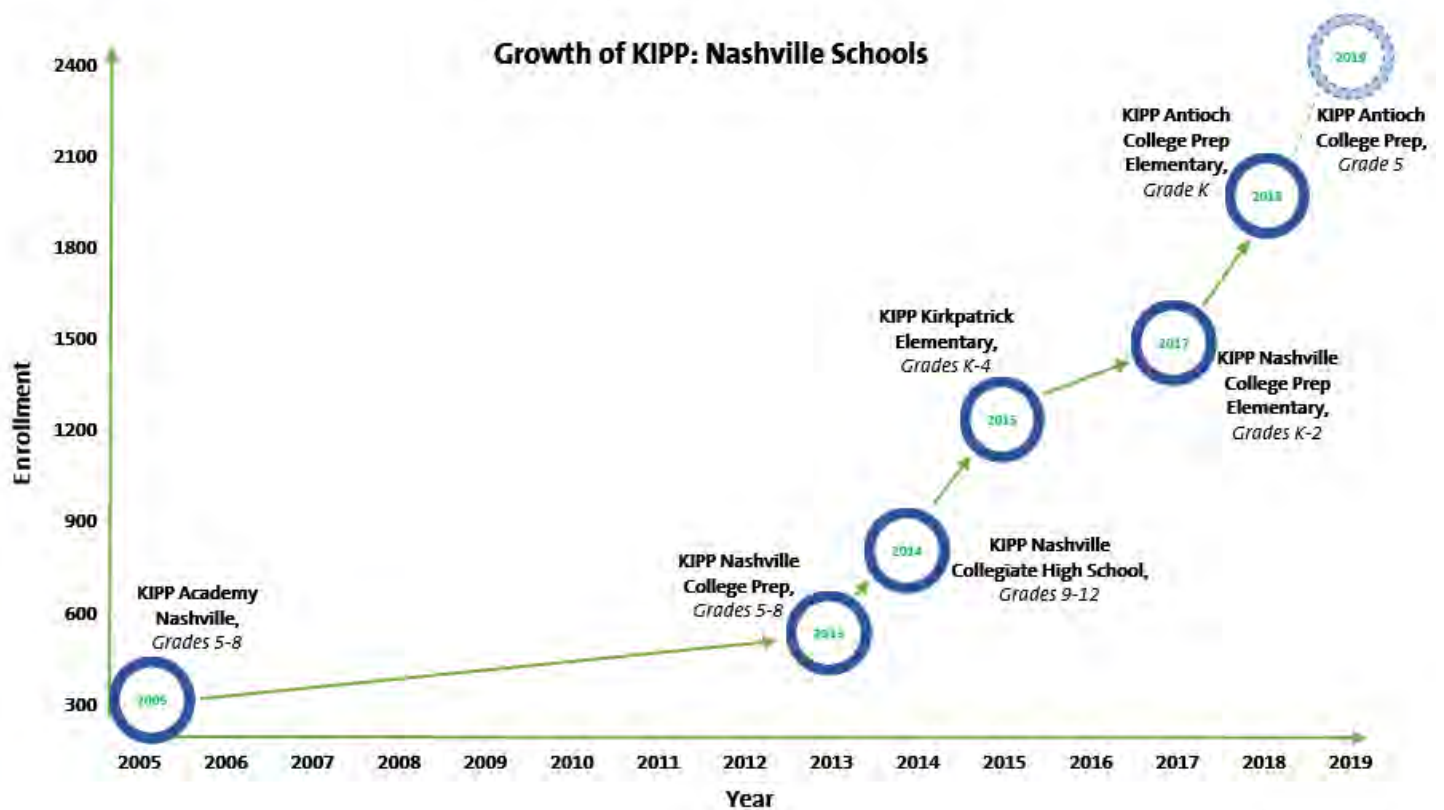
Parsons	Elizabeth	Speech Pathologist	251-327-5164	elizabeth.parsons@projectplaytherapy.com
Resavy	Matt	Science	973-800-0733	mresavy@kippnashville.org
Riley	Victoria	Math	407-674-9429	vriley@kippnashville.org
Ross	Dorrell	Math	615-200-0250	dross@kippnashville.org
Rowan	Leonard	History	629-777-5604	lrowan@kippnashville.org
Sayles	Serena	Assistant Principal	615-348-7688	ssayles@kippnashville.org
Sensabaugh	James	Social Justice	931-221-2887	jsensabaugh@kippnashville.org
Trimble	Carolyn	Restorative Advisor		ctrimble@kippnashville.org
Smith	Brandi	College Readiness	615-988-6707	brandismith@kippnashville.org
Spain	Laura	Learning Specialist	615-830-7205	lspain@kippnashville.org
Stasik	Kate	Literature	615-581-1034	kstasik@kippnashville.org
Strike	Mariah	Operations Coordinator	615-434-2569	mstrike@kippnashville.org
Sueing	Kristen	Dean of Students	615-708-0594	ksueing@kippnashville.org
Tavakoli	Parisa	Science	615-348-8219	ptavakoli@kippnashville.org
Thompson	Diane	Science	919-951-4080	dthompson@kippnashville.org
Tillotson	Jennifer	Assistant Principal	203-535-4644	jtillotson@kippnashville.org
Wurie	Hawanatu	Literature	269-601-6699	hwurie@kippnashville.org

Our History

The highly acclaimed and nationally recognized Knowledge Is Power Program (KIPP) education model has proven for more than twenty years that the time-honored values of hard work, no excuses, and a relentless focus on results are the right formula for overall academic success.

KIPP Nashville Collegiate High School (Collegiate) is part of a national network of over 224 KIPP schools serving nearly 100,000 students in underserved communities throughout 20 states and the District of Columbia. Together with our two middle schools – KIPP Academy Nashville and KIPP Nashville College Prep – and our three elementary schools – KIPP Nashville College Prep Elementary, KIPP Kirkpatrick Elementary, and KIPP Antioch College Prep Elementary – Collegiate is part of the KIPP Nashville region of schools.

Collegiate was founded in 2014 in response to the growing demand for a high-quality high school that would equip graduates of the KIPP Nashville middle schools with the necessary knowledge and skills to be truly “College Ready” by graduation.



Mission, Vision, & Values

KIPP Nashville’s vision is that one day, every student in Nashville will have access to a high-quality, college-preparatory seat in a public school. We pursue this through our mission of cultivating in our students the academic and character skills needed to succeed in top colleges and life beyond.

Each day begins with a simple equation.

Knowing the Need + Knowing the Solution = Responsibility to Make It Happen

Collegiate Mission Statement

Collegiate will continue to be an elite, non-admissions-based, public high school providing a college-prep education to (primarily Black and Latinx) students in East, North, and South Nashville, and continue to establish the character and academic skills necessary to be successful in college and in life.

Collegiate Core Values

KIPP Collegiate is built around three core values: Excellence, Resilience, and Growth. At Collegiate, our values guide our actions and decisions by grounding us in a common set of beliefs and principles:

Excellence | We set the bar high.

Resilience | We are solutions-oriented in the face of challenges.

Growth | We get better every day.

KIPP Collegiate also is committed to five aspirational values:

Heart | We look out for each other’s well-being.

Accountability | We follow through on our commitments and obligations.

No Fear, No Embarrassment | We let our light shine and embrace taking risks.

Mindsets, Beliefs, and Actions

KIPP Collegiate commits to upholding the following mindsets and beliefs:

- **Diversity, equity, & inclusion**
- **Alignment**
- **Time on-task**
- **“The Cycle”**
- **Students own the cognitive lift**

In addition, these actions drive the work we do at KIPP Collegiate:

- **We sweat the small stuff**
- **We follow-up**
- **We Partner with Caregivers**
- **We Invest, Reinvest, and Take Pride**
- **We use every interaction to communicate the Four Key Messages**

The Four Key Messages are:

1. **This is important.**
2. **You can do it with hard work.**
3. **I will not give up on you.**
4. **We will help each other.**

General School Information

KIPP Nashville Collegiate High School, or Collegiate, is a free, public charter high school serving almost 400 students in grades 9-12 in East Nashville. Collegiate is located in the historic Highland Heights building. The following section will provide an overview of Collegiate's annual and daily schedules.

Contact Information:

KIPP Nashville Collegiate High School
123 Douglas Avenue
Nashville, Tennessee 37207
(p) 615.226.4484, Opt. 3
(f) 615.226.9733

Hours:

August – May: 7:15 am – 3:45 pm
June – July: 9 am – 12 pm, call for appointments outside of these hours

School Closing:

Occasionally, weather conditions will cause schools to open late, dismiss early, or close altogether. If we are experiencing or expecting severe weather, please monitor the MNPS Website (mnps.org) or our local television and/or radio stations for the latest school closing information. KIPP Nashville follows the Metropolitan Nashville Public Schools (MNPS) plan for school closings. If MNPS schools are closed, KIPP Nashville will also be closed.

If MNPS is closed for more than one consecutive day, please check the local news each night to see if KIPP Nashville will open. Sometimes MNPS bus routes are inaccessible, but bus routes are clear to our schools after one day. In these occasional cases, where MNPS cannot open, but we can, we will send a text or call to all families as well as post our opening on local news.

Early Dismissal Procedures

In the event that inclement weather causes an early dismissal, we will notify all parents through a phone call in addition to the posting on MNPS's website. KIPP Nashville will follow the regular daily schedule until the time that students need to be dismissed early. Classes will remain the same length of time and will not shorten, and students may miss some classes scheduled for the end of the day.

Transportation:

KIPP Nashville Collegiate High School does not offer bus transportation currently. Students can walk to school, be dropped off, or ride the MTA bus. All Collegiate student receive a free MTA bus pass at the beginning of the school year which allows them to ride the city bus for free. This serves as their student's school ID and bus pass. If a student loses their pass the replacement cost is \$15 paid to the main office. There are two spots located near Collegiate on Douglas Ave. and Meridian St. Check <https://nashvillemta.org/> for all bus routes.

2019-20 Academic Calendar

Calendar Legend	
Staff Only - No Students	Holiday - School Closed
Regular School day	Parent Teacher Conferences - no students
Early Dismissal	

July 2019						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2019						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2019						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2020						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

The Quarter System

The academic year is divided into four grading periods. Each quarter includes nine weeks of instruction and concludes with a week of final exams and a professional development day. The 2019-20 quarters include:

- **Quarter 1:** August 5th, 2019 – October 4th, 2019
- **Quarter 2:** October 14th, 2019 – December 20th, 2019
- **Quarter 3:** January 7th, 2020 – March 13th, 2020
- **Quarter 4:** March 23rd, 2020 – May 22nd, 2020

Important Dates

Important dates in the 2019-20 school year include:

Summer	
July 25 – 26	High School Orientation (9 th grade + New to KIPP students)
July 27	Parent University
Quarter One	
August 5	First day of school! (Quarter 1 begins)
August 16	Back to School Night
August 30	<i>Staff PD Day – No school</i>
September 2	<i>Labor Day – No school</i>
September 30 – October 3	S1 Midterms (1:30 pm dismissal)
October 4	<i>Staff PD day – No School</i>
October 7 – 11	<i>Fall Break – No school</i>
Quarter Two	
November 8	<i>Parent-Teacher Conferences (No School)</i>
November 11	<i>Veterans Day – No school</i>
November 27 – 29	<i>Thanksgiving Break – No school</i>
December 17 – 19	S1 Finals (1:30 pm dismissal)
December 20	<i>Staff PD day - No School</i>
December 23 – January 3	<i>Winter Break – No school</i>
Quarter Three	
January 6	<i>Staff PD day – No School</i>
January 7	First day of Semester Two! (Quarter 3 begins)
January 20	<i>Martin Luther King, Jr. Day – No school</i>
February 17	<i>Parent Teacher Conferences – No School</i>
March 9 – 12	S2 Mock AP Exams/ Midterms (1:30 pm dismissal)
March 13	<i>Staff PD day – No School</i>
March 16 – 20	<i>Spring Break – No school</i>
Quarter Four	
April 10	<i>Spring Holiday – No school</i>
May 18 – 20	S2 Finals (1:30 pm dismissal)
May 21	Last day of school! (11 am dismissal)
May 22	Staff PD day
May 23	Collegiate Graduation Ceremony

Collegiate Schedule

Collegiate opens the front doors facing Douglas Ave. at 7:15 am every morning. Students have until 7:30 am to report to the cafeteria for free breakfast. At 7:30 am the doors close and students that enter after are considered tardy and must check in at the office. Breakfast is not provided to students who arrive after 7:30 am.

MONDAY-THURSDAY					
9th (~60)		10th (~60)		11th/12th (~60)	
Time	Block	Time	Block	Time	Block
7:33-7:42	Homeroom	7:33-7:42	Homeroom	7:33-7:42	Homeroom
7:45-8:45	1	7:45-8:45	1	7:45-8:45	1
8:48-9:48	2	8:48-9:48	2	8:48-9:48	2
9:51-10:51	3	9:51-10:51	3	9:51-10:51	3
10:54-11:19	Lunch	10:54-11:54	4	10:54-11:54	4
11:22-12:22	4	11:57-12:22	Lunch	11:57-12:57	5
12:25-1:25	5	12:25-1:25	5	1:00-1:25	Lunch
1:28-2:28	6	1:28-2:28	6	1:28-2:28	6
2:31-3:31	7	2:31-3:31	7	2:31-3:31	7

On specific Fridays, classes are shortened to 52 minutes to make time for Friday Block at the end of the day.

FRIDAY					
9th (~52)		10th (~52)		11th/12th (~52)	
Time	Block	Time	Block	Time	Block
7:33-7:42	Homeroom	7:33-7:42	Homeroom	7:33-7:42	Homeroom
7:45-8:37	1	7:45-8:37	1	7:45-8:37	1
8:40-9:32	2	8:40-9:32	2	8:40-9:32	2
9:35-10:27	3	9:35-10:27	3	9:35-10:27	3
10:30-11:22	4	10:30-10:55	Lunch	10:30-11:22	4
11:25-11:50	5a	10:58-11:50	4	11:25-12:17	5
11:53-12:18	Lunch	11:53-12:45	5	12:20-12:55	6a
12:21-12:45	5b	12:48 - 1:40	6	12:58-1:23	Lunch
12:48 - 1:40	6	1:43-2:35	7	1:26-1:40	6b
1:43-2:35	7	2:38-3:31	Friday Block	1:43-2:35	7
2:38-3:31	Friday Block			2:38-3:31	Friday Block

Parts of the Day

Morning Arrival (7:15-7:30 AM)

Collegiate opens its doors to students at 7:15 every morning. From 7:15-7:30 am, students are expected to enter the building in uniform, grab breakfast from the cafeteria, go to their lockers to put away phones, backpacks, and outerwear, and head to Homeroom.

Homeroom (7:33-7:42 am)

Homeroom is an important logistical start-of-the-day from 7:33-7:42 each weekday. Students must enter homeroom in uniform and without any forbidden items (e.g., electronics, backpacks, purses, fanny packs, outerwear, hoodies, etc.).

They will receive schoolwide announcements, special schedules, and be counted present for the day. It is vital your student attends homeroom each day.

Student Transitions

Students have three-minute passing periods between each class. Transitions are marked by a dismissal and tardy bell. During this time, students should take care of personal needs before arriving at their next class, such as using the bathroom, getting a drink of water, going to their lockers, and socializing with friends. Students who arrive after the tardy bell receive an L2 for Late to Anything.

Lunch

Each student is scheduled a 25-minute lunch each weekday. This year, there are three high school lunch blocks: 9th Grade (10:54-11:19), 10th Grade (11:57-12:22), and 11th/12th Grade (1:00-1:25). The cafeteria is a shared space with KIPP Academy Nashville (KAN) middle school, so efficient transitions to and from lunch are essential.

Students must have a pass to leave the cafeteria for any reason during lunch. This includes, going to tutoring during lunch, eating with a teacher, going to the office, and using the restroom.

Students may not order lunch to the school. However, a parent may order it for their child or bring it to school, but this main office must be notified in advance.

Student Dismissal (3:31-3:45 pm)

Collegiate dismisses students for the day at 3:31 pm. Students may dismiss through two Collegiate exits: the front doors by the Collegiate main office and the east stairwell by the KAN main office. Students have until 3:45 to either exit the building or arrive at their afterschool activity. No student should be in the hallway after 3:45 without a pass.

Students must be picked up or leave campus by 3:45 pm, this includes students that drive. Those that are not picked up by 4 pm will have to come to the dismissal room on the 3rd floor and wait for the ride to arrive supervised by the Dean on Duty.

After School: Students

Collegiate offers numerous afterschool clubs and sports. In addition, students may stay after school for detention, study hall, volunteering, or tutoring. While staying afterschool, students must be with an adult at all times and are not permitted to roam the hallway without a pass.

Detention runs from 3:35-4:30 Monday through Friday.

Friday Block (2:38-3:31 pm)

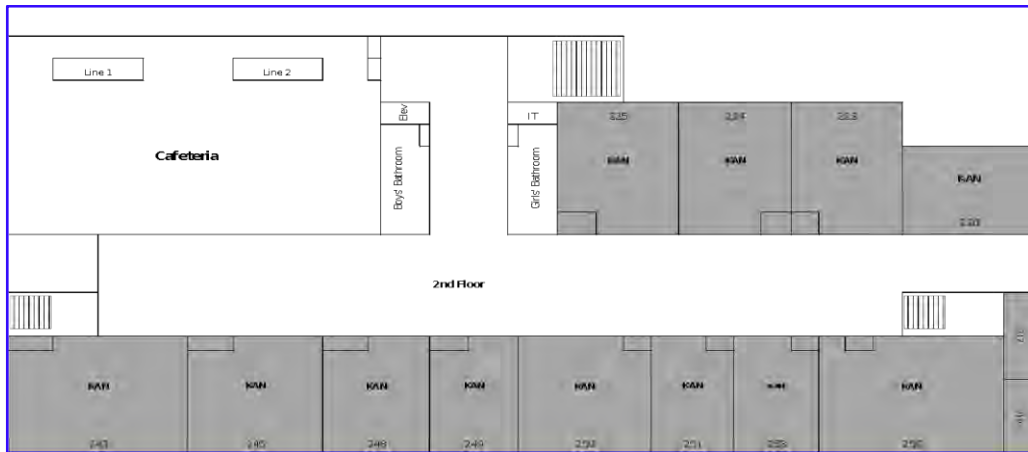
Collegiate will sometimes run an alternate schedule on Fridays to include an opportunity to build student culture, celebrate our students, or end our week in joyful community. Classes end at 2:28 pm on these Fridays as we transition to the Friday Block schedule. Friday block rotates through a number of activities: Whole School celebrations, Grade Level celebrations, and Extended Homerooms.

While Friday Block includes a modified schedule, our expectations for students remains the same. Students should report to their Friday Block locations on time and should arrive in uniform without electronics, backpacks, and outerwear, just like they would for any other class. Students should wait until after Friday Block to pack up for the day.

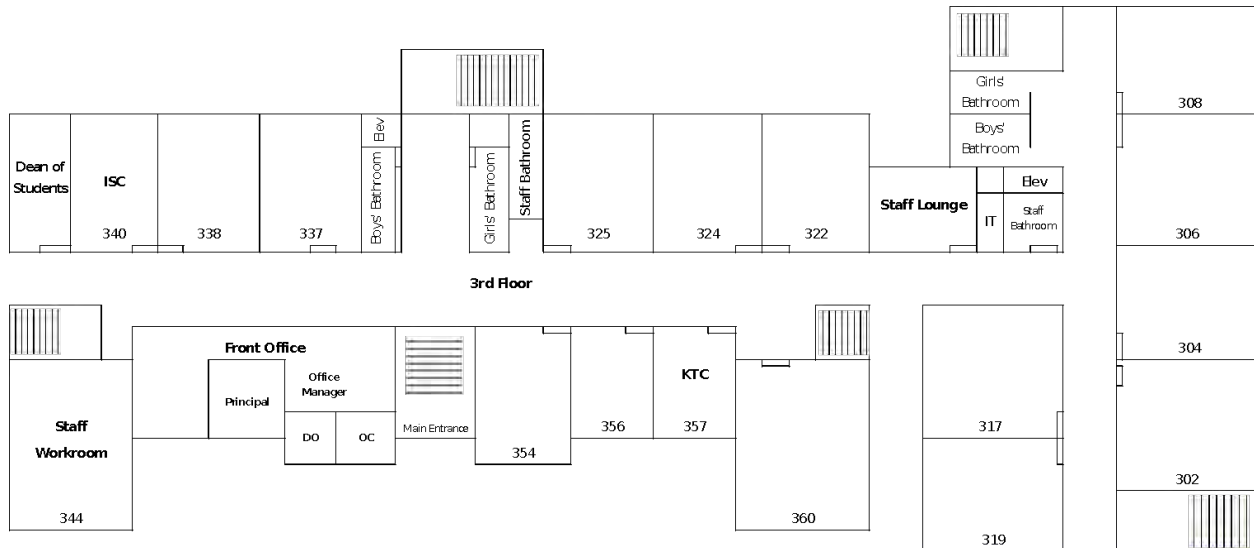
School Maps

Highland Heights houses two KIPP Nashville schools in four floors. KIPP Academy Nashville, the flagship middle school, is contained on floors one and two, with their main entrance on the 1st Floor. Collegiate classrooms are on floors three and four, with our main entrance on the 3rd Floor. Both schools share the cafeteria on the 2nd Floor for lunch and Friday Block.

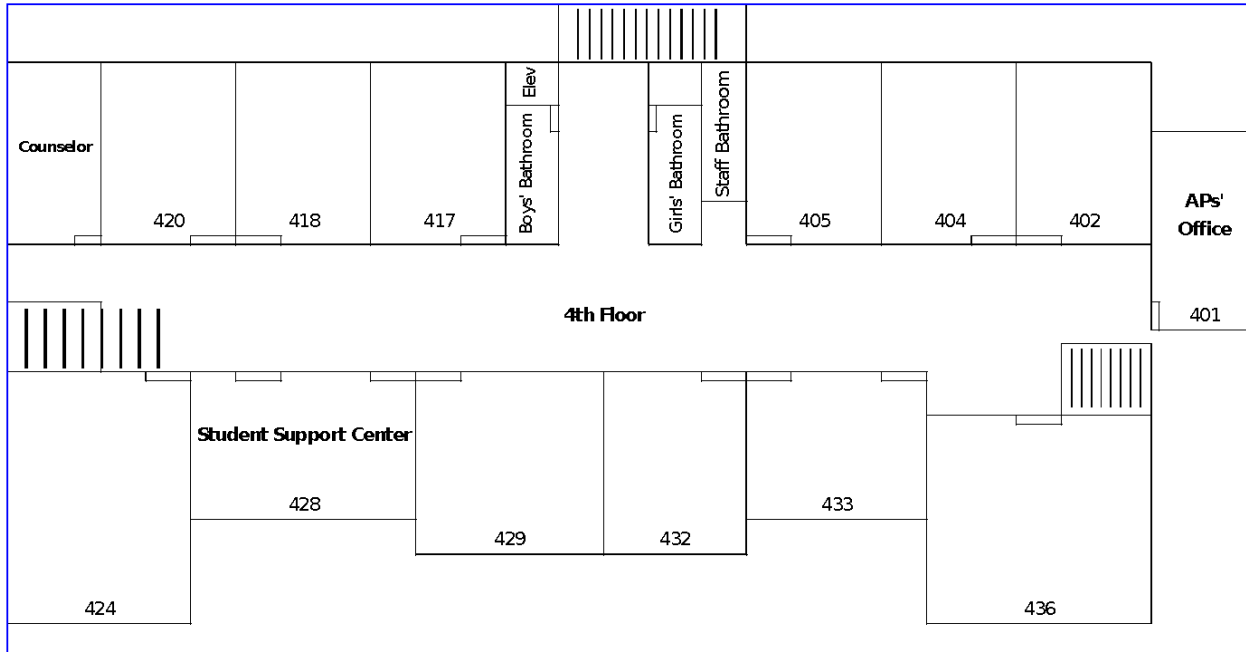
Floor 2



Floor 3



Floor 4



Note that Collegiate students, families, and guests should enter through the main entrance on the 3rd Floor and sign-in in the Main Office. The elevator in the 3rd Floor lobby services floors two through four, while the elevator in the east hallway services floors one through three.

Collegiate Vocab Cheat Sheet

The following is a reference guide for KIPPisms and Collegiate-specific jargon and terms:

Team & Family

This is a term to describe all stakeholders including staff, students, parents, supporters, etc. The concept of Team & Family is a critical component of the school culture. Students and staff at Collegiate understand that we are all in this work together to achieve the same mission.

“Leave places better than you found them.”

Leaving places better than you found them is the motto to describe how we would like students and staff members to clean up behind themselves and others when necessary.

Shout-outs

Shout-outs are an opportunity for peers to recognize each other for something positive they observed. Shout-outs can reflect a school value that a student or teacher has displayed. *Example:* “I would like to shout-out [Mr. Gauthier] for [Joy] because [his clever use of memes helps convey important reminders and expectations to students and staff in a funny way].

Snaps (Agreement/encouragement)

This action is used to affirm or encourage other students when sharing answers or ideas during class or full group time. Students should not snap excessively or cause disruption. It is more important to hear the speaker, not the snap.

Grade Level Chair (GLC)

Leader of grade level team. They are responsible for leading weekly Grade Level Team (GLT) meetings to discuss student grades, behavior, attendance, and other grade-level specific issues with staff and families.

Grade Level Team (GLT)

Teachers and students that make up a certain grade level. Grade level team time is an opportunity to celebrate and build culture across teachers and students.

Illuminate

Illuminate is the official gradebook for KIPP Nashville Collegiate High School. Teachers will enter grades on a week basis here. Parents and students have online access to the gradebook portal, so they can see grades in real time 24/7. Bi-weekly progress reports will also be sent home on Thursdays, be sure to ask your student to see it!

Infinite Campus (IC)

Infinite Campus is the official attendance system for KIPP Nashville Collegiate High School.

LiveSchool

LiveSchool is the behavior tracking system used by our school to support the merit system. Teachers will use this system to input merits and demerits by 4:30 pm each day. Every Thursday students will receive a merit report to share with

families to see how they're doing throughout the week. Many school, grade, and individual incentives are tied to high merit reports. Be sure to ask you student for this every Thursday!

Warrior Packet

Weekly information packet that goes home every Thursday. This packet includes important information about school wide events, testing schedules, calendar updates, and community resources. Be sure to ask your student for this every Thursday!

Attendance

Collegiate students arrive between 7:15 and 7:30 am every day and remain at school until 3:31 pm Monday through Friday. If a student is going to be absent s/he must contact the main office in advance of the absence. If a student becomes sick in the morning, the student's caregiver should contact the school before 8:00 am

Upon the student's return to school, the student is expected to bring a signed note from their caregiver or a doctor's note including the date and reason for the absence.

Since missing class affects academic achievement, repeated absences may be reflected in the student's grades. If a student is repeatedly absent a member of the leadership team, teacher(s), student and caregiver will meet to address the issue.

- ALL absences are considered unexcused absences unless there is a note from a doctor, a death in the immediate family, or religious holiday – all of which are valid reasons for absences. A note must be provided.
- All work that was missed due to an absence must be completed. An absent student will be given one make-up day for each day of school missed. For example, a student missing 2 days of school will be given 2 days to make-up all missed assignments. Absent students and their parents are responsible for contacting teachers to request make-up work.
- Appointments (doctor, dentist, etc.) should not be scheduled during school hours.
- Suspensions are considered unexcused absences.
- Early dismissal is not acceptable except in case of emergency.

Excessive absences may place the student at risk of not being promoted to the next grade. Parents and legal guardians of children between the ages of 6-17 years are responsible for their child's attendance. Children who miss one or more days of school must have a note explaining the reason for the absence when they return to school.

Families have three days to send this note before the absence is considered unexcused. When a student is frequently absent or becomes truant - three (3) or more total days of unexcused absences - the school will refer the student to an attendance officer, send a legal notice to the family, or send the case to juvenile court.

If a student misses ten (10) consecutive days of school, they are considered truant and the student will automatically be dropped from enrollment at KIPP Nashville Collegiate High School and will be required to enroll in his/her zoned school.

Tardy Policy

Collegiate opens at 7:15 am each weekday morning. Students may arrive between 7:15 am and 7:30. Students arriving after 7:30 am are considered tardy. Students will also receive a -5 demerit on their merit report for being tardy.

Excessive tardiness is having a negative impact on student achievement and disrupts the learning environment for other students.

Student Supplies

Students and Families are asked to pay a \$20 school supply fee at the beginning of each school year to cover a portion of the cost for the universal supplies they receive. This includes personal books for English class, a student planner, and homework binder/folder. These items become the property of the student.

Student Planner

All students will receive a student planner at the beginning of the year. This planner should be used in all classes so that students have one place to keep up with all prepwork assignments and important dates throughout the school year. The student agenda is also used as the hallway/bathroom pass for all students. Each student has two passes to use throughout the day. The teacher must sign date, and time stamp the planner before a student exists the classroom for any reason. If a student does not have their planner, a demerit “no pass” should be issued and the student should take the classroom clipboard pass. The clipboard must be signed, dated, and time stamped by the teacher.

Lockers & Locks

All students are assigned a locker and given a school lock to use throughout the year. It is the homeroom teacher’s responsibility to track the locker and lock in our Student Supply Tracker for each student in their homeroom and it is the student’s responsibility to keep the locker locked and code safe. There is a \$5 fee for all unreturned locks at the end of the school year.

Calculators

All students that turn in a calculator permission slip form and do not have a lost calculator from a previous year will be assigned a Collegiate calculator to use through their Math teacher. Math teachers will do periodic checks to ensure students are keeping up their calculator. There is a \$75 fee for all unreturned calculators at the end of the school year.

Phone Policies

Student Cell Phones

Collegiate is a “No Phone Zone.” Students are required to leave cell phones at home or secure them in their lockers in the morning. They are never to use their cell phones in school and are not permitted to carry them on their person throughout the day.

Cell Phone Confiscation Procedure

If a student has a cell phone on them or uses their cell phone, they will receive a L2 (Phone/Electronics) and the teacher will turn the phone into the office. The phone will be placed in a secure, locked drawer until the end of the day. Students can pick up phones at 3:31 pm.

After having a phone collected three times in a quarter, a parent will need to come to the office to pick it up.

Do not leave your phone out for any reason or leave your locker unlocked. Collegiate is not responsible for lost or stolen cell phones.

Main Office Phone

Students often ask to use the office phone to call home, but rarely is it an emergency or necessary to leave class. Student can use the phone during lunch and/or if they have a written pass from a teacher. However, when your child is in the office using the phone during class they’re missing out on valuable instruction.

If there is an **emergency** throughout the day and you need to get in contact with your child, please call the main office. However, this should not be a regular occurrence to call the office and speak to a student. If it is not an emergency,

please leave a message with the office manager and your student will call you back during lunch. Transportation plans should be communicated to your child prior to leaving for school in the morning.

Dress Code

Uniforms must be purchased from our approved vendor JB Designs at <https://shop.jbdesigns.com/collections/kippnch>

Uniform Shirts	<p>Each student is required to wear a Collegiate shirt with the KIPP Collegiate logo.</p> <p>9th Grade: Grey Collegiate Polo</p> <p>10th Grade: Grey or Green Collegiate Polo</p> <p>11th Grade: Grey/Green Collegiate Polo or Blue Long Sleeve Collegiate Oxford Dress Shirt*</p> <p>12th Grade: Grey/Green Collegiate Polo or Blue/White Long Sleeve Collegiate Oxford Dress Shirt*</p> <p>*11th/12th graders may wear school appropriate ties and bow ties with Oxford shirts.</p>	<p>Not acceptable:</p> <ul style="list-style-type: none"> ▪ Non- Collegiate shirts ▪ Untucked shirts ▪ Intentional rips or tears ▪ Long sleeve undershirts that are not neutral in color (navy, black, white, or grey are acceptable neutral colors)
Outerwear	<p>Any KIPP (Collegiate, KAN, KNCP) outerwear that is navy/grey/green/black without a hood</p> <ul style="list-style-type: none"> ▪ Collegiate Cardigan ▪ Collegiate Quarter zip ▪ Collegiate Fleece 	<p>Not acceptable:</p> <ul style="list-style-type: none"> ▪ Non- Collegiate Jackets or Sweatshirts ▪ Collegiate/KAN/KNCP hooded sweatshirts
Shoes/Socks	<p>Students must wear a pair of professional shoes and socks:</p> <ul style="list-style-type: none"> ▪ ***UPDATE: Shoes must be black, brown, or navy*** ▪ Socks can be any color and pattern. However, if a student wears a skirt, the knee-highs, socks, or tights must be black, navy blue, white, or brown. <p>Acceptable:</p> <ul style="list-style-type: none"> ▪ Women’s Flats ▪ Women’s Dress Shoes ▪ Men’s Dress Shoes ▪ Church Shoes ▪ Boat Shoes or Loafers 	<p>Not Acceptable:</p> <ul style="list-style-type: none"> ▪ Open toed shoes, flip flops, sandals, or slides ▪ Timberlands, rain boots, or Uggs (snow boots) ▪ Boots or shoes with reinforced toes/heels ▪ Converse or Vans ▪ High heels ▪ Sneakers of any kind ▪ Moccasins

Pants	Students must wear full length, neat, and properly fitted professional khaki, black, or navy-blue pants with belt loops.	Not acceptable: <ul style="list-style-type: none"> ▪ Overalls ▪ Fatigues or camouflage ▪ Form fitting (lycra, knit, spandex, jeggings, or skinny jeans) or excessively baggy pants ▪ Athletic wear/warmups ▪ Jeans or pants that look or feel like jeans ▪ Sweats or sweat-type pants ▪ Pants and skirts that are tattered, faded, bleached, or frayed ▪ Joggers
Skirts	Students can wear professional khaki, black, or navy skirts that are at an appropriate length.	Not acceptable: <ul style="list-style-type: none"> ▪ Skirt length shorter than 3 inches above knee
Belt	Students must wear a plain black, brown, khaki, or navy belt with their pants/skirt.	Not acceptable: <ul style="list-style-type: none"> ▪ Belts with sequins, studs, or embellishments ▪ Large or distracting belt buckles
Head Coverings	Hijabs can be worn in any color or pattern. <ul style="list-style-type: none"> ▪ All hats, hoods, or other head coverings must be removed before entering the building. 	Not Acceptable: <ul style="list-style-type: none"> ▪ Scarves or Doo-rags ▪ Bandanas ▪ Bonnets ▪ Sweatbands ▪ Headbands with distracting embellishments
Electronic Devices	All electronics including cell phones and headphones must be put away before entering the building. Cell phones must stay in lockers throughout the day, not in pants pockets. Cell phones will be confiscated if found on the student throughout the day.	
General/ Other	Students must keep all purses, personal beauty products, and electronic devices in lockers. Students may not chew gum.	
Uniform Violations	Any student that is found to be out of dress code will be required to attend ISC until a parent or guardian provides a change of clothes. If the violation can be corrected (e.g. an item missing), then the student will receive a loaner item that must be returned at the end of the day. Students must exchange a personal item (Student ID card, cell phone, etc.) to receive the loaner item for the day. This item will be returned to the student when the loaner item is returned.	

Buying Uniforms

Students can purchase uniform items online by accessing the link on our Facebook page (<https://shop.ibdesigns.com/collections/KippNCH>). If a family does not have a credit card to make a purchase, have them contact the Office Manager. If a student expresses that they cannot afford a uniform item, share this information with our CIS Coordinator.

Introduction to Merit/Demerit System

Attendance is an integral part of success at KIPP Nashville Collegiate High School. Being present and engaged at school daily is vital for academic success, and an important part of investing oneself in our school community. Being tardy, absent, or dismissed early – when excessive – can have undesired impacts on a student’s academic and social experience. Therefore, we believe in prioritizing timely attendance daily for all students at our school.

Students begin with 100 merit points for the week, which assumes that students will be present in our school community for the entirety of the week. This threshold (100 points) is helpful because of the connection to grades (i.e. Even without a lot of experience with the system, you could guess that 90 or above is strong and 69 or below is weak.)

The following demerit are issued based on tardiness, absences, or early dismissal:

- Students earn -5 points for being tardy
- Students earn -5 points for early dismissal
 - Excused absences can come from up to 3 hand-written notes per semester; after 3, we require a note directly from doctor/court/etc. in order for the absence to be excused.

List of Minor Demerits (Level 1s)

Minor Demerits	Description
Minor Uniform	Any uniform infraction that can be fixed in the moment. <ul style="list-style-type: none"> ● Examples: Pant sag, untucked shirt, incorrect sweater, drawing on arms/legs/etc.,
Inappropriate Item	Inappropriate during class: beauty products (<i>excluding chap stick</i>), hair products, beverages that are not water, food/candy Inappropriate during the entire school day: gum, backpacks, or purses.
No Pass	Not being able to produce a hall pass when outside of the classroom; student is in a permissible location but does not have a pass. <ul style="list-style-type: none"> ● Examples: hallways during school, restroom
Unprepared	Not having the required materials for class. <ul style="list-style-type: none"> ● Examples: text for humanities class, calculator for STEM class, no writing utensil
*Sleeping/Attempting to Sleep	Sleeping in class or drifting off to sleep.
*Not Following Directions	Not following an explicit direction from a staff member, the first time they are given. <ul style="list-style-type: none"> ● Examples: After issuing directions to complete an evidence-based-paragraph, a student is drawing or doodling instead; student begins to play with lab supplies after the teacher issues clear directions to begin the lab.
*Not Following Procedure	Not following a class or school procedure. <ul style="list-style-type: none"> ● Examples: talking during silent class entry; talking during an emergency drill; yelling or running during any hallway transition; attempting to leave the lunchroom without a pass
*Inappropriate Contact	Physical contact with another person in any form other than a handshake, fist-bump, or hug within the “3-second rule.” <ul style="list-style-type: none"> ● Examples: hugging, handholding, playful bumping
*Disruptive	Minor disruptions during class. <ul style="list-style-type: none"> ● Examples: side conversations, talking during silent, independent work, calling out of turn, getting out of seat without permission, distracting others, passing notes in class,
*/**Inappropriate Reaction	Responding to a correction with anything other than acceptance or self-frustration. This reaction is normally (but not always) audible and is intended to signal a student’s dissatisfaction with a given situation or consequence.

- Examples: “Oh my god,” “I didn’t even do anything!” “This is crazy,” loud sigh or audible noise signifying displeasure

* Only these level one demerits “qualify” for the level 3 demerit: Repeated L1s and L2s

**Note that any inappropriate reaction MUST trigger a conversation between staff member and student.

List of Major Demerits (Level 2s)

Major Demerits	Description
Major uniform	<p>Any uniform violation that cannot be fixed in the moment, including if a student needs to go to his/her locker to change something.</p> <ul style="list-style-type: none"> • Examples: Out of dress code shoes, no belt • However, if a student enters class wearing an out of uniform sweater, the teacher will issue a L1: minor uniform and hold on to the sweater until the end of the day <p>The first major uniform violation within a quarter will result in -5 from the merit report and a phone call home (if the students came to school without uniform). The student will receive a replacement if available.</p> <p>The second major uniform violation within a quarter will result in -10 from the merit report and a phone call home (if the students came to school without uniform). The student will receive a replacement if available.</p> <p>The third major uniform violation and all offenses after that within a quarter will result in -10 from the merit report and an after-school detention. The student will receive a replacement if available.</p>
Late to School	(no detention) Arriving late to school. This will result in -5 from the merit report.
Early Dismissal	(no detention) Leaving school early. This will result in -5 from the merit report.
Absent	(no detention) Absent from school. This will result in -10 from the merit report.
Late to Class (5 minutes or less)	Arriving to class after the bell but within 5 minutes of the beginning of class. This earns -5 but does not result in detention. If there is a pattern, the student/teacher/dean/caregiver meet to establish alternative plan (which can include detention).
Late to Anything	Student is late to any scheduled commitment. This earns -5 but does not result in detention. If there is a patter, the student/teacher/dean/caregiver meet to establish alternative plan (which can include detention).
Phone/Electronics	Having a phone or electronic device out at any point between entry to school and 3:28 p.m. or 4:30 p.m. if in detention. If a student has their phone/electronics out at any point during the school day, the students loses 5 merit points and the phone is confiscated and turned into the office until the end of the day (can be retrieved by student). If there is a pattern, the student/teacher/dean/caregiver meet to establish alternative plan (which can include detention).
Profanity*	<p>Any curse that is said without malicious intent or said in a manner that is not intended to insult or harm another person</p> <ul style="list-style-type: none"> • Example: a milk carton spills on a student in the cafeteria, and the student says, “Oh Sh*t!” • Note – even with a L2 Profanity, the staff member hearing and issuing this demerit must have a quick debrief with the student to ensure the student knows cursing is inappropriate given the time and place.

	<ul style="list-style-type: none"> The sentiment here is that if a student curses and a staff member hears the profanity; it is a level 2 because it is unprofessional given the time and place.
Unauthorized Location*	<p>Student is in an authorized location without a teacher or staff member</p> <ul style="list-style-type: none"> Examples: teacher work room, middle school hallways and areas, main office without permission or reason, ISC without permission or reason, <i>in the hallways after school without permission</i>
Disrespect*	<p>Any communication (verbal or non-verbal) that is expressed with intent to undermine, disrespect, or compromise the well-being, safety, or integrity of another individual within the school community or the school community itself. This can include argumentative responses to feedback (differentiate between argumentative and questioning, the former lacking intent to listen/find appropriate time and place), name-calling, walking away from conversation, mimicking others, etc.</p> <p>Disrespectful reactions: can include reactions that are disrespectful to the staff member or disrespectful to other students:</p> <ul style="list-style-type: none"> “Get out of my face.” “You are so annoying.” “I hate you.” <p>Disrespect to Property: Any change that is not permanent and can be fixed in the moment</p> <ul style="list-style-type: none"> Example: Pencil doodles on a desk
Ignoring/Refusing*	Any student who is asked to comply with an adult’s clear direction or request more than once.

*Results in detention

List of Referable Behavior (Level 3s)

Referable Demerits	Description
*Repeated L1s and L2s	<p>3-4 level one demerits in a single class or 2 level two demerits in a single class.</p> <p>Repeated L1s: If the repeated behaviors are disruptive to the learning environment, a student will be referred to ISC. For all other repeated L1s, the priority is keeping a student in class and resetting them within the classroom itself. An intermediate step can include a hallway reset with a staff member.</p> <p>Repeated L2s: If the repeated behaviors are disruptive to the learning environment, or disrespectful toward a student or staff member, a student will be referred to ISC. For repeated behaviors that are not disruptive or disrespectful (ex: no-harm-intended cursing, late to class, phone), these do not qualify a student for immediate send-out. The underlying sentiment is that ISC be reserved for behaviors that are prohibiting the learning or safety of others within the room.</p>
Verbal Altercation / Threatening	Verbal argument between students; attempting to incite a fight, harm another person’s well-being; issuing a directive that implies a negative consequence if not followed (“She better shut up ...”)
Destruction of Property	<p>Anything that requires money or time to fix/replace.</p> <ul style="list-style-type: none"> Example: cleaning permanent marker off the walls
Missing Class	<p>Skipping class or arriving to class more than 5 minutes late without a pass.</p> <ul style="list-style-type: none"> <i>Note – Skipping class is up to the teacher’s discretion, but a student who spends more than 8 minutes out of the classroom for the bathroom should have a conversation with the teacher before issuing a missing class demerit.</i>

Major Disrespect	<p>Any communication (verbal, written, or gestured) made to a student or staff member, which results in one of the following: 1) significantly disrupts the learning environment 2) makes any student or staff member feel unsafe 3) is verbally insulting, disrespectful, or demeaning (beyond inappropriate).</p> <p>Profanity or hate speech: using profanity or hateful language that undermines the dignity of a race, religion, gender, sexuality, etc. If hateful language toward certain groups continues, students will receive more severe consequence/intervention.</p>
Insubordination	A constant or continuing intentional refusal to obey a staff member's request; a more severe form of ignoring/refusing. Intentional disruption of class or group time. In all cases, a restorative meeting with stakeholders (student, teacher(s), DoS, families, etc.) will take place following incident.
Unsafe Contact	Play-fighting that includes attempted punching, slapping, pushing, hitting, or putting another student in a "playful headlock."
Integrity Violation**	Lying; Cheating on HW, tests, essays; Plagiarism.
Bullying / Harassment	<p>Repeatedly teasing another student or being mean-spirited in a way that assails the dignity of another individual.</p> <p>Verbal and Written: Saying or writing mean comments about another person: teasing, name-calling, inappropriate sexual, racial or religious comments, taunting, threatening to cause harm.</p> <p>Social Bullying: Leaving someone out on purpose, telling others not to be friends with a particular student, spreading rumors, embarrassing someone in public.</p> <p>Cyber Bullying: Any of the aforementioned definitions of bullying and harassment found to be perpetrated on the internet or through a social media platform.</p> <p>If the behavior is repetitive, the student will be issued a more severe consequence. This will be coupled by a meeting with the student, the family, and the administration to establish a plan to address the behavior moving forward.</p>

Detention

Earning Detention

- One level 2 (major demerit) results in a detention
- One level 3 (send-out) results in a detention AND an automatic send-out from class to ISC. The send-out ends once a restorative conversation has taken place between the student and the dean/teacher.
 - **NEW:** Note that a level 3 results in detention AND a send-out because a level 3 should be bigger than a level 2 (in the past, it often felt like a level 2 was actually a larger consequence). Students should also use the time in detention the following day to make up any work that they missed from being out of class the previous day.
- Repeated L1s in a class period (3-4) result in a level 2, which results in a detention. There are times where repeated L1 demerits could result in ISC, though this consequence is reserved only for behaviors that are disruptive to the learning environment for others. There are thresholds for repeated behaviors in a week that lead to a conversation between a staff member and the student (and potentially a family member).

Detention Communication

Daily callout for behavior detention will occur between 5-5:30pm every day by the dean in charge of detention.

- Text will be sent along with call
- Call will be pre- recorded by dean in English and Spanish
- Call will be sent in correct language to families

If the callout service is not functioning correctly, the dean will call each caregiver and let them know.

- If the phone call is not made by the callout service, caregivers will have the option of rescheduling for the following day if they did not arrange transportation. Deans will coordinate any rescheduling.

Skipping Detention

- Students who skip detention will have an ISC consequence the following day. These consequences increase in severity as the number of skipped detentions increases:

1 st skip	1 hour ISC
2 nd skip	½ day ISC
3 rd and 4 th skip	Full day ISC
5 th + skip	One day OSS

- Students who skip a detention 5 or more times within a quarter will receive an automatic OSS the following day.

Rescheduling Detention

- Students may reschedule detentions only once each quarter
- If a student needs to reschedule a detention, s/he must do so before 10:00am on the date of the detention. The student must bring in a signed note from a caregiver, or a staff member must receive verbal confirmation from a caregiver for any rescheduled detentions.
- For detentions that are rescheduled, the dean will send a confirmation text message to the caregiver with the rescheduled date of the detention

Appealing Detention – Behavior

- Students should check the detention list during arrival
- If a student believes the detention is an error, they should ask their homeroom teacher to check LiveSchool to determine the cause of the detention
- If the student still believes it is an error, they should complete a “Detention Appeal Form” (given to all homeroom teachers) and complete by 11:00am.
 - Students should submit to the “Appeal Dropbox” on the third floor. Any forms deposited after 11:00am will not be accepted for review and the student will need to serve detention that day.
- The Dean of Students will review all submitted forms and return to students by 1:00pm the day of submission. Students who are excused from detention will receive a written notice and a text home. Students who are not excused from detention will receive a written notice and be expected to report to detention the same day.

Suspensions & Expulsions

If a student commits one of the infractions listed below, the student shall receive an out-of-school suspension. Before the student is returned to class, the student, his/her caregiver and the Dean of Students will meet in order to address the student's behavior and plan for improvement. Infractions include the following:

Infraction	Consequence
<ul style="list-style-type: none"> ▪ Gross disrespect of a fellow student ▪ Gross disrespect of faculty or staff ▪ Gross disrespect of school property 	1-2 days
<ul style="list-style-type: none"> ▪ Departing, without permission, from class, floor, building, or school-sponsored activity ▪ Setting off false alarms or calling in groundless threats 	1-3 days
<ul style="list-style-type: none"> ▪ Continued disruption of class ▪ Damaging, destroying, or stealing personal or school property or attempting to do so ▪ Using abusive, vulgar, or profane language or treatment ▪ Making verbal or physical threats, empty or otherwise 	2-4 days
<ul style="list-style-type: none"> ▪ Fighting, pushing, shoving, or unwanted physical contact ▪ Committing sexual, racial, or any form of harassment or intimidation ▪ Repeated and fundamental disregard of school policies and procedures 	2 or more days

Suspension Meeting Expectations

Suspensions allow students an opportunity to reflect on their behavior and create a plan for how they will improve over the next few weeks and throughout the year. A suspension meeting must be held prior to their return to school and attendance is required by the student and parent.

Upon suspension, the following steps will take place prior to the suspension meeting:

- Dean of Students contacts parent to inform them of suspension & schedule suspension meeting.
- Dean of Students highlights student infractions based on incident/offense.
- Dean of Students places suspension letter in an envelope home
- Student must bring the completed reflection letter to the suspension meeting and be prepared to share.

During the suspension meeting, the following steps will take place:

- Student will read the reflections letter.
- Student will review infractions and address their impact on their behavior.
- Dean of Students will facilitate the conversation around the student behavior and plan to improve.

Expulsion

Expulsion is the removal from KIPP Nashville for no less than 10 days. Students may be expelled for demonstrating any expellable behavior listed in the MNPS Student – Parent Handbook. KIPP Nashville upholds expulsion decisions of all MNPS schools. Students may also be expelled for the violation of KIPP Nashville Zero Tolerance expectations, including the following:

1. Conduct prejudicial to good order
2. Possession, use, intoxication by, or transfer of tobacco, drugs, or alcohol
3. Assault, or threat of assault, against fellow students or other members of the school community
4. Destruction or attempted destruction of school property including arson

Additional Behaviors Leading to Expulsion:

The School Leader is also authorized to expel a student who has been charged with or convicted of a felony if the School Leader determines that the student's continued presence would have a detrimental effect on the general welfare of the school.

The School Leader has the authority to expel a student to preserve the sanctity of the learning environment and protect the student body from behavior that is so repeatedly disruptive as to prevent the orderly operation of the school. Therefore, an excessive number of out of school suspensions for behavior disruptive to the function of the school day will trigger an expulsion. In addition, the School Leader has the authority to expel a student should they engage in egregious disrespect that seriously impairs the ability of the school to function.

In addition to any of the preceding infractions, any breaches of Federal law, Tennessee State law, or laws of Metropolitan Nashville and Davidson County, may be handled in cooperation with the Nashville Police Department and may result in expulsion.

Expulsion Process:

Students will be placed on suspension during the investigation process of expellable offenses and be afforded due process (the opportunity to give his/her written account of what happened). After the investigation, if a KIPP Nashville School Leader decides to expel a student the student's parent/guardian shall be given a *Notice of Expulsion* letter including written notice of the charges and the right to either:

1. Accept the expulsion from KIPP Nashville; or
2. Request an Expulsion Appeal Hearing in front of KIPP Nashville's Hearing Authority.

If the parent chooses to accept the expulsion, he/she must sign the *Notice of Expulsion* letter with the School Leader. KIPP Nashville will forward these signed forms to the MNPS Student Services office to assist them when determining the correct school placement for the student. Once the *Notice of Expulsion* letter has been signed, the parent must contact MNPS Student Services and speak with a disciplinary coordinator to determine their school placement.

Requesting and Scheduling an Expulsion Appeal Hearing:

If a student is expelled from a KIPP Nashville school, the caregiver has the right to request an expulsion appeal hearing. The request for a hearing must be in writing and occur within five days of the receipt of the *Notice of Expulsion* letter by the School Leader to expel the student.

KIPP Nashville will hold the expulsion appeal hearing within ten school days from the beginning of the suspension proceeding the notice of expulsion in which the investigation was conducted. In addition, the School Leader will provide the student's caregiver with a written *Hearing Notice* including the following, which will be translated into the student's/caregiver's primary language if necessary:

- Date, time and place of the hearing;
- Charges and a summary of the evidence against the student, which will include the substance of the allegations
- Agenda for the hearing.

Proceedings of the Expulsion Appeal Hearing:

Notice that the student has the following rights at the hearing:

- The student may be represented by parents, a legal representative, or other representative at the student's expense. If the student and/or parent/guardian wish to bring legal representation to the meeting they must notify the School Leader, in writing, at least 48 hours prior to the meeting.
- Due to the potential sensitivity of issues addressed, the expulsion hearing is a closed hearing; only the student, the student's family/representatives, the school administration, witnesses, legal counsel, and the Hearing Authority may attend; provided, however, that the student may request an open, public meeting by informing the school of the request in writing, within five days after receipt of the *Notice of Expulsion*.
- The student's parent/guardian, upon request, may review the student's records from the school in accordance with applicable law.
- The student has the right to present witnesses and arguments in the student's defense and to ask questions of school administrators who present information at the hearing, within the process and time constraints set forth in the agenda.
- The school may present information collected from student witnesses through school administrators, in lieu of calling the student witnesses themselves, to the extent permitted by applicable law and due process. The school will be represented by the School Leader or Assistant Principal.
- The Hearing Authority will record (by tape or other appropriate means) the hearing and a copy of such will be made available to the student upon request.
- Proceedings will be translated into the student's/parent's primary language if necessary, for their understanding.

Deliberation and Decisions:

The decision maker at the hearing will be the Hearing Authority, which will consist of an odd number of and no fewer than three persons chosen from among the following: KIPP Nashville's Executive Director, the School Leaders of any KIPP Nashville charter school, and the Assistant Principals or Deans of any KIPP Nashville charter school; provided, however that the School Leader, Assistant Principal or Dean of the school that the student attended at the time of the incident will not be a member of the Hearing Authority for that student's expulsion appeal hearing. At the conclusion of the hearing, the Hearing Authority will deliberate and issue a decision. The following procedures apply to the deliberation and decision:

- During deliberations all parties will be excused excluding the Hearing Authority.
- In its fact-finding, the Hearing Authority will decide based upon the information presented at the hearing whether it is "more likely than not" that certain alleged incidents occurred.
- The vote of a majority of the members of the Hearing Authority will constitute the decision of the Hearing Authority.
- The Hearing Authority may order removal of the expulsion, may suspend the student for a specified period of time, or may uphold the expulsion.

- During its deliberations, the Hearing Authority may consult the School Leader who recommended expulsion solely for discussing appropriate sanctions that are less severe than expulsion; provided, however, that
 - (i) the student’s representative may be present while the Hearing Authority is consulting lesser sanctions with the School Leader, and
 - (ii) in no event will the School Leader during these discussions provide new evidence for expulsion that was not presented at the expulsion hearing.

The Hearing Authority’s decision will be issued in writing to the student within five days of the hearing. The written decision will be translated into the student’s/parent’s primary language if necessary, for their understanding.

In addition to the above stated policies, any breaches of Federal, TN State or Nashville City laws may be handled in cooperation with the local police department.

Disciplinary Environment

Safe and Orderly Environment

KIPP Nashville schools are unequivocally committed to providing a safe and orderly environment in which students can maximize their academic achievement. Students whose behavior does not meet the school community’s clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others.

Without a firm and consistent discipline policy, none of what we envision for the school can happen; therefore, we cannot over-emphasize the importance of providing a firm and consistent discipline policy. Students and families have a right to attend a safe and orderly school. Therefore, for every infraction, there will be a consequence. This is the basis of our student code of conduct.

School-Related Disciplinary Offenses

The KIPP Nashville discipline system is designed to focus students on our mission by ensuring that class and school environments are safe and orderly. This system includes the following tiered consequences which reinforce our values and support the KIPP Nashville mission:

- Merit Reports
- Detention
- Suspension
- Expulsion

Below is a description of school-related disciplinary offenses for which a student may be subject to in-school suspension, out-of-school suspension, dismissal, or expulsion. A school-related disciplinary offense refers to the violation of this code occurring:

- while the student is on school grounds;
- during a school-sponsored activity;
- on a school sponsored field trip
- during events sufficiently linked to school

General Academic Program

This document details the academic policies and expectations of students and instructional staff at Collegiate. At Collegiate, we believe that all students can achieve at the highest levels (as measured on AP exams, the ACT, and state EOC exams).

Students at Collegiate are generally enrolled in the following classes:

	9th grade	10th grade	11th grade	12th grade
Literature	English 1 A select group of students also take Literature Support and/or Reading Support	English 2	AP Language and Comp <u>OR</u> English 3	AP Language and comp <u>OR</u> AP Literature and comp <u>OR</u> OR English 4
Composition	Comp 1	Comp 2	Comp 3	Comp 4
History	AP Human Geography	AP World History <u>OR</u> Modern World History	AP US History <u>OR</u> Honors US History	AP American Government <u>AND</u> AP Microeconomics
Mathematics	Algebra 1 A select group of students also take algebra support	Geometry A select group of students also take geometry support <u>or</u> an advanced mathematics course (Algebra 2 or Pre-Calculus)	Algebra 2 <u>OR</u> Pre-Calculus	AP Calculus <u>OR</u> AP Statistics
Science	Physics	Chemistry Some students also take AP Computer Science Principles	Biology	
Electives	Social Justice Visual art	Lifetime Wellness	College Readiness 11 Spanish 1/ Heritage Spanish 1	College Readiness 12 Physical Education Spanish 2/

	Performing arts (choir, theater, etc.)			Heritage Spanish Visual art Performing arts (choir, theater, etc.)
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Following the above course schedule prepares students to meet the MNPS graduation requirements, succeed on college entrance exams, and succeed in life beyond high school.

Exceptional Education Academic Program

Students are placed in support classes (literature/reading support, algebra/geometry support) based on MAP scores as well as teacher recommendations. Generally, the Exceptional Education department at Collegiate attempts to place students in an inclusion setting wherever possible, with some exceptions:

- English 1 and English 2 - ELD and EE sections offered
- Algebra 1 and Geometry - EE sections offered

Grading Scale

- A (93-100)
- B (85-92)
- C (75-84)
- D (70-74)
- F (0-69)

AP Classes

Students that take AP courses will receive 5 grade points only if they sit for the exam.

Grading & Promotion Policies

At Collegiate, we believe that grades are a vital indicator of student academic performance. The cumulative GPA of a Collegiate graduate is indicative of two things: how much they have learned, and how successful they were at demonstrating their learning. A Warrior's GPA is one of the most important criteria for their acceptance to colleges and universities, and therefore accuracy is of utmost importance. For these and other reasons, the method of determining grades must be consistent from class to class and aligned throughout the school.

Grading Principles

1. **Our grading must be based on clearly defined, established, and communicated success criteria.** These include:
 - State Standards
 - AP Learning Outcomes
 - CCRS (ACT) Standards
2. **Our students deserve multiple opportunities to demonstrate mastery.** This can include:
 - Whole-group reassessments as determined by teacher
 - Limited individualized re-assessments (no more than 3)
 - Intentional "spiraling" in future assessments

3. **All our grading and/or rubrics will align to the Collegiate Grading Definitions as outlined.** Formative assessment accompanied by specific, actionable feedback is vital to student growth; however, not all student work is required (or necessary) to be reflected in grades.
4. **We acknowledge both the excellence and the grit required to succeed in Advanced Placement courses.** All students enrolled in these courses will receive five (5) points added to their quarterly grade per local policy if they sit for the AP exam.
5. **Our grading is not a form of punishment, control, or compliance.** As such, we do not:
 - Add or deduct points in response to either general or specific behaviors (extra credit will not be assigned).
 - Issue summative or formative level assignments grades for completion
6. **Our students deserve the opportunity to “bounce back.”** Therefore, a 50 is the numerical and mathematical “floor” of our grading scale. To do so, rather than using mathematical “percentages,” we use the Collegiate Performance Bands to issue all grades. Furthermore, in the lower school a 60 is the minimum posted Quarter 1 grade.
7. **We have zero-tolerance for either academic dishonesty or scholastic apathy.** Students will earn a “zero” for verifiable cheating* or failure to make an attempt at an assignment.

Summer Academy and Senior Credit Recovery

Students in grades 9 - 11 who fail a course are required to attend Summer Academy to ensure that they learn the content necessary for success in subsequent courses. If a student fails two courses, they will complete Summer Academy for two consecutive years. If a student fails three or more classes, they have not learned enough to move on to the next grade. These students will be retained.

Seniors who fail a course or are dragging a previous credit are required to attend Senior Credit Recovery, which takes place during senior week each year. If they successfully complete the assignments in SCR, they will be able to graduate on time and participate in the graduation ceremony. If they do not successfully complete SCR, they must attend Summer Academy and will receive their diploma at the end of the summer.

Promotion in Doubt and Retention

All Collegiate, students are required to pass five (5) out of their seven (7) classes in order to be promoted to the next grade level. At the end of the Fall semester, students' grades and credits are evaluated for promotion eligibility. At the start of the Spring semester, meetings are scheduled with families whose students are in danger of being retained. This meeting is held in order to both inform the family of the students "Promotion-in-doubt" status and help families action plan interventions and commit to supporting their student achieve promotion eligibility. At the end of the spring semester, once grades have been finalized, any student who has not earned a full credit for three (3) or more classes must be retained in that grade level for the next school year.

Caregiver Communication

Communication to caregivers regarding student grades and academic progress may include, but is not limited to:

- Illuminate portal
- Phone Calls/Texts/Emails
- Conferences
- Mid-quarter progress reports
- Report Cards
- Letters home
- Progress Monitoring Reports*
- IEP Progress Reports*

*for students serviced by Exceptional Education

Teachers should proactively notify caregivers whose child is in danger of not passing for a given quarter.

At the end of the first semester, students who have failed 3 or more classes are not on track to being promoted. At this time, a “Promotion in Doubt” meeting is scheduled with the caregiver and the student. This meeting is designed to clearly articulate to the family where the student currently is and what actions they must take to be on track to “pass” for the year.

Prepwork

Prepwork, which may be commonly understood as homework, are the assignments given to students to be completed after school in preparation for the next day’s content lesson. At Collegiate, we believe in the purpose of prepwork. Prepwork is a tool which prepares students to engage thoughtfully and purposefully in academic content. Additionally, completing prepwork establishes a habit of preparation and organization. Therefore, we assign great importance to prepwork, and hold students accountable for its daily completion.

We believe that it is important when students first arrive that we help to cultivate homework completion as a habit for students. In these formative years, students are working to solidify their GPA and academic standing, and homework is integral to this. As students’ progress at our school, we believe in emphasizing homework completion not just as a habit, but as a tool internalized for academic success.

The prepwork guidelines are outlined below:

Grade level	Procedure
<i>9th grade</i>	<ul style="list-style-type: none"> ● Students who have missing or incomplete homework will be added to the next day’s detention list. ● The Dean of Students will communicate with caregivers by 5pm the same day as a prepwork detention is earned to communicate the next day’s detention. ● Prepwork will be graded and communicated regularly to students.
<i>10th – 12th grade</i>	<ul style="list-style-type: none"> ● Students in 10th – 12th grade will have prepwork completion communicated primarily through prepwork grading. Students in these grades do not qualify for prepwork detention. Instead, students will receive updates on prepwork completion and accuracy through regular grading of prepwork assignments. ● A pattern of missing or incomplete homework is subject to alternative interventions, including student conferences, caregiver conferences, or detention.

Make Up Work

- All work that was missed due to an absence must be completed. An absent student will be given one make-up day for each day of school missed. For example, a student missing 2 days of school will be given 2 days to make-up all missed assignments. Absent students and their parents are responsible for contacting teachers to request make-up work.

Make Up EOC/Midterm/Final Policy

- Per MNPS policy, students may not take semester exams early (this prevents the possibility of the test questions being distributed before the test is administered).
 - If students will be absent on the day of a test, they are responsible for scheduling a make-up exam. If possible, the make-up exam should be completed before the grading window closes.
 - If a student is absent and does not take the make-up exam before the grading window closes, they will be given a grade of "incomplete". The student has one week from the date of their return to school to schedule their make-up exam; if they do not make up the exam then they will earn a grade of 0 for the exam. All incomplete grades will be replaced with numerical grades at the end of the first week of the new marking period.

Academic Integrity Violation Flow-Chart

If the Teacher/Dean finds there was an intentional attempt at plagiarizing:			
Offense	Behavioral Consequence	Academic Consequence	Academic Recovery Opportunity
First Offense	Level 3 issued, ISC (debrief with DEAN), caregiver phone call, next-day detention	50% (no credit) on the assignment	9 th Grade – 48 hours to make up assignment for up to 100% credit 10 th -11 th Grade – 48 hours to make up assignment for up to 80% credit 12 th Grade – 48 hours to make up assignment for up to 70% credit.
Second Offense	Level 3 issued + 1 day ISC (caregiver meeting)	50% (no credit) on the assignment	N/A
Third Offense	Level 3 issued, 1 day OSS (caregiver meeting)	50% (no credit) on the assignment	N/A

If the Dean finds there was not an intentional attempt at plagiarizing, and the student acted out of ignorance:			
Offense	Behavioral Consequence	Academic Consequence	Academic Recovery Opportunity
First Offense	Caregiver phone call	50% (no credit) on the assignment	9 th Grade – 48 hours to make up assignment for up to 100% credit 10 th -11 th Grade – 48 hours to make up assignment for up to 80% credit

			12 th Grade – 48 hours to make up assignment for up to 70% credit.
Second Offense	Follow “First Offense” from “intentional attempt” structure above	Follow “First Offense” from “intentional attempt” structure above	Follow “First Offense” from “intentional attempt” structure above
Third Offense	Follow “Second Offense” from “intentional attempt” structure above	Follow “Second Offense” from “intentional attempt” structure above	Follow “Second Offense” from “intentional attempt” structure above

Bathroom Policy

Students are allowed four times a day to go to the restroom: during breakfast, during morning break, during lunch, and during afternoon break. If a leader has an emergency in class, the teacher will give the student permission to go, and then student will carry a pass to the restroom.

Hall Passes

In the event that a student needs to go to the office or another room for any reason outside of the regular transition time, the student should use their student planner as a pass. If they do not have a pass, they will use the class clipboard and a demerit will be entered.

Visitor Policy

We love visitors and we take safety very seriously. All visitors to the building must sign in with a government issued ID, at which time they will receive (and must wear) a visitor pass. When a visitor leaves the building, h/she must return to the office to sign out. This also applies to parents who visit our school.

Immunizations

All children under eighteen years of age must present a written immunization record, including at least the month and year of receipt of each dose of required vaccines. All students need to submit an immunization record upon enrollment at KIPP Nashville Collegiate High School.

Illness During the School Day

If a child becomes ill or injured during the school day and is not well enough to stay in class, the caregiver is called to pick the child up. It is necessary to have updated emergency contact numbers on file in the school office in case the guardian cannot be contacted.

Administration of Medicine

Any student requiring medication to be dispensed must send a note to the office permitting the school to administer the medication and providing explicit instructions. No medications are dispensed to a student without this documentation present in his or her files. Furthermore, the medication needs to be in a container labeled by a pharmacist with the student’s name, name of the medication, and instruction for dosages. No student may dispense medication to him/herself or to other students at any time. All medications are securely stored and administered by the office manager.

Emergency Drills

Collegiate holds the following emergency drills each year:

- Fire drills with evacuation – all students and staff evacuate the building
- Tornado drills – all students and staff take shelter in the hallways of the building
- Lockdown drills – all students and staff take shelter in a locked room silently

Counseling

Collegiate provides counseling services for our students. All services and communication with counselors remain confidential. There is no cost to families for these services. Any staff member may refer a student to the counselor, and parents may request services as well. All referrals and requests go through the school counselor. For additional information, please contact the office.

Mandated Reporting

All school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment immediately when they have “reasonable cause to believe that a child who is 17 years of age or younger and known to them in a professional or official capacity has been harmed or is in danger of being harmed –physically, sexually, or through neglect – and that a caregiver either committed the harm or should have taken steps to prevent the child from harm.”

Once a teacher or staff member becomes aware that a student may be the victim of abuse or neglect, s/he must notify the designated reporter.

Physical abuse is defined as occurring when a parent or person responsible for the child’s welfare “inflicts or allows to be inflicted upon such child physical injury, by other than accidental means.” Common injuries include bruises, human bite marks, bone fractures, and burns. Physical abuse also occurs when the caregiver or parent “creates a substantial risk of physical injury” by shaking, throwing, choking, smothering, or pushing the child into fixed objects. Acts of torture are defined as “deliberately or systematically inflicting cruel or unusual punishment which results in physical or mental suffering.”

Sexual abuse is defined as occurring when a person responsible for the child’s welfare commits sexual penetration, sexual exploitation, sexual molestation, or when a young child contracts a sexually transmitted disease. A child’s disclosure of sexual abuse must be handled sensitively.

Neglect occurs when a person responsible for the child “deprives or fails to provide the child with adequate food, clothing, shelter, or medical treatment,” or when an adult “provides inadequate supervision of a child (particularly small children).

FERPA

The student education records contained in KIPP Nashville electronic and physical data sources are subject to the federal Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g.

With few exceptions, FERPA prohibits schools from disclosing personally identifiable information contained in student education records without prior written parent consent. Violation of FERPA could subject KIPP Nashville to severe penalties including the termination of eligibility to receive funding under any applicable federal program.

However, one exception, which permits disclosure without prior parent consent, is disclosure to school officials with legitimate educational interests. Nashville staff members agree not to disclose any of the personally identifiable information they acquire in the course of their duties to other parties who are not school officials unless you have obtained prior written parental consent in accordance with FERPA guidelines for the disclosure.

Definitions:

- *Student education records:* records directly related to students and maintained by the school or a party acting for the school.
- *Personally identifiable information:* includes, but is not limited to:
 - Student names;
 - Names of student parents or other family members;
 - Student or student family addresses;
 - Personal identifiers, such as student social security numbers or school-assigned student numbers;
 - Lists of personal characteristics that would make student identity easily traceable; or
 - Other information that would make a student's identity easily traceable.
- *A school official:* a person employed by KIPP Nashville as an administrator, supervisor, instructor, or support staff member (including health, medical, law enforcement, or technical personnel); a person serving on the school's board of directors; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, data analyst, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
- *Legitimate educational interest:* a school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Human Rights Policy

KIPP Nashville brings together a diverse group of people. We are guided by the principle that respect and consideration for all individuals is foremost in all school activities. It is unlawful to discriminate against any individual based on race, color, religion, sex, nationality, sexual orientation, age, or handicap status.

KIPP Nashville is not only obligated to uphold the law concerning equal opportunity but regards the spirit of these laws to be the very core of its values. KIPP wishes to stress that it is the responsibility of every member of the KIPP community to observe and uphold the principles of equal opportunity as they affect staff, faculty, and students in all aspects of school life.

Harassment

Harassment is any form of uninvited and unwanted physical or verbal behavior which creates an intimidating, hostile, or demanding environment for education or employment. Creating a harassment-free environment requires the diligent effort of our community. Examples of inappropriate behavior include (but are not limited to):

- Verbal or physical abuse or threats
- Sexual harassment
- Obscene or demeaning remarks, jokes, or insults
- Uninvited pressure to participate in illegal activities
- Public display of explicitly offensive or demeaning materials

- Comments or actions demeaning to race, religion, ethnic origin, gender, or sexual orientation
- False accusations of harassment
- Retaliation toward someone making a complaint about harassment

Caregiver Involvement

Respectful Communication

Collegiate teachers and staff should always be courteous and respectful toward parents. If there is ever an issue with this, parents are encouraged to reach out to the team leader for your student's grade level. Likewise, parents should be courteous and respectful toward staff. In the event that there is a perceived lack of respect or courtesy within a phone call, parents and staff alike are encouraged to cut short the conversation and wait to continue it at another time. Repeated instances of disrespectful communication by either staff or parents may result in action on the part of the school.

General Parent Involvement

Parent Meetings

Parents are encouraged to schedule meetings on the two parent-teacher conference days. If a parent has additional concerns they want to discuss with members of the staff, that parent is encouraged to call or reach out to the specific teacher involved.

Parent-Teacher Conference Day

Parent-Teacher Conference Days take place two times throughout the year as a way to invite parents into the school and provide time to be updated on their child's progress (see calendar for specific dates). Although this is a scheduled conference day, a parent is allowed to reach out to the teachers at any point throughout the year to check in on progress.

Parent Signatures

When documents are sent home please sign and return them in a timely manner. This includes field trip permission slips, attendance letters, truancy paperwork, and family surveys.

Supplies and Uniform

We ask parents to make sure their students have the appropriate supplies and uniform when they attend school every day. Please refer to earlier portions of the handbook for the supplies list and uniform policy.

Parent Surveys

Twice a year the school conducts a parent survey to determine parent needs, concerns, and assessment of the school. The results of these surveys are used to evaluate the progress of the school and to suggest programmatic changes. We may also administer additional parent surveys throughout the year to gather feedback from parents. We appreciate your participation in these surveys as it helps us grow as a staff and school.

Communicating with Parents

Merit Report

Parents receive students' merit reports every Thursday. The merit report tracks all merits and demerits earned in a week's time.

Warrior Post

The school sends home a newsletter every week with information and updates on the school and what is coming up in the next few weeks.

Biweekly Progress Report

Every other week parents receive a progress report that contains their student's grades for every class. Parents can call individual teachers if they have a comment or concern about the report.

Parent Involvement Committee (PIC)

The Parent Involvement Committee (PIC) is another means of support for students to ensure they can meet the ambitious goals set at KIPP. The PIC meets formally once a quarter after school and addresses any business, updates parents on what is going on at the school and provides parents with support and guidance on how to support their students' efforts at home. Parents who are interested in serving on the PIC Board are encouraged to reach out to the Director of Operations

The PIC also offers more informal opportunities for families of KIPP students to get together, creating a strong team of support for students outside of the school. College admission trainings, financial literacy, and health and wellness seminars are examples of possible offerings for families the PIC provides. Finally, the PIC acts as an advocacy group for the school in the community by spreading the word and encouraging new families to attend in the future.

Volunteering

We welcome parents who want to volunteer at the school! There are many ways to volunteer such as filing, office work, supporting teachers, tutoring, helping at school events, monitoring parking lot traffic during drop off and pick up, etc. Parents/guardians should contact our Office Manager if they would like to volunteer.

Addressing Concerns

KIPP Nashville is committed to maintaining a strong partnership and ongoing dialogue between its teachers, staff, our scholars, and their families. If you have a concern about a school policy, academic grade, discipline decision, or anything else, we welcome your input and encourage you to contact the appropriate staff member at the school.

Informal Complaint Procedures

An informal complaint is a complaint that does not concern the alleged violation of law or the charter (e.g., a concern about an academic grade, the school's uniform policy, or the school's cell phone policy). An individual who (or group that) has an informal complaint against a school policy or member of the school community is encouraged to contact the appropriate staff member at the school by telephone. All staff members are committed to responding promptly to informal complaints, either in person, by telephone, or in writing. If an informal complaint is not responded to and resolved promptly or satisfactorily, the group or individual should contact the School Leader to discuss the matter; the School Leader shall respond in person, by telephone, or in writing.

Formal Complaint Procedures

A formal complaint is a complaint that concerns an alleged violation of law and/or charter. An individual who has a formal complaint against a school policy or a member of the school community may follow the steps below. Please note that these steps are for formal complaints only – meaning complaints which allege a specific violation of law and/or charter. As a matter of policy and practice, the Executive Director, MNPS School Board, Charter Authorizers, and State

Board of Education will not intervene in concerns which do not allege a specific violation of law and/or charter. The steps below outline the MNPS Formal Complaint Process.¹

Step 1 – Contact staff member involved: If a parent has an issue or concern, the first step toward resolving the issue will be to contact the staff member involved by phone or email. The parent should call the school’s front desk to obtain phone and email contact information. The staff member and the parent will then set up a meeting to discuss the issue either on the phone or in-person and work to reach a resolution that satisfies both parties.

Step 2 – Written Complaint sent to School Leader: If the issue is not resolved satisfactorily, the parent’s next step is to write a letter to the School Leader. Note that even if the issue is a problem with the School Leader directly, the parent should go through this step. It is important to have clear documentation of all steps. The parent may fax, email, mail, or hand-deliver (to the school’s front desk) the letter. The parent should contact the school’s front desk to obtain contact information for the School Leader. The School Leader will reply within 3 business days, at least acknowledging the complaint has been received, and the School Leader may take up to 10 business days to investigate and reach a decision. The School Leader will send a written decision to the parent within 10 business days of the school receiving the complaint letter. The school will put a copy of the complaint form and the School Leader’s response in the student’s file and will also ensure that a summary of the complaint and resolution is logged in the school’s student information system.

Step 3 – Written Complaint sent to School Leader’s Supervisor: If the parent is unsatisfied with the School Leader’s decision, the parent may write a letter to the KIPP Nashville Chief Academic Officer (CAO). The parent can fax, email, mail, or hand-deliver (to the school’s front desk) the letter. To get the email address or mailing address for the CAO, the parent can contact the front desk of the school. The CAO will reply within 3 business days and may take up to 10 business days to investigate and reach a decision. The CAO will send a written decision to the parent within 10 business days of receiving the letter or form. (Please note that the CAO will not respond to complaints that have not gone through steps 1-2). The school will put a copy of the complaint form and the CAO’s response in the student’s file and will also ensure that a summary of the complaint and resolution is logged in the school’s information system.

Step 4 – Written Complaint to the KIPP Nashville Board: If the parent is unsatisfied with the CAO’s decisions, the parent may write a letter to the school’s Board of Directors. The parent can fax, email, mail, or hand-deliver (to the school’s front desk) the letter. The Executive Director will reply within 3 business days on behalf of the Board of Directors and may take up to 10 business days to investigate and reach a decision. The Board or its designee will send a written decision to the parent within 10 business days of receiving the letter or form. (Please note that the Board will not respond to complaints that have not gone through steps 1-3). The school will put a copy of the complaint form and the Board’s response in the student’s file and will also ensure that a summary of the complaint and resolution is logged in the school’s information system. Please note that if an individual or group voices a complaint at a public meeting of the school’s Board or to individual directors, directors shall not respond to the substance of the complaint, but instead shall thank the individual or group for their time and direct them to this complaint procedure.

Step 5 – Written Complaint to the Authorizer: If the parent is not satisfied with the Board’s decision, the parent may present their complaint to the MNPS Customer Service Center, who will direct the parent to the appropriate representative in the charter school office. This person will investigate and respond. The parent can get contact information for the Customer Service Center from the school’s front desk. (Please note that the school will ask the Customer Service Center not respond to complaints that have not gone through steps 1-4.) The school will put any information received from the Customer Service Center in the student’s file, and he/she will also log a summary in the school’s student information system.

¹ <http://www.mnps.org/AssetFactory.aspx?did=45976>

Please note that if the school receives multiple complaints on the same or a similar subject, the school may elect to consider all the complaints in one process. We do this because responding individually to similar complaints could take an undue amount of time on the part of school staff.

Collegiate Chromebook & Internet Policy

Using a chromebook in class is a privilege, not a right. I will earn this privilege by:

- **treating the Chromebook with care:**
 - I will always use two hands to carry the computer.
 - I will walk carefully and cautiously around the room.
 - I will only use the computer when it is on a stationary (non-moving), flat surface.
 - I will not touch the screen.
 - I will be gentle with the keys.
 - I will keep all food and drinks, including water, off the desk and away from the computer.
- **using the Chromebook responsibly:**
 - I will use the computer only when I have permission.
 - I will only go to the sites designated by my teacher, only for activities related to class.
 - I will stop working when asked.
 - I will close the screen gently when my teacher gives directions or we complete activities together.
 - I will keep the sound off, unless given permission to use it.
- **demonstrating excellence, resilience, and growth:**
 - I will think critically and creatively.
 - I will complete all work by myself. I will never take credit for the work of other people.
 - I will use all time in class effectively.
 - I will assign myself to silent reading or other appropriate activities if I finish early.
 - I will not give up when I encounter problems, and I will search for solutions myself before asking others for help.
 - I will be a leader and help my teammates.
- **using the Internet safely:**
 - I will only use my *@kippnash.org* account while at school.
 - I will keep my identity and personal information secret on public sites.
 - I will protect and remember my own passwords.
 - I will be respectful when working and writing online.
 - I will report any unsafe activity to my parents/guardians or teachers.
 - I will never use social networking sites (like Facebook and Instagram) while at school.
 - I will not download any programs, apps, or other material without my teacher's permission.

I understand that the items listed above include many, but not all, of the things I must do to earn and maintain the privilege of using a computer in my classes. In addition to these items, I will also comply with all other school policies regarding cyber bullying and harassment.

Caregiver Name _____ Student Name _____

Attachment C

Student Discipline Policy

KIPP Nashville Student Discipline Policy

Safe, calm classrooms and student discipline are fundamental to learning at KIPP Nashville. While students need a challenging curriculum, dedicated teachers and proper materials, they must also have a secure environment in which to learn. Our policy is that a safe environment conducive to learning shall be maintained at school in order to provide an equal and appropriate educational opportunity for all students. KIPP Nashville will apply a strict policy regarding discipline for fighting, classroom distractions, possessing, using, or threatening to use weapons or the unlawful possession, use or distribution of drugs by KIPP Nashville students or families on school properties or at any school sponsored and supervised activity. KIPP Nashville shall provide a fair and consistent approach to student discipline, within the context of students' rights and responsibilities.

Expectations

KIPP Nashville students are expected to exhibit appropriate and safe behavior while on school property or attending school events, at all times. This means students should refrain from any and all behavior that: disrupts their learning or the learning of others; is unsafe to themselves or to others, including other students and staff; is disrespectful to themselves or others, including other students, staff, and the property of other students, staff, or the school; or fails to comply with any school rules for the school, classroom, transportation, and/or school grounds.

Failure to obey the school's discipline will result in fair and immediate consequence in line with school discipline framework. Student will receive consequences in and out of their classrooms for not meeting the high behavioral expectations of KIPP. Students will receive fair, consistent, and appropriate consequences given the nature of the infraction. Minor infractions may be addressed by a verbal correction, being asked to complete task again the correct way, or feedback using the checks and color behavior system. All behavior feedback will be collected by teachers throughout the day and communicated home to families at the end of each school day. More egregious or repeated misbehavior may result in a phone call home, removal from the classroom, losing privileges, and for the most serious offenses, suspension and expulsion from school.

KIPP Nashville will implement a consistent, fair, and appropriate discipline system ensure a safe learning environment for every student, teacher, and staff member.

Description of Behaviors

The following outlines the minimum expectations for each KIPP Nashville school. Behavior expectations apply to student conduct on school property, conduct in classes, and conduct on school buses:

Behavior	Description	Behavior can result in up to the following consequences for K-4:		
		ISS/ Detention	OSS	Expulsion
Cheating or Plagiarism	Use of another student's work, use of notes, use of electronic device to gain an unfair advantage on an assignment	YES	1 DAY	NO
Inappropriate Physical Contact With Other Student	Not horseplaying, play fighting, no contact to private parts	YES	1 DAY	NO
Setting Off False Alarms	Pulling the fire alarm	YES	1 DAY	NO
Skipping Class or School	Coming to arrival in the morning and not entering the building, staying the bathroom or stairwell during class time	YES	1 DAY	NO

Behavior	Description	Behavior can result in up to the following consequences for K-4:		
		ISS/ Detention	OSS	Expulsion
Profane or Indecent Language Toward Teammate or Staff Member	Cursing at another student, calling a staff member a name (1 day OSS, egregious = 2-3 days OSS with public apology)	YES	1 DAY	NO
Repeated or Extreme Disruption of the School Environment	Continuously and intentionally disrupting the school environment to the extent the learning of other students or the normal functioning of the school is significantly impaired	YES	1 DAY	NO
Noncompliance With a Directive or Request from a Staff Member	Ignoring or refusing to respond, follow a direction when staff member is asking or telling a student to do something	YES	1 DAY	NO
Elopement from Classroom, Designated Location, School Grounds or School Sponsored Activity	leaving a classroom to use the restroom without permission, running away from a staff member, exiting the front doors of the building, wandering the hallways without permission not in designated location	YES	1 DAY	NO
Fighting	2 participants: wrestling, pushing/shoving, punching, slapping another student	YES	1-3 DAYS	NO
Threats: Class 1	Making a written, verbal or electronic threat to cause harm to students, staff or school in which no plan exists to carry out the threat	YES	1-2 DAYS	NO
Vandalism Under \$500	Willfully destroying or defacing school or personal property	YES	1 DAY	NO
Theft Under \$500	Taking the property of another individual or of the school without permission, with the intent of depriving the owner of the property	YES	1 DAY	NO
Repeated Violations of a Pattern of Behavior	Any offense that continues	YES	1 DAY	NO
Inappropriate Sexual Behavior	Sexually suggestive remarks or advances; pictures, gesturing or exposure, subtle or direct propositions for sexual favors; touching, petting or pinching, sexual behavior between consenting parties on school grounds or at school-sponsored activity	NO	1-3 DAYS	NO
Alcohol or Drug-Like Substance: Use or Possession, Under the Influence	Under the influence of alcohol or substance that has the potential to intoxicate (not-illegal drug)	NO	1-3 DAYS	NO
Possession of a Non-Lethal Firearm or Replica of Lethal Firearm		NO	1-3 DAYS	NO
Possession of Other Weapons		NO	1-3 DAYS	NO
Trespassing on School Grounds	Entering or remaining on school property without authorization. Being present in restricted areas of the school without authorization.	NO	1-3 DAYS	NO
Inappropriate Physical Contact Toward School Staff	Engaging in minor physical contact with staff such as intentional or reckless pushing or bumping or other incidents in which there is contact	NO	1-3 DAYS	NO
Gang Activity: Recruitment, Display or Possession of Symbols or Paraphernalia	Participating in the display of symbols or paraphernalia or the recruitment/initiation of a student into a gang	NO	1-3 DAYS	NO

Behavior	Description	Behavior can result in up to the following consequences for K-4:		
		ISS/ Detention	OSS	Expulsion
Assault of a Student	Intentionally or recklessly committing an unprovoked physical attack on another student. Evidence of severe injuries resulting from assault must be documented in the referral.	NO	1-5 DAYS	YES
Under the Influence of Illegal Drugs	Being under the influence of illegal drugs while on school grounds or at school-sponsored activities	NO	1-3 DAYS	YES
Threats: Class 2	A written, verbal or electronic threat to cause harm to students, staff or school in which evidence exists that a student has a specific, credible plan to cause harm to students, staff or school. *See Zero-Tolerance Policy regarding Threat by Electronic Submission	NO	1-3 DAYS	YES
Bullying	Intentional act that is severe, persistent or pervasive and substantially interferes with another student's education. Damaging a student's property, unwanted teasing and name calling, threatening or intimidating behavior. Expellable if bullying is repeated over time and persists after school team intervention	NO	1-3 DAYS	YES
Cyberbullying	Using information and communication technologies, including, but not limited to email, cell phones, voicemails, texts, photographs or video messages, instant messaging, defamatory websites, social networking sites and online personal polling sites or journals to bully another student. Expellable if bullying is repeated over time and persists after school team intervention	NO	1-3 DAYS	YES
Harassment or Intimidation Based on Race, Color, National Origin, Religion, Creed, Gender, Sexual Orientation, or Disability	Misconduct that may be perceived or described as bullying, cyberbullying, discrimination, intimidation or hazing may constitute prohibited harassment	NO	1-3 DAYS	YES
Sexual Harassment	Unwelcomed sexually suggestive remarks or advances; pictures, gesturing or exposure; verbal harassment or abuse of a sexual nature; messaging of a harassing, abusive or sexual nature sent by e-mail or other electronic medium; subtle or direct propositions for sexual favors; touching, petting or pinching	NO	1-3 DAYS	YES
Assault of Teacher or Staff	An intentional or reckless act that causes or has the potential to cause physical injury to a teacher or school staff on school grounds or at a school-sponsored activity. *See Zero-Tolerance Policy regarding Aggravated Assault of Teacher or Staff	NO	1-5 DAYS	YES
Extreme Disruption of the School Environment	Intentionally disrupting the school environment to the extent that the safety of other students is at risk - throwing chair, repeatedly punching/hitting items in the classroom - Expellable if risk to other students	NO	1-3 DAYS	YES
Group Fighting	Three or more students engage in a physical altercation, or multiple one on one fights at the same time	NO	1-5 DAYS	YES
Sexual Assault	Unwanted sexual contact with the use of force against a person's will or when the victim is unable to give consent that poses physical, emotional, or psychological distress or injury upon the victim	NO	1-5 DAYS	YES
Robbery	Intentionally or knowingly taking the property of another person by use of violence or with the use of a weapon.	NO	1-5 DAYS	YES
Reckless Endangerment	An intentional action in which the behavior causes injury or may potentially cause injury to students or staff	NO	1-5 DAYS	YES

Behavior	Description	Behavior can result in up to the following consequences for K-4:		
		ISS/ Detention	OSS	Expulsion
Fighting; Repeated	A student who participates in two or more fights in a school year may receive a minimum of five days of out-of-school suspension up to a calendar year expulsion.	NO	1-5 DAYS	YES
Vandalism Over \$500	Willfully destroying or defacing school or personal property. The damage caused is over \$500 - purposefully breaking bathroom urinal, large amount of graffiti, irreparable damage	NO	1-3 DAYS	YES
Theft Over \$500		NO	1-3 DAYS	YES
Refusing or Fleeing Drug or Weapon Search	A student who refuses to submit to a drug or weapon search or flees when requested - student would not be eligible for First-Time Offenders Class - Expellable ONLY with evidence of drugs or firearms	NO	1-3 DAYS	YES
Off Campus Behavior	1.) For a felony charge under T.C.A 49-6 -3051(b)(l), or; 2.) An act committed against a member of the student's school community that poses a threat to the safety of the school	NO	1-5 DAYS	YES
Rape		NO	NO	YES
Attempted Homicide		NO	NO	YES
Homicide		NO	NO	YES

Bus Discipline Policy

Level 1 Infractions	
repeatedly talking to a teammate	deduction/demerit + after school detention (MS), lunch detention (ES)
eating/drinking/candy/gum on the bus	
throwing objects	
littering (leaving trash in your seat)	
use of electronic devices	
not sitting in your assigned seat	
Level 2 Infractions	
2nd offense of any level 1 infractions	1-day bus suspension
destruction of bus property	
moving out of seat while the bus is in motion	
throwing something out of the bus window	
disrespect to bus driver	
2nd offense of level 2 infraction	2 days off
3rd offense of level 2 infraction	3 days off
4th offense of level 2 infraction	4 days off + parent meeting
5th offense of level 2 infraction	5 days off
6th offense of level 2 infraction	suspended for remainder of the semester (*if student has IEP or 504, the school must provide transportation if the student is removed for the remainder of the semester)

Safe and Secure Learning Environment

KIPP Nashville is committed to ensuring a safe and secure learning environment free of drugs, drug paraphernalia, violence, and dangerous weapons. KIPP Nashville's policy will impose swift, certain, and severe disciplinary sanctions on any student:

- (1) Who brings a drug, drug paraphernalia, or a dangerous weapon onto a school bus, onto school property, or to any school related event or activity;
- (2) Who, while on a school bus, on school property, or while attending any school related event or activity is under the influence of a drug, possesses a drug, drug paraphernalia, or dangerous weapon, or assaults or threatens to assault a teacher, student, or other person; or
- (3) Who transmits by an electronic device any communication containing a credible threat to cause bodily injury or death to another student or school employee and the transmission of such threat creates actual disruptive activity at the school that requires administrative intervention.

Zero Tolerance Offenses

KIPP Nashville follows a Zero Tolerance Policy that is consistent with the LEA policy, including:

- Threat by electronic transmission
- Drugs: Use, possession or distribution of drugs as defined in T.C.A. § 9-17-403 through 39-17-415, T.C.A. § 39-17-454, and T.C.A. § 53-10-101
- Intentionally or knowingly causing serious bodily injury to a teacher, school staff member
- Possession of any destructive device, which includes any explosive, incendiary device or poison gas, including bombs, grenades, rockets, missiles, mines and similar devices
- Possession of a firearm or bringing a firearm to school. This includes, but is not limited to, handguns, rifles and shotguns.

Procedures for Due Process (Suspension/Expulsion)

KIPP Nashville shall maintain compliance with LEA policies and procedures for due process when a student is suspended or expelled as a result of a student discipline policy/code of conduct violation.

Reasonable Force

In the event that it is necessary, a KIPP Nashville teacher, principal, school employee, or school bus driver may use reasonable force in compliance with state law.

Acting in Self-Defense

If, as a result of an investigation, a principal or his/her designee finds that a student acted in self-defense under a reasonable belief that the student or another to whom the student was coming to the defense may have been facing the threat of imminent danger of death or serious bodily injury, then the student may not face any disciplinary action.

Students with Disabilities

During any situation involving discipline of a student with a disability, KIPP Nashville will ensure that the rights of the students with disabilities will be protected in disciplinary actions and proceedings. KIPP Nashville will ensure that staff are notified and trained to administer discipline appropriately to students with disabilities in compliance with their Individual Education Plan, Behavior Improvement Plan, or 504 Plan.

KIPP Nashville will follow all required policies regarding disciplinary actions and proceedings for students with disabilities:

Suspensions and Short-Term Removals

- Suspensions of 10 Days or Less: Students with disabilities may be removed or suspended from school for up to ten (10) cumulative days in a school year. During the ten (10) "FAPE Free" days, there is no duty to provide alternative services, and IEP meeting, manifestation review, BIP, or FBA. However, on the eleventh (11th) cumulative day of suspension and every day thereafter, there is a duty to provide manifestation review.
- In-School Suspensions: All in-school suspension days assigned do not count towards the ten (10) days of suspension as long as the student is afforded the opportunity to continue to appropriately participate in the general curriculum, continue to receive the services specified on the child's IEP, and continue to participate with non-disabled students to the extent they would have in their current placement.
- Bus Suspensions: If transportation is part of the IEP, it counts toward the ten (10) days, unless KIPP Nashville provides alternative transportation. If transportation is not part of the IEP, it does not count toward the ten (10) days and the student must provide his/her own transportation.
- Short Term Removals: Short term removals can include removals of lesser significance – abbreviated removals from the classroom, time-out /resets, and being sent to the office – do not count toward the ten (10) days of suspension.

Long-Term Removals

- More than 10 Days: A removal constitutes a change of placement when it exceeds ten (10) consecutive school days. Any removal occurring after the ten (10) FAPE Free suspension days have been exhausted will generally constitute a change of placement. Therefore, on the eleventh (11th) day of removal, and for all days of removal thereafter during a school year, a student with a disability must be afforded the opportunity to continue to appropriately participate in the general curriculum, continue to receive the services specified on the student's IEP, and continue to participate with non-disabled students to the extent they would have in their current placement. If a change of placement occurs, the IEP team determines the interim setting and services, and the IEP team has the duty to provide, as appropriate, an FBA and BIP and modifications that are designed to address the behavioral violation so that it does not recur.

Manifestation Determination Review Meetings

- Manifestation Determination Review (MDR) meetings are held if a student with a disability or a student with a 504 Plan gets to their eleventh (11th) day of out-of-school suspension for that academic year OR if a student with a disability or student with a 504 Plan is expelled from a KIPP Nashville school. By law we are required to hold an MDR meeting if a student is suspended for more than ten (10) days in a given school year, as well as hold a meeting for every suspension thereafter.
- The Review Standard: Removals of more than ten (10) days require a MDR, wherein the team must ask:
 1. Was the conduct in question caused by, or have a direct and substantial relationship to, the student's disability; or
 2. Was the conduct in question the direct result of KIPP Nashville's failure to implement the IEP or 504 Plan.Conduct which has an indirect association to the child's disability, such as low self-esteem, would not equal a manifestation.
- Meeting Timeframe: If a change of placement is proposed or cumulative removal is above ten (10) school days, the review must be conducted within ten (10) school days and with a minimum of 24-hour notice to the parent/guardian.

- Services and Setting: Services must be provided during removal to an interim alternative setting pending the MDR. The IEP/504 Team determines the interim alternative educational setting for services.
- Manifestation Review Team: Team members include the KIPP Nashville Director of Student Supports, the case manager (IEP or 504), an KIPP Nashville representative, the parent/guardian, school psychologist, a general education teacher, and relevant members of the IEP Team – such as Related Service Providers. The team is required to review all relevant information in the student's file, including the student's IEP or 504, any teacher observations, and any relevant information provided by the parents/guardians in making its determination. The team should consider the student's past behavior that resulted in disciplinary action.
- If Conduct is Not a Manifestation: If the team determines that the conduct is not a manifestation of the disability, the school may discipline the student just as it would discipline a child without a disability. However, the child must continue to receive services during any period of removal. It is advisable to review, and modify as necessary, any behavior plan which might be in place to address the conduct so that it does not recur.
- If Conduct is a Manifestation: The school must address the child's behavior through an FBA, unless one has been done due to similar conduct. Parental consent must be obtained prior to conducting an FBA. A behavior plan must be developed, or modified, to address the behavior in question. The child is returned to the placement from which he/she was removed unless the parent/guardian and school agree a change of placement is necessary.

Corporal Punishment

KIPP Nashville prohibits the use of corporal punishment as a disciplinary measure in any school.

Safe Relocation of Students

KIPP Nashville will provide school-based professional development and support on classroom management and behavioral management techniques, including but not limited to de-escalation technique and restorative practices. In the event that a student's behavior escalates beyond reasonable means of classroom management, Principals will enact a plan to support a teacher's ability to relocate a student from the student's present location to another location for the student's safety or the safety of others.

Use of Reasonable or Justifiable Force

The use of reasonable or justifiable force, as defined in state statute¹, if required to accomplish this task due to the unwillingness of the student to cooperate, is allowed. If steps beyond the use of reasonable or justifiable force are required, the student shall be allowed to remain in place until such a time as local law enforcement officers or school resource officers can be summoned to relocate the student or take the student into custody until such a time as a parent or guardian can retrieve the student. This policy shall also cover teachers' authorization to intervene in a physical altercation between two (2) or more students, or between a student and KIPP employees using reasonable or justifiable force upon a student, if necessary, to end the altercation by relocating the student to another location.

This policy shall be in effect on school property, as well as at official school functions, including, but not limited to, sporting events and approved field trips, taking place away from the local school property. Those covered by this policy shall include KIPP employees who are directly responsible for the student's education or who otherwise interact with the student on a professional basis while acting within the scope of their assigned duties, including, but not limited to, administrators, teachers, school support staff, bus drivers, cafeteria workers, and school resource officers.

Reporting Incidents of Relocation

The policy requires a teacher to file a brief report with the Principal detailing the situation that required the relocation of the student. Either the report shall be kept in a student discipline file and shall not become a part of the student's permanent record or it shall be filed in the student's permanent record, if the student's behavior violated KIPP's zero tolerance policy. The student is then subject to additional disciplinary action that may include suspension or expulsion from the school. The Principal or his/her designee shall notify the teacher involved of the actions taken to address the behavior of the relocated student.

Training and Procedures

Each Principal shall train staff members for safe relocation of students, including CPI's Foundation Course in Nonviolent Crisis Intervention. CPI's training includes prevention and deceleration strategies, decision making, managing behavioral risk using disengagement and/or holding skills, and postvention approaches.

Role of Principal

Each Principal shall fully support the authority of every teacher in the Principal's school to relocate a student under this section. Each Principal shall implement the policies and procedures of the LEA relating to the authority of every teacher to relocate a student and shall disseminate such policies and procedures to the students, faculty, staff, and parents or guardian of students. The policy shall comply with state and federal laws regarding the placements of students.

Alternative Schools

Placement in an alternative program shall be determined on a case-by-case basis, be reserved for students who significantly disrupt the educational process and shall consider the impact of exclusionary discipline practices on students. Alternative school programs shall comply with all applicable state and federal laws, rules, and regulations, including all state and federal laws relating to special education if a student has an active Individualized Education Program (IEP), 504 Plan, or if the student is suspected of having a disability. Instruction shall proceed as nearly as practicable in accordance with the instructional programs at the student's home school. Prior to the assignment of the student to an alternative school program, the school leader shall provide written notice to the student's parent/guardian stating the reason for the student's placement.

Attendance for a student remanded to alternative school shall be mandatory for the duration of the remand. KIPP Nashville shall report attendance for all students remanded to alternative school. All course work and credits earned in an alternative school shall be transferred to and recorded in the student's home school, and students enrolled in alternative schools shall participate in all required state assessments.

The academic progress of each student enrolled in an alternative education program shall be monitored and regularly evaluated by KIPP Nashville. Furthermore, the principal of each KIPP Nashville school or his/her designee shall work with the supervisor of the alternative school at which a student attends to develop and implement formal transition plans for the integration of a student from the middle or high school to the alternative school and from the alternative school back to the middle or high school. Transition plans shall be targeted to improve communication between KIPP Nashville and alternative school staff and should address any barriers that would prohibit students from successfully transitioning.

Transition plans should include aligning of curricula, educational and behavioral supports, follow-up for students returning to traditional school, and the development of graduation and postsecondary goals.

ⁱ Tennessee Codes: 39-11-603, 39-11-609, 39-11-610, 39-11- 612, 39-11-613, 39-11-614, 39-11-621, and 39-11-622

Attachment D

Student Enrollment Policy

KIPP Nashville Enrollment Policy

Participation in KIPP Nashville shall be based on the choice of the parent, legal guardian, or custodian. KIPP Nashville will follow Metro Nashville Public Schools student enrollment procedures. All eligible students who submit a timely application shall be enrolled in the school, unless the number of applications exceeds the capacity of the program, in which case KIPP Nashville will implement procedures including enrollment preferences and a lottery pursuant to state law and rules.

Discrimination

KIPP Nashville will administer its enrollment programs and activities without regard to the student's race, color, religion, national origin, handicap/disability, sexual orientation, ancestry, need for special education services, or sex, including gender identity, gender expression, and appearance.

Open Enrollment Period

Parents may submit an application for enrollment during Metro Nashville Public Schools' open enrollment period. This period extends from January through February each academic year for enrollment in the following school year. During this time, families interested in attending a KIPP Nashville school should submit their application on Smart Choice, which can be accessed from Metro Nashville Public Schools' website (www.mnps.org).

Upon the close of the open enrollment period, MNPS will then determine appropriate next steps given the number of applications. MNPS will contact any family with an incomplete application to ensure all applications are eligible. If the number of student applications is at or below the maximum seats for a grade level, all students will be enrolled and informed of their admission and the admissions process. If the number of student applications exceeds the maximum seats for a grade level, then MNPS will proceed with its lottery procedure.

MNPS will not accept students residing outside of the geographic boundaries of the school district that they were authorized to locate in.

Student Lottery Procedures

KIPP Nashville uses Smart Choice for its school student enrollment process.

Priorities/Preferences

When the lottery is run applicants, who are marked as SUBMITTED and ELIGIBLE will be placed according to the order of the five (5) priority groups noted below. A student's application DOES NOT have to meet ALL of the requirements in each priority group, they need to only meet the requirement of one item in the group to be run with that priority. If a student qualifies for multiple priorities only the highest priority will need to be given to the student and shown in the priority column on the lottery list. Pupils in attendance at the school in the previous school year shall be re-enrolled.

1. In Zone Kirkpatrick Elementary
2. Children of Current KIPP Nashville Employees
3. Same School Sibling Enrolled
4. Cluster and/or Pathway
5. General Applicant Pool

All submitted and eligible applications will be run through the lottery based on the begin and cut off dates, which follow the open and close dates set for the application process.

Following the lottery, KIPP Nashville will notify each family of the results including whether the student has been enrolled or waitlisted by the end of February. Families must accept their seat by the set deadline, or their seat will be vacated and provided to a student on the waitlist. During this process, schools will also communicate any necessary steps a family must complete for admission.

Waitlist Procedures

Students who were not placed on the assignment list based on the number of seats available will be placed on a waitlist. Each student will be assigned a place on the list in the order that available seats will be offered. Families will be notified if their child is placed on a waitlist and the number they are on the list. As seats become available, KIPP Nashville will promptly contact families of students next on the waitlist to offer them an available seat. If a family is not able to be reached directly, each school will make their best effort to contact the family to extend an available seat. However, if the family cannot be contacted after multiple attempts or does not contact the school to accept the spot, the seat will be vacated to the next student on the waitlist.

The waitlist will be maintained and monitored from the end of February up through the beginning of the school year in case seats become available.

Other Admission Processes

Upon accepting a student's seat at KIPP Nashville, each school will inform families of the necessary steps to complete the admission process including, but not limited to: attending an admissions orientation and submitting all necessary paperwork (e.g., enrollment packet, birth certificate, immunization records, proof of residence, parent/guardian photo ID, etc.).

Upon admission, the school-level Director of Operations or his/her designee will be responsible for collecting enrollment paperwork for all students and adding it to the student's cumulative file. The Director of Operations or his/her designee will enter all applicable information from the student's enrollment packet into the district's school information system, including for English learners, students with disabilities, homeless students, immigrant students, migrant students, and military-connected students.

Relocation of Military Service Member

A student who does not currently reside within the geographic boundaries of the district in which the school operates shall be allowed to enroll if he/she is a dependent child of a service member who is being relocated to Tennessee on military orders. To be eligible for enrollment, the student will need to provide documentation that he/she will be a resident within the geographic boundaries of the district in which the school operates upon relocation. Parent(s)/guardian(s) of the student shall provide proof of residency within thirty (30) days of enrollment.

KIPP Nashville

2019-2020 Enrollment Checklist

Student Name: _____ Grade: _____ Student ID #: _____

PARENT INSTRUCTIONS

1. Other than your student's name, grade and student ID number, **please do not write on this page**. The checklist below is for **admin use only**. Admin will use this list to verify that your student's enrollment paperwork is complete.
 2. Please provide information that is accurate to the best of your knowledge. We use your answers to determine the student's eligibility for various free services. If you have any questions, please ask staff for clarification.
 3. Upon completion, return this packet along with copies of other required enrollment materials (listed below) to school staff.
-

ADMIN INSTRUCTIONS

1. Once each document is submitted and/or completed, check (✓) the box next to the item to signify completion.
 2. If there is a blank space next to the required document/form, **please name the type of document the parent used** to complete the specified requirement.
-

ADMIN CHECKLIST

Parent Documents

- Proof of Birth: _____
- Address Verification #1: _____
- Address Verification #2: _____
- Guardian ID: _____
- Immunization Records
- School Physical (*New to Davidson County*)

Enrollment Packet

- Home Language Survey: _____
- Occupational Survey: _____
- Medical History Form
- Transportation Survey (*Elementary & Middle Only*): _____
- Social Security Number and/or Student PIN

SECTION B

Only complete Section B if you checked any option A through G in Section A. If you did not check any boxes in Section A, please only complete Section C below.

Check (✓) the option that best describes with whom the student resides. (Note: Legal guardianship may only be granted by a court.)

- Mother Father Caregiver(s) who are not legal guardian(s) (example: relatives, friends, parents of friends, etc.)
- Both Parents Legal Guardian(s)
- Other (please specify): _____
- Is this student awaiting foster care placement? If so, please explain:
- _____
- _____

SECTION C

All parents/guardians must complete Section C.

I understand that the information provided above is correct, true and current. I also understand that enrolling a child in a Tennessee public school under false pretense is punishable by law.

Signature of Parent/Guardian: _____

Relationship to Student: _____ Date: _____

EDUCATIONAL BACKGROUND

Student's previous district: MNPS SBOE OTHER: _____

Student's previous school (including preschool if applicable): _____

Does this student have an IEP? YES NO

Does this student receive gifted IEP/ Encore services? YES NO

Does this student have a 504 plan? YES NO

Has this student ever received any of the following therapies? SPEECH OCCUPATIONAL PHYSICAL THERAPY

Which of the following classification has your student been classified by special education services:

- | | |
|--|--|
| <input type="checkbox"/> None of these (9998) | <input type="checkbox"/> Deaf/Blindness (2122) |
| <input type="checkbox"/> Hearing impairment (2123) | <input type="checkbox"/> Intellectual Disability (2124) |
| <input type="checkbox"/> Multiple disabilities (2125) | <input type="checkbox"/> Orthopedic Impairment (2126) |
| <input type="checkbox"/> Emotional Disturbance (2127) | <input type="checkbox"/> Specific Learning Disability (2128) |
| <input type="checkbox"/> Speech or language impairment (2129) | <input type="checkbox"/> Traumatic Brain Injury (2130) |
| <input type="checkbox"/> Visual impairment (2131) | <input type="checkbox"/> Other Health Impairment (2132) |
| <input type="checkbox"/> Deafness (2133) | <input type="checkbox"/> Development Delay (2134) |
| <input type="checkbox"/> Infants and toddlers with disabilities (2135) | <input type="checkbox"/> Autistic/Autism (2121) |
| <input type="checkbox"/> Dyslexia | |

Lunch Status

FREE (F) REDUCED (R) FULL PAY (P) I DON'T KNOW

RELEASE FORMS

EMERGENCY RELEASE

I give my permission for emergency treatment by school personnel or a physician for my child in case of emergency. It is understood that even though protective equipment is worn by all students during some sports activities and whenever needed, the possibility of an accident still remains. KIPP Nashville is not liable for accidents occurring to children either on school premises or while on field trips. Furthermore, school clinic personnel have my permission to contact my child's physician for further medical information. In case of serious illness/injury, KIPP Nashville will telephone Emergency Medical Services (911) for immediate transportation to the closest hospital. I, the legal guardian, authorize the transport of and treatment by the hospital emergency staff for my child.

I consent: YES NO

Guardian Signature: _____

MEDIA RELEASE

It is understood by consenting below that your student's name, photograph, or work may be used by any media outlet either at KIPP Nashville or any field trip function.

I consent: YES NO

Guardian Signature: _____

CONSENT FOR FIELD LESSONS

Field lessons are planned for educational purposes to meet classroom learning objectives. These objectives might include specific curricular activities and/or celebrations of accomplishments. I understand that my child/ward may be transported in a school-owned vehicle, contracted or designated vehicle. This authorization will remain in effect while the minor is en route to or from or involved in participation in any KIPP Nashville program or activity. Parents should understand that KIPP Nashville or the adult in charge are not liable for accidents occurring to children either on school premises or while on field trips as part of the school's activities. I have read and understand this release and voluntarily sign this document allowing my student to participate in any field lesson.

I consent: YES NO

Guardian Signature: _____

CONSENT FOR POSTING STUDENT WORK

I understand that throughout the course of the academic year, the products my student produces will earn praise. I give permission for my student's work to be posted either on a campus of a KIPP Nashville school or in the broader community.

I consent: YES NO

Guardian Signature: _____

CONSENT FOR HEALTH SCREENINGS

My child has permission to participate in hearing, vision, height, weight and blood pressure screenings.

I consent: YES NO

Guardian Signature: _____

I certify that all information provided in this application and in all accompanying forms is true, accurate, and complete. I understand that having given false, inaccurate, or misleading information, on this form or any other KIPP Nashville form may result in the dismissal of my child from the school.

Parent/Guardian signature: _____ Date: _____

REGISTRATION & ENROLLMENT

Consent for Release of Records

My student has enrolled at a KIPP Nashville school for the upcoming school year. I hereby authorize KIPP to share and/or request any and all records, data, or information determined to be relevant to the education of my student with MNPS, the Tennessee State Board of Education, the Tennessee Department of Education, any other schools and school systems in which my child has previously been enrolled, and any governmental departments, health or social service providers, or other offices whose activities bear directly on the programs or services with which my student is provided at a KIPP Nashville school.

Student Legal Name:

First

Middle

Last

Legal Guardian Name:

First

Middle

Last

Consent for release:

YES

NO

Name of Previous School:

Guardian Signature:

Date:



Student Withdrawal Request

Enrollment Center Use Only	
Student ID	_____
State ID	_____
Cohort year if high school	_____

Student Last Name _____ First Name _____

School Withdrawing from _____ Grade _____

Last day student attended this school _____ Date of Birth _____

- Withdrawal Reason:** (please ✓ one)
- Change of Address
 - Magnet/Charter/Optional School Acceptance
 - Expectation Not Met
 - Safety Concerns
 - Discipline Transportation
 - Not on Track to Graduate
 - Other: _____

- Transferring to:** (please ✓ one)
- Another MNPS School
 - Private School
 - Virtual School
 - Home School
 - Out of County
 - Out of State
 - Out of Country
 - Other: _____

Next Planned School of Enrollment: _____
School Name City, State

Parent Comment: _____

I understand and acknowledge that withdrawal from an MNPS Magnet/Optional/Charter School will result in forfeiture of the student's assignment at such school and that my student may not have the option to enroll in another MNPS Magnet/Optional/Charter school until the next school year.

I understand and acknowledge that outstanding fees, fines, or unreturned school property such as textbooks, library books, instruments, uniforms, or equipment may result in financial charges and/or withholding of student records.

Parent/Guardian Phone #

Parent/Guardian Name

Parent/Guardian Signature

Required - Attach Parent/Guardian Photo ID
Parent/Guardian Phone Call <input type="checkbox"/>

MNPS Use Only

Withdrawal Entered in SMS by _____ W/D date _____ W/D code _____ Charter/Magnet Contacted: _____

STUDENT HEALTH HISTORY

Dear Parent:

This Health History form will be used to identify and assist students with health problems. Participation is voluntary. Please return completed forms to the school to be provided to the school nurse.

Student's First Name												Student's Last Name											

Birth Date						Grade				Sex (circle one)					

First Guardian's First Name												First Guardian's Last Name											

First Guardian's Cell Phone						First Guardian's Home Phone					

1. Name of Health Care Provider										Date of Last Check-Up					

Purpose of examination (✓ one): ROUTINE PHYSICAL ILLNESS/SURGERY: (please specify): _____

Preferred Hospital												Phone number					

Does the student have health insurance? YES NO

Policy name												Policy number					

2. Does your child have a health problem? (✓ where appropriate)

- My child has **no health problems** which would affect his/her school day.
- Allergies to (Nuts, Bees, Food, Other** please list) _____
- _____ What happens? _____
- _____ Is epinephrine prescribed? Yes No
- Asthma**, is inhaler prescribed? Yes No Home only? Need at school? How often has it been used in the last year? _____ Date of last asthma episode? _____
- Has your child gone to the hospital for asthma? Yes No When? _____ How long did they stay? _____
- Diabetes** Type 1 Type 2 What medication taken? _____
- Seizures** - what type? _____ Date of last seizure? _____
- Is Diastat prescribed? Yes No Home only? Need at school?
- Behavior/Emotional (ADHD, Depression)**
- Catheterization**
- Cancer/Leukemia**
- Sickle Cell Anemia**
- Heart Problems** Which problem? _____ Date diagnosed? _____
Is it resolved now? Yes No What are the exercise restrictions your doctor has told you? _____
- Any other condition you would like to tell us about? _____

3. Does your child take medication? Yes No Name of medication(s): _____
Time of day medication is given: _____

4. Has your child been in the hospital for any reason since birth? Yes No If yes please explain: _____

5. Is there anything more about your child's health that you think is important for us to know? _____

Parent's Signature

Date

Attachment E

Letters of Support/MOUs/Contracts

To whom it may concern:

January 20th, 2020

I am a parent of a first-grade student at KIPP Antioch College Prep Elementary next school year my daughter will be starting 5th grade at KIPP Antioch College Prep. Since our son started school at KIPP we have been very excited as a family. Our son loves this school teachers have built a good relationship with him the teachers are incredible! He is so motivated to come to school every day he really loves it. We want KIPP to continue being our future.

I am writing to you in support of KIPP opening a new school in the Antioch area. I would love to see friends and family members to continue their education at KIPP. That is why we really need another school in this area. I want my children to continue their education through high school.

Please help us open another school. Thank you for your time.

Sincerely,

Oliverio Alavez

A handwritten signature in black ink, appearing to read 'Oliverio Alavez', is written over two horizontal lines. The signature is stylized and cursive.

To the Metro Nashville Board of Public Education:

Re: Charter for KIPP Antioch High School

Dear board members,

It is with great pleasure that I write to you today to express my wish for a new KIPP high school in the Antioch cluster area. I have many reasons to feel optimistic about the new school and approval of this charter. Please let me tell you why.

I am a parent of 3 beautiful girls, ages 19, 11, and 7. I chose the public school route for my oldest daughter mostly because of athletics and extracurriculars. She went to a public high in the Antioch area, and did well grades-wise, however, she didn't do so well on the ACT and placement in college. This opened my eyes and made me take a harder look at the push for academics in my girls' life.

My middle child went to public elementary school in the Antioch area and did well but struggled in reading and comprehension. At the same time, my last child was finishing up Pre-k in Antioch. I wanted something different for her, so I started looking at school "report cards" online and how they were performing. KIPP Nashville stood out tremendously! I was so excited and was determined to get my child into KIPP.

Luckily for me, I found an ad for KIPP Antioch College Prep! I immediately submitted my application and, before I knew it, my youngest child was starting kindergarten at the new school. I absolutely love this school and I know that she does as well. She was learning many things that my other two didn't learn at their elementary school. Not only did she learn academics, she learned important socio-emotional skills that I considering life skills.

About 75% through the year, I heard that KIPP was going to open a middle school in Antioch as well. I couldn't hide my joy and kept asking myself how I got this lucky! Fast forward to today, both of my girls are at KACPE and KACPM and are exceling. My middle child's reading comprehension has increased incredibly, and my youngest girl grew 191 points on her Step test from last year!

To sum things up, I see it as a detriment to my girls and the kids of KACPE and KACPM if they can't go straight to high school in this same community. I know in my heart that, if they had to go to an established high school in this area, they would be ahead of the other students and will not get to learn at their full potential.

Thank you so much for your consideration with this charter and this letter! You are truly making a difference in this community by supporting this charter.

Most humbly yours,

 1/23/20

Dedra Christian

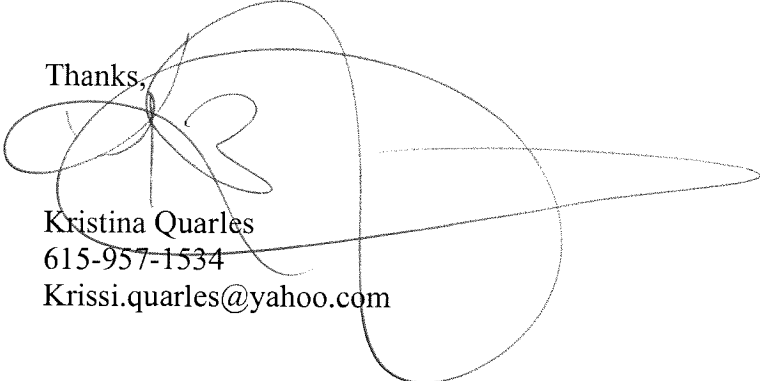
January 23, 2020

Dear Metro Nashville Board of Education,

My name is Kristina Quarles, Jamaine Quarles Jr. is currently a 5th grader at KIPP Antioch College Prep Middle School. Prior to Jamaine's transition into the 5th grade, we toured several schools and honestly connected immediately with the staff/facility at KIPP Antioch College Prep Middle. During Jamaine's elementary years he struggled in reading, resulting in an IEP being developed. There were several days Jamaine did not want to go to school due to the challenges he faced and the lack of support he felt from the facility at the elementary school he attended.

Since his time at KIPP Antioch, he has developed a love and passion for reading. He continues to exceed with his reading goals week after week and absolutely loves school now. The staff/facility at KIPP Antioch College Prep Middle have been so supportive, encouraging, and have help play an imaginable role in Jamaine's growth this school year. If the charter for the KIPP Antioch Middle and High schools are denied our family would be devastated. Trust me when I say, the growth I have seen with Jamaine in only half a school year is unbelievable. I am so excited to see what they can help him do by high school graduation. I honestly wish, KIPP Antioch College Elementary had room/grade availability for my soon to be 3rd grader, we are so looking forward to him having this experience once he is ready for 5th grade as well!

Thanks,



Kristina Quarles
615-957-1534
Krissi.quarles@yahoo.com

January 23, 2020

Dear Metro Nashville School Board,

I am a parent at KIPP Antioch Middle School and I am beyond pleased about the academic and social growth my child has made this academic school year. When I discovered over the summer that my daughter had a seat I was elated! Being able to say that my daughter is a KIPPster reassures me that child will attend a prestigious university and live a choice-filled life. It saddens me to think that there are so many deserving families in the Southeast Nashville community that will not have this opportunity due to the lack of available seats. Every day that I drop my KIPPster off I confidently know she is going to receive a world class education.

All the best,

A handwritten signature in cursive script that reads "Chelsey Aight".

January 23, 2020

Metro Nashville Public Board of Education
2601 Bransford Ave.
Nashville, TN 37204

Hi all to that are reading this:

My name is Jennifer Lovell am the parent of Noah Lovell, who has been at KIPP Antioch for 2 years now in the 1st grade. He has learned so much and loves having 2 teachers in the classroom at all times. Every day I am amazed at what he is learning and how much he is growing. We ask that you open more schools so that everyone to have the same experience as my son.

Thank you,



Jennifer Lovell
420 Jenny Ruth
Antioch, TN 37013

To whom it may concern:

January 20th, 2020

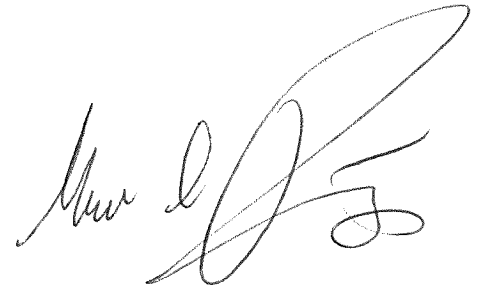
I am a parent of a fifth-grade student at KIPP Antioch College Prep. Our family was excited to learn a high-quality public school was opening near our home. Since coming to KIPP, my daughter has thrived. She loves school and is supported by incredible teachers. She's matured as an individual and is learning more than we could've expected. She's more motivated and as a parent, I appreciate the structured and nurturing environment. KIPP is more than a school to us, it's a family.

I am writing to you in support of KIPP opening new schools in Antioch, so more families such as myself can experience the incredible environment of a KIPP school. I want my daughter to continue her education at KIPP through twelfth grade.

Please help more families have access to a KIPP education. Thank you for your consideration.

Sincerely,

Maria Diaz

A handwritten signature in black ink, appearing to read "Maria Diaz". The signature is fluid and cursive, with a large, sweeping flourish at the end.

January 24, 2020

To: Metro Nashville Board of Education

From: Mrs. Taneka Donaldson, KIPP Parent

Re: KIPP Antioch Charter Schools

Dear Metro Nashville Board of Education,

I am a parent of a kindergartener at KIPP Antioch College Prep Elementary. When trying to decide where we wanted our daughter to attend school we had many reservations and concerns with a lot of the schools we toured. Upon touring KIPP and speaking with staff, and parents, we decided to try to get our daughter in. We were thrilled when we received the news that she had been accepted. After the first semester has ended, our child has reached many milestones well ahead of schedule. KIPP has continued to nurture her skill set and push her forward without stall. She has developed her reading and math skills beyond her grade level. We look forward to all the progress and success coming her way in the future with KIPP Antioch.

We were one of the lucky families that were able to send our child to KIPP Antioch. A lot of other families were not so lucky due to space restraints. We need your help in approving KIPP for another elementary, middle, and a high school so that our kids, and others, can continue to thrive with the KIPP program. Our community population is on the rise and we need a school that can stand up to the task of providing these new, and current, families the same opportunities that our KIPPster is able to receive. Adding these schools, guarantees that more children are able to receive the same gold star education that I brag about my child receiving.

We look forward to you choosing to approve the applications for KIPP's growth in the Antioch community!! It would be a much welcomed addition to the growth of our area!

Thank you,

A handwritten signature in black ink that reads "Mrs. Taneka Donaldson". The signature is written in a cursive style with a large, decorative flourish at the end.

Mrs. Taneka Donaldson, KACPE parent



To Whom it May Concern:

I am writing to provide our support (Freeland Chevy/Freeland CDJR) for KIPP Nashville's charter application.

Since opening in Antioch, KIPP Nashville has become an important part of our community, enhancing school choice for families. With more than seven different languages spoken and nationalities from around the world, KIPP's students and families truly reflect the vibrance and diversity of Southeast Nashville.

Throughout KIPP Nashville's fifteen years in our city, they have had a proven track record of producing academic results at or above the district and state, while maintaining a commitment to their original goal of preparing students with the academic and character skills needed for success in college and the competitive world beyond.

In fact, KIPP Nashville's high school alumni are on track to graduate college at three times the rate of their low-income peers, attending some of the country's most prestigious colleges and universities.

Additional KIPP schools in Southeast Nashville will provide more students access to a high-quality seat in a public school and ultimately, make our city a better place.

Thank you for your consideration.

Sincerely,


Ben Freeland



To Whom It May Concern:

I am writing to provide my support for KIPP Nashville's charter application.

Since opening in Antioch, KIPP Nashville has become an important part of our community, enhancing school choice for families. With more than seven different languages spoken and nationalities from around the world, KIPP's students and families truly reflect the vibrancy and diversity of Southeast Nashville.

Throughout KIPP Nashville's fifteen years in our city, they have had a proven track record of producing academic results at or above the district and state, while maintaining a commitment to their original goal of preparing students with the academic and character skills needed for success in college and the competitive world beyond.

In fact, KIPP Nashville's high school alumni are on track to graduate college at three times the rate of their low-income peers, attending some of the country's most prestigious colleges and universities.

Additional KIPP schools in Southeast Nashville will provide more students access to a high-quality seat in a public school and ultimately, make our city a better place.

"In every neighborhood, all across our country, there are good people insisting on a good start for the young – and doing something about it." Fred Rogers

Thank you for your consideration.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Darrell Downs', is written over a light blue horizontal line.

Darrell Downs
Mac Papers - Antioch
General Manager

Attachment F

Board Governance Documents



FILED
STATE OF TENNESSEE

STATE OF TENNESSEE

Tre Hargett, Secretary of State

2010 APR 21 AM 8:51

Division of Business Services

312 Rosa L. Parks Avenue

TRE HARGETT
SECRETARY OF STATE

6th Floor, William R. Snodgrass Tower
Nashville, TN 37243

KIPP EAST NASHVILLE PREPARATORY
123 DOUGLAS AVENUE
NASHVILLE, TN 37207 USA

April 1, 2010

Control # 456161

RE: EXPIRATION OF REGISTRATION OF ASSUMED CORPORATE NAME

Pursuant to the provisions of Section §48-14-101(d)(3) of the Tennessee Business Corporation Act or Section §48-54-101(d)(3) of the Tennessee Nonprofit Corporation Act, it has been determined that the registration of the assumed corporate name will expire on 06/07/2010.

You may renew the assumed name by completing this application for renewal of assumed corporate name within two (2) months preceeding the expiration and paying the **\$20 renewal filing fee**. Mail the completed application to the address above with your check.

Failure to file the required document within the two (2) months preceeding the expiration of the registration of the assumed corporate name will result in expiration of the assumed name.

APPLICATION FOR RENEWAL OF REGISTRATION OF ASSUMED CORPORATE NAME

Pursuant to the provisions of Section §48-14-101(d)(4) of the Tennessee Business Corporation Act or Section §48-54-101(d)(4) of the Tennessee Nonprofit Corporation Act, the undersigned corporation hereby submits this application for renewal:

1. The corporation intends to continue to transact business in Tennessee under an assumed corporate name.
2. The assumed name is **KIPP ACADEMY NASHVILLE** with an expiration date of 06/07/2010.
3. The assumed corporate name meets the requirements of Section §48-14-101 of the Tennessee Business Corporation Act or Section §48-54-101 of the Tennessee Nonprofit Corporation Act.

KIPP EAST NASHVILLE PREPARATORY

Corporation Name

Signature

Name (typed or printed)

Signature Date

Signer's Capacity

Thomas Branch

4/19/10

Thomas Branch

Director of Finance & Operations

0711-0454



STATE OF TENNESSEE
Tre Hargett, Secretary of State
Division of Business Services
312 Rosa L. Parks Avenue
6th Floor, William R. Snodgrass Tower
Nashville, TN 37243

KIPP EAST NASHVILLE PREPARATORY
123 DOUGLAS AVENUE
NASHVILLE, TN 37207 USA

April 27, 2010

Filing Acknowledgment

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

Control # : 456161 Status: Active
Filing Type: Corporation Non-Profit - Domestic

Document Receipt

Receipt # : 174810 Filing Fee: \$20.00
Payment-Check/MO - KIPP EAST NASHVILLE PREPARATORY, NASHVILLE, TN \$20.00

Amendment Type: Assumed Name Renewal Image # : 6711-0454
Filed Date: 04/21/2010 8:51 AM

This will acknowledge the filing of the attached assumed name renewal. When corresponding with this office or submitting documents for filing, please refer to the control number given above. The name registration is effective for five years from the effective date indicated above. You may renew the right to use this name within two (2) months preceding the expiration of such right, for a period of five (5) years, by filing an application with the Secretary of State.

Tre Hargett, Secretary of State
Business Services Division

Field Name	Changed From	Changed To
Assumed Name	KIPP ACADEMY NASHVILLE	KIPP ACADEMY NASHVILLE
Expiration Date	06/07/2010	04/21/2015

ARTICLES OF INCORPORATION

OF

KIPP EAST NASHVILLE PREPARATORY

FILED

I, the undersigned, acting as the incorporator of a corporation under the Tennessee Nonprofit Corporation Act, TCA Title 48, Chapter 52, Section 101 (the "Act") do hereby state the following Articles of Incorporation for such corporation:

ARTICLE ONE

The name of the corporation is KIPP East Nashville Preparatory (the "Corporation").

ARTICLE TWO

The Corporation is not for profit and is a public benefit corporation.

ARTICLE THREE

The duration of the existence of the Corporation is perpetual.

ARTICLE FOUR

The Corporation is incorporated under the Act and is to be operated exclusively to carry out charitable and educational purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended (the "Code"), including, but without limitation thereon:

(a) To implement and operate one or more public charter or contract schools or campuses thereof in accordance with the KIPP educational model pursuant to the Tennessee Public Charter Schools Act of 2002. It is intended that the Corporation shall enter into a royalty-free Trademark License Agreement with the KIPP Foundation, a California nonprofit public benefit corporation, for the use of its trademarks and trade names in connection with its operation of these schools;

(b) To exercise all rights and powers conferred by the laws of the State of Tennessee upon nonprofit corporations, including, but without limitation thereon, to raise funds, to receive gifts, devises, bequests and contributions, in any form, and to use, apply,

RECEIVED
STATE OF TENNESSEE
2009 OCT 22 AM 10:55
RILEY DABHELL
SECRETARY OF STATE

invest, and reinvest the principal and/or income therefrom or distribute the same for the above purposes; and

(c) To engage in any other activity that is incidental to, connected with or in advancement of the foregoing purposes and that is within the definition of charitable and educational for purposes of Section 501(c)(3) of the Code, provided, the powers of the Corporation shall never be inconsistent with the purposes of the Corporation stated above or the Constitution of the United States or the State of Tennessee.

The broadest discretion is vested in and conferred upon the Board of Directors for the accomplishment of these purposes, provided, however, that no contributions shall be made or distributed to or for any person, firm, corporation, or other entity that shall apply, directly or indirectly, such contributed funds for any purpose or purposes in violation of the Constitution and statutes of the United States or the State of Tennessee.

ARTICLE FIVE

The Corporation's initial registered office in the State of Tennessee is located at 511 Union Street, Suite 740, Nashville, Tennessee 37219 in the County of Davidson. The name of its registered agent at such address is the Charter School Resource Center of Tennessee. The Board of Directors of the Corporation may change such registered office and registered agent from time to time.

ARTICLE SIX

The Corporation's initial principal office is located at 511 Union Street, Suite 740, Nashville, Tennessee 37219.

ARTICLE SEVEN

The Corporation is organized on a non-stock basis.

ARTICLE EIGHT

The Corporation does not contemplate pecuniary gain or profit, incidental or otherwise.

ARTICLE NINE

The management and affairs of the Corporation shall be invested in a Board of Directors. The Corporation's Bylaws (the "Bylaws") shall set forth the respective rights

and method of selection of directors and such other provisions as shall pertain to and control the Board of Directors. The number of directors constituting the entire Board of Directors shall never be less than three (3).

ARTICLE TEN

The name and street address of the incorporator is Nolan Highbaugh, 345 Spear Street, Suite 510, San Francisco, CA 94105.

ARTICLE ELEVEN

Regardless of any other provisions of these Articles of Incorporation or the laws of the State of Tennessee, the Corporation shall not:

(a) permit any part of the net earnings of the Corporation to inure to the benefit of any private individual (except that reasonable compensation may be paid for personal services rendered to or for the Corporation affecting one or more of its purposes);

(b) devote any part of its activities to attempting to influence legislation by propaganda or otherwise; or

(c) participate in, or intervene in (including the publication or distribution of statements), any political campaign on behalf of any candidate for public office.

(d) carry on any other activities not permitted to be carried on (i) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or (ii) by a corporation contributions to which are deductible under Section 170(c)(2) of the Code.

ARTICLE TWELVE

The Corporation shall not have members.

ARTICLE THIRTEEN

Upon the dissolution of the Corporation, after payment or provision for payment of the Corporation's liabilities has been made, the Corporation's remaining assets shall be distributed to an organization selected by majority vote of the board of directors, provided that such organization is at the time of such distribution an organization described in Section 501(c)(3) of the Code. In no event shall any of such assets be distributed to any Director, officer, member of the nonprofit corporation, or any private

individual. The Board of Directors shall determine the amount of any distribution made under this ARTICLE THIRTEEN.

ARTICLE FOURTEEN

The Corporation may indemnify a person who was, is, or is threatened to be made a party to any threatened, pending or completed action or proceeding, whether civil, criminal, administrative or investigative (other than an action by or in the right of the Corporation), by reason of the fact that he or she is or was a representative of the Corporation as provided by the provisions in the Act governing indemnification. As provided in the Bylaws, the Board of Directors shall have the power to define the requirements and limitations for the Corporation to indemnify directors, officers, or others serving as representatives of the Corporation.

ARTICLE FIFTEEN

To the fullest extent permitted by the Tennessee Code Annotated, as now in effect or as may hereafter be amended, no director of the Corporation shall be personally liable to the Corporation for monetary damages for any breach of fiduciary duty as a Director except that this ARTICLE FIFTEEN does not eliminate or limit the liability of a Director for:

- (a) a breach of the Director's duty of loyalty to the Corporation;
- (b) an act or omission not in good faith or which involves intentional misconduct or a knowing violation of law;
- (c) any transaction from which the Director derived an improper personal benefit; or
- (d) an act or omission for which the liability of a Director is expressly provided for by an applicable statute.

If the Tennessee Code Annotated is amended to authorize action further eliminating or limiting the personal liability of Directors, then the liability of a Director of the Corporation shall be eliminated or limited to the fullest extent permitted by such statute(s) as so amended. Any repeal or amendment of such statute(s) or of this ARTICLE FIFTEEN shall not adversely affect any right of protection of a Director of the Corporation existing at the time of the repeal or amendment.

I, the undersigned, being the incorporator hereinbefore named, for the purpose of forming a corporation pursuant to the Act, do make these Articles of Incorporation, hereby declaring and certifying that this is my act and deed and the facts herein stated are true, and accordingly have hereunto set my hand this 20TH day of OCTOBER, 2003.

Nolan Highbaugh
Nolan Highbaugh, Incorporator

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

DEPARTMENT OF THE TREASURY

Date:

FEB 24 2006

KIPP EAST NASHVILLE PREPARATORY
123 DOUGLAS AVE
NASHVILLE, TN 37207-5155

Employer Identification Number:
20-2799123
DLN:
17053215045045
Contact Person:
EDWARD J SKELLY ID# 31374
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
October 22, 2003
Contribution Deductibility:
Yes

Dear Applicant:

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

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

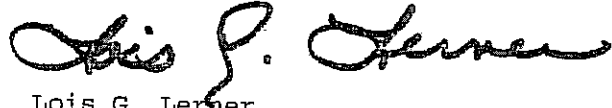
Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

KIPP EAST NASHVILLE PREPARATORY

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

A handwritten signature in cursive script, appearing to read "Lois G. Lerner".

Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Information for Organizations Exempt Under Section 501(c)(3)

**BYLAWS
OF
KIPP NASHVILLE**

Adopted: 5 / 23 / 2014
Amended: 8 / 18 / 2017

TABLE OF CONTENTS

	<u>Page</u>
Article I. STRUCTURE	1
Section 1.1 Structure.....	1
Section 1.2 Purposes.....	1
Article II. OFFICES.....	1
Section 2.1 Principal Place of Business.....	1
Section 2.2 Registered Office and Registered Agent	1
Article III. BOARD OF DIRECTORS.....	2
Section 3.1 Powers	2
Section 3.2 Number	2
Section 3.3 Election and Term of Office.....	2
Section 3.4 Removal.....	2
Section 3.5 Resignation	2
Section 3.6 Vacancies.....	2
Section 3.7 Meetings	2
Section 3.8 Notice of Meetings.....	3
Section 3.9 Quorum and Voting.....	3
Section 3.10 Action by the Board	3
Section 3.11 Committees	3
Section 3.12 Compensation	4
Article IV. OFFICERS of the Board of Directors.....	4
Section 4.1 Number	4
Section 4.2 Election and Term.....	4
Section 4.3 Resignation and Removal.....	4
Section 4.4 Employees and Other Agents	4
Section 4.5 Chair	4
Section 4.6 Secretary	5
Section 4.7 Treasurer.....	5
Section 4.8 Checks, Notes and Contracts	5

Section 4.9	Books and Records.....	5
Section 4.10	Audit Report	5
Section 4.11	Right of Inspection.....	6
Section 4.12	Amendments	6
Article V. CONFLICTS OF INTEREST		6
Section 5.1	Purpose	6
Section 5.2	Definitions.	6
	(a) Interested Person.....	6
	(b) Financial Interest.....	6
Section 5.3	Procedures.....	6
	(a) Duty to Disclose.....	6
	(b) Determining Whether a Conflict of Interest Exists.....	6
	(c) Procedures for Addressing the Conflict of Interest.....	7
	(d) Violations of the Conflicts of Interest Policy.	7
Section 5.4	Records of Proceedings	8
	(a) Names of Persons with Financial Interest	8
	(b) Names of Persons Present.....	8
Section 5.5	Annual Statements	8
	(a) Receipt.....	8
	(b) Read and Understands	8
	(c) Agrees to Comply	8
	(d) Tax Exemption.....	8
Section 5.6	Periodic Reviews.....	8

KIPP NASHVILLE

BYLAWS

ARTICLE I. STRUCTURE

Section 1.1 StructureKIPP Nashville (the “Corporation”) is a nonprofit corporation organized -under the laws of the State of Tennessee, which does not have members within the meaning of the Tennessee Nonprofit Corporation Act, TCA TITLE 48, CHAPTER 51, § 101 (the “Act”). The Articles of Incorporation of the Corporation (as amended from time to time, the “Articles of Incorporation”) were filed in the office of the Secretary of State of the State of Tennessee on October 22, 2003.

Section 1.2 PurposesThe Corporation is organized and is to be operated exclusively to carry out charitable and educational purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended (the “Code”), including, but without limitation thereon: (a) to implement and operate one or more public charter or contract schools in the State of Tennessee; (b) to exercise all rights and powers conferred by the laws of the State of Tennessee upon non-profit corporations, including, but without limitation thereon, to raise funds, to receive gifts, devises, bequests and contributions, in any form, and to use, apply, invest and reinvest the principal and/or income therefrom or distribute the same for the above purposes; and (c) to engage in any other activity that is incidental to, connected with or in advancement of the foregoing purposes and that is within the definition of charitable and educational for purposes of Section 501(c)(3) of the Code, provided, the powers of the Corporation shall never be inconsistent with the purposes of the Corporation stated above or the Constitution of the United States or the State of Tennessee.

ARTICLE II. OFFICES

Section 2.1 Principal Place of BusinessThe principal place of business and mailing address of the Corporation shall be located at 123 Douglas Avenue, Nashville, TN. The Corporation may have such other offices, either within or without the State of Tennessee, as the Board of Directors may determine or as the affairs of the Corporation may require from time to time.

Section 2.2 Registered Office and Registered AgentThe Corporation shall have and continuously maintain in the State of Tennessee a registered office and a registered agent whose office is the Corporation’s registered office, as required by the Act. The registered office may but need not be identical with the principal office of the Corporation in the State of Tennessee, and the address of the registered office may be changed from time to time by the Board of Directors in accordance with applicable law.

**ARTICLE III.
BOARD OF DIRECTORS**

Section 3.1 PowersThe business, affairs and property of the Corporation shall be managed and controlled by the Board of Directors, and all corporate powers shall be vested in and exercised by the Board, except as otherwise provided by law, the Articles of Incorporation or these Bylaws.

Section 3.2 NumberThe number of Directors constituting the initial Board of Directors is five (5). Thereafter the number of Directors may be increased or decreased from time to time by resolution of the Board of Directors, provided that no decrease in the number of Directors shall have the effect of shortening the term of any incumbent Director and provided further that the number of Directors with voting rights shall never be less than three (3).

Section 3.3 Election and Term of OfficeThe initial Directors shall serve until the first annual meeting of the Board of Directors. Thereafter, Directors shall be elected by a majority vote of the Directors then in office. Not more than 49 percent of the persons serving on the Board shall be paid employees or officers of the Corporation or the brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law or father-in-law of any such persons. Directors shall hold office for a term of three years or until their earlier death, resignation or removal. A Director is eligible for additional three year terms upon a majority vote of the Directors then in office.

Section 3.4 RemovalAny or all of the Directors may be removed with or without cause by a majority vote of the entire Board at any special meeting of the Board called for that purpose.

Section 3.5 ResignationAny Director may resign at any time by delivering written notice of his or her resignation to the Secretary or Chair of the Corporation. Such resignation shall become effective upon receipt thereof by the Secretary or Chair but the acceptance of such resignation shall not be necessary to make it effective. No Director may resign where the Corporation would be left without a duly-elected Director.

Section 3.6 VacanciesAny newly created directorships and any vacancies of the Board of Directors, arising at any time and from any cause, may be filled at any meeting of the Board of Directors by a majority of the Directors. However, if the number of Directors then in office is less than a quorum, the vacancies shall be filled by (a) the affirmative vote of a majority of the Directors then in office at a meeting held pursuant to notice or waiver of notice complying with Section 3.8 or (b) a sole remaining Director. A Director so elected shall serve until the next annual meeting and until his or her successor is elected and qualified.

Section 3.7 MeetingsThe Board of Directors and the Corporation are subject to Tennessee's open Meeting laws, TCA TITLE 8, CHAPTER 44, § 102 et seq., and all meetings of the Board of Directors shall be held at the time and place provided in the notice prepared in compliance with the open meeting laws. The annual meeting of the Board shall be held in the month of May in each year, at a date, time and place fixed by the Board, for the election of officers and Directors and for the transaction of such business as may properly come before the meeting. Regular meetings of the Directors may be held at such time and place as shall from time

to time be determined by the Board. Special meetings may be called at any time by the Chair, Vice Chair, Secretary or any two (2) Directors. A majority of the Directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. If the meeting is adjourned for more than 24 hours, notice of an adjournment to another time or place shall be given prior to the time of the adjourned meeting to the directors who were not present at the time of the adjournment.

Section 3.8 Notice of MeetingsIn addition to the notice requirements pursuant to Tennessee's open meeting laws, notice of the time and place of each regular, special or annual meeting of the Board, and, to the extent possible a written agenda stating all matters upon which action is proposed to be taken shall be given to each Director by first-class mail, at least four (4) days before the meeting is held, or personal delivery, facsimile, electronic mail, at least 48 hours before the day on which the meeting is to be held. Notice of a meeting need not be given to any Director who submits a signed waiver of notice whether before or after the meeting, or who attends the meeting without protesting prior thereto or at its commencement, the lack of notice to him or her.

Section 3.9 Quorum and VotingExcept as otherwise provided by law, a majority of the entire Board, shall constitute a quorum for the transaction of business or of any specified item of business. Except as otherwise provided by law or these Bylaws, the vote of a majority of the Board of Directors present at the time of a vote, if a quorum is present, at such time shall be the act of the Board.

Section 3.10 Action by the BoardTo the extent permitted by law, any one or more members of the Board or any committee thereof may participate in a meeting of the Board or committee by means of a conference telephone or similar communication equipment allowing all persons participating in the meeting to hear each other at the same time, provided such meeting and notice thereof comply with the open meeting laws. Participation in a meeting by such means shall constitute presence in person at the meeting only if the Director is recognized for purposes of a quorum under law.

Section 3.11 CommitteesThe Board of Directors, by resolution adopted by a majority of the entire Board, may designate an executive committee and other standing committees, each consisting of Directors and other natural persons, provided that the number of Directors for each committee shall be at least two (2). The Board may designate one or more Directors as alternate members of any committee, who may replace any absent or disqualified member at any meeting of the committee. The Chair shall appoint the chairperson of each committee. To the extent permitted by law, any one or more members of such committee may participate in a meeting of the committee by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other, provided such meeting and notice thereof comply with Tennessee's open meeting§ laws. Participation in a meeting by such means shall constitute presence in person at the meeting and have voting authority only if the Director is recognized as present with authority to vote under law. Committee members shall maintain records of any binding actions taken at each meeting and shall file copies of the records with the corporate record§. Such committees shall have all the powers delegated by the Board as outlined in the Committee Charter except that no committee shall have the power (a) to fill the vacancies on the Board or in any committee which has the

authority of the Board; (b) to fix the compensation of the Directors for serving on the Board or any committee; (c) to amend or repeal the Bylaws or adopt new Bylaws; (d) to amend or repeal any resolution of the Board which by its express terms is not so amendable or repealable; (e) to appoint committees of the Board or the members thereof; (f) to expend corporate funds to support a nominee for Director after there are more people nominated for Director than can be elected; (g) to approve of any conflict of interest transaction as defined under Chapter 58 of the Act; (h) or to exercise other powers specifically denied the committee by resolution of the Board of Directors or by law. Each committee and each member of each committee shall serve at the pleasure of the Board of Directors.

Section 3.12 Compensation Persons serving as Directors or members of a committee shall not receive any salary or compensation for their services as Directors or committee members; provided, however, that Directors or committee members shall be entitled to reimbursement for reasonable expenses incurred by them in carrying out their duties as Directors.

ARTICLE IV. OFFICERS OF THE BOARD OF DIRECTORS

Section 4.1 Number The officers of the Corporation shall be a Chair, Secretary and Treasurer, and such other officers, if any, as the Board of Directors may from time to time appoint. Any two (2) or more offices may be held by the same person, except neither the Secretary nor the Treasurer may serve concurrently as the Chair or chairman of the Board. Further, no individual may act in more than one capacity where action of two or more officers is required.

Section 4.2 Election and Term All officers of the Board shall be elected by the Directors at their annual meeting and shall hold office for the term of one year. Each officer shall continue in office until his or her successor shall have been elected and qualified, or until his or her death, resignation or removal.

Section 4.3 Resignation and Removal An officer may resign by giving written notice of his or her resignation to the Chair or Secretary. Any officer may be removed, with or without cause, by a majority vote of the Board of Directors. A vacancy in any office shall be filled for the unexpired term by a majority vote of the Board.

Section 4.4 Employees and Other Agents The Board of Directors may from time to time appoint such employees and other agents as it shall deem necessary, each of whom shall hold office during the pleasure of the Board, and shall have such authority, perform such duties and receive such reasonable compensation, if any, as the Board of Directors may from time to time determine. Not more than 49 percent of the persons serving as Directors shall be paid employees or officers of the Corporation during their employment.

Section 4.5 Chair The Chair shall preside at all meetings of the Board of Directors, and shall set the agenda for such meetings. The Chair shall also have such other powers and perform such other duties as the Board of Directors may from time to time prescribe.

Section 4.6 SecretaryThe Secretary shall be responsible for the maintenance of an accurate record of all the minutes of all meetings of the Board of Directors and of any committees of which a secretary shall not have been appointed by the Board in books to be kept for that purpose; serve or cause to be served all notices of the Corporation; be custodian of the records; and perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the Board. In the event of absence or disability of the Secretary, the Board of Directors may appoint an Assistant Secretary to perform the duties of the Secretary during such absence or disability.

Section 4.7 TreasurerThe Treasurer shall chair the Finance Committee and keep or cause to be kept complete and accurate accounts of receipts and disbursements of the Corporation. The Treasurer shall present or cause to be presented books of accounts and other books showing the funds and other property of the Corporation, all of which books shall be open at all times to the inspection of the Board of Directors. The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer in conjunction with the Finance Committee shall oversee the policies as outlined the adopted financial policies of the Corporation including those regarding cash and check disbursements and changes to the approved annual budget are followed. The Treasurer in conjunction with the Finance Committee shall recommend for Board approval an auditor to conduct an annual audit of the corporation.

MISCELLANEOUS

Section 4.8 Checks, Notes and ContractsThe Board of Directors is authorized to select such depositories as it shall deem proper for the funds of the Corporation.

Section 4.9 Books and RecordsThe Board of Directors shall keep or cause to be kept: (a) adequate and correct books ,and records of account; and (b) minutes of the proceedings of its Board of Directors and its committees. The minutes shall be kept in written form.

Section 4.10 Audit ReportThe Board of Directors shall cause an audit report to be presented to the Directors not later than 120 days after the close of the Corporation's fiscal year. Such report shall contain in appropriate detail the following: (a) the assets and liabilities, including the trust funds of the Corporation as of the end of the fiscal year; (b) the principal changes in assets and liabilities, including trust funds, during the fiscal year; (c) the revenue or receipts of the Corporation, both unrestricted and restricted to particular purposes, for the fiscal year; (d) the expenses or disbursements of the Corporation, for both general and restricted purposes during the fiscal year; and (e) any transaction and/or indemnification involving an interested person that exceeds \$50,000 or a number of transactions that involve the same interested person and in the aggregate exceed \$50,000, including the names of the interested persons involved in such transactions, the person's relationship to the Corporation, the nature of such person's interest in the transaction, the amount of such interest, provided, that in the case of a transaction with a partnership of which such person is a partner, only the interest of the partnership need be stated.

Section 4.11 Right of Inspection Every Director shall have the absolute right at any reasonable time to inspect all books, records and documents of every kind and to inspect the physical properties of the Corporation.

Section 4.12 Amendments These Bylaws may be amended at any meeting of the Board of Directors by a vote of the majority of the entire Board of Directors.

ARTICLE V. CONFLICTS OF INTEREST

Section 5.1 Purpose The purpose of the conflicts of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Director of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Section 5.2 Definitions.

(a) Interested Person Any Director, principal officer, or member of a committee with Board-delegated powers who has a direct or indirect financial interest, as defined below, is an interested person.

(b) Financial Interest A person has a financial interest if the person has, directly or indirectly, through business, investment or family --

- (1) an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or
- (2) a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
- (3) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

Section 5.3 Procedures.

(a) Duty to Disclose In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and all material facts relating thereto to the Board of Directors.

(b) Determining Whether a Conflict of Interest Exists After disclosure of the financial interest and all material facts relating thereto, and after any discussion thereof, the interested person shall leave the Board of Directors' meeting while the financial interest is

discussed and voted upon. The remaining Board of Directors shall decide if a conflict of interest exists.

(c) Procedures for Addressing the Conflict of Interest.

- (1) An interested person may make a presentation at the Board of Directors, but after such presentation, he or she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.
- (2) The Chairman of the Board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- (3) After exercising due diligence, the Board of Directors shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.
- (4) If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board of Directors shall determine by a majority vote of the disinterested Directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

(d) Violations of the Conflicts of Interest Policy.

- (1) If the Board of Directors has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- (2) If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the Board of Directors determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 5.4 Records of ProceedingsThe minutes of the Board of Directors and all committees with Board-delegated powers shall contain --

(a) Names of Persons with Financial InterestThe names of the persons who disclosed or otherwise were found to have a financial interest in Connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board of Directors' decision as to whether a conflict of interest in fact existed.

(b) Names of Persons PresentThe names of the persons who were present. for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Section 5.5 Annual StatementsEach Director, principal officer and member of a committee with Board-delegated powers shall annually sign a statement which affirms that such person --

(a) Receipt. Has received a copy of the conflicts of interest policy.

(b) Read and Understands. Has read and understands the policy.

(c) Agrees to Comply. Has agreed to comply with the policy.

(d) Tax ExemptionUnderstands that the Corporation is a charitable organization and that, in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 5.6 Periodic ReviewsTo ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Corporation may conduct periodic reviews.

Attachment F4: Code of Ethics

Not applicable; KIPP Nashville Board of Directors has not adopted a code of ethics. Please refer to the Board of Directors' by-laws in Attachment F3.

Attachment F5: Conflict of Interest Policy

The KIPP Nashville Board of Directors' conflict of interest policy is available in its by-laws, found in Attachment F3.

Attachment F6: Board Member Resumes

Cynthia Arnholt

Cynthia Arnholt is part of the ownership group of Pilot Flying J and of the Cleveland Browns. Cynthia is an educator with a BS from Miami of Ohio and a Masters from University of Colorado. She is a published author of the children's book, "They All Loved Sue". Cynthia resides in Nashville, Tennessee with her husband David and two children Jack and Susan. She is interested in advance studies in early learning and behavior. Cynthia is active in many organizations in Nashville, including The Nashville Zoo, Cumberland Heights and the Blake McMeans Foundation. She currently sits on the board for the Nashville Sexual Assault Center, the Nashville Zoo, and KIPP Nashville. Cynthia is also the co-founder and owner of The CoolSpot Cryotherapy in Nashville.

Chris Barbic

Chris Barbic founded Tennessee's Achievement School District and YES Prep, an open enrollment State of Texas charter school for grades 6th-12th. YES Prep schools have been ranked in Newsweek's top-100 high schools in America and are among the highest performing public charter schools in the country. Chris has received a variety of awards and recognitions including the 2000 Do Something Brick Award, was appointed to President Bush's Advisory Commission on Educational Excellence for Hispanic Americans in 2001, received The Gleitsman Foundation's 2004 Citizen Activist Award, and received the 2006 Vanderbilt University Peabody College Distinguished Alumnus award.

Upon graduating from college, he joined Teach For America and taught for six years in Houston ISD. In 1995, Chris was named Houston ISD's Outstanding Young Educator, an award given to the district's best teacher under the age of 29. Chris graduated from Vanderbilt University in 1992, with a bachelor's degree in both English and Human Development. Chris is currently the Senior Education Fellow for the City Fund.

Karl Dean

Karl Dean has served as Mayor of Nashville and Davidson County (2007-2015), Metropolitan Director of Law (1999-2007), Metropolitan Public Defender (1990-1999) and an assistant public defender (1983-1990). He has recently taught at Boston University and Belmont University. Karl is a graduate of Columbia University and Vanderbilt Law School. Karl and Anne Davis have three grown children and three grandchildren.

Elizabeth Dennis (Chair, Development Committee)

Elizabeth is a full time parent and community volunteer who has taken leadership roles in top non-profits in Nashville and New York. Prior to joining the KIPP Nashville team, Elizabeth enjoyed a successful fourteen year career in banking and finance during which she held positions with Goldman Sachs and Chase Manhattan Bank. In addition to her work with KIPP Nashville, Elizabeth has performed committee work and/or chaired philanthropic events for the United Way, the Sexual Assault Center, the Women's Fund of Nashville, Nashville Symphony, Frist Museum, Nashville Ballet, Southampton Hospital, and the Southampton Bath and Tennis Charitable Fund.

Jim Flautt (Board Chair)

Jim Flautt is Senior Vice President of Supply Chain Operations for Asurion. Prior to this, Jim led the program management teams for Asurion's Handset Insurance, Warranty Management, Roadside Assistance and optimization of the company's Reverse Logistics and Repair capabilities. He joined Asurion from DigitalThink, a Silicon Valley technology company where he held business development, business strategy and product management responsibilities, most recently as Vice President of Marketing. In addition, Jim has served as a strategy and management consultant for a wide range of technology and industrial companies with McKinsey and Co. He holds a Bachelor's degree in Physics from the United States Naval Academy, as well as Bachelor's and Master's degrees in Philosophy from Cambridge University and an MBA from Stanford University. He served five years in the US Navy as a Nuclear Submarine Officer.

Camiqueka Fuller

Camiqueka Fuller is a full time parent and community volunteer and is the proud parent of a KIPP Academy Nashville 7th grader, and a committed volunteer on the KIPP Academy Nashville Parent Involvement Committee (PIC). In addition to her volunteer work at KIPP Nashville, Ms. Fuller also regularly volunteers at the elementary school attended by her other two children.

Drew Goddard

Drew Goddard is practice leader of the firm's Environmental Group. He graduated from Vanderbilt University School of Engineering in 1975, Tau Beta Pi, and from Duke University School of Law in 1978, Order of the Coif. He joined Bass, Berry & Sims in 1978 and has practiced environmental law for over 20 years. Drew is a former chair of the Environmental Section of the Tennessee Bar Association. He has served on external steering committees of the Tennessee Department of Environment and Conservation, is editor of the *Tennessee Environmental Law Letter*, and taught an environmental law course at Vanderbilt University School of Law for 13 years. He has served for several years on the various environmental committees and subcommittees of the Tennessee Chamber of Commerce and Industry and has lectured extensively on environmental law issues. In 2005, Governor Phil Bredesen appointed him as the chair of the Tennessee Heritage Conservation Trust Fund Board. Drew has been listed in *The Best Lawyers in America*® since 1991 and has been named one of the best environmental lawyers in the state by *Business Tennessee* magazine for the past four years.

Beth Harwell

Beth Harwell has a long history of public service and leadership in Nashville and beyond. Beth was first elected to the Tennessee General Assembly in 1988 and she served there for the next three decades, serving as Speaker of the House from 2011 through 2018. As both an elected official and community leader, Beth has long championed the expansion of educational opportunities for children. Beth earned a B.A. degree from David Lipscomb University, a M.S. from George Peabody College, and a Ph.D. from Vanderbilt University.

Rick Martin

Rick Martin is the Director of Compassion Forward, Asurion's philanthropy fund. Rick has worked in various leadership positions at Asurion over the past twelve years. Prior to joining Asurion, Rick worked for Dell for over five years as an operations manager and for Nissan North America as an area manager and industrial engineer. Rick is a graduate of the University of Tennessee, Knoxville, where he studied industrial engineering.

Jeff McGruder

Jeff McGruder was a student assistant coach / walk-on at David Lipscomb University under head coach Don Meyers and was a recruiting assistant / walk-on at the University of Tennessee under head coaches Jerry Green and Buzz Peterson. Jeff is an East Nashville native, an Eagle Scout and "Basketball Aficionado."

Jeff's financial services background began with Wells Fargo Financial in Knoxville, TN. He then transitioned his client base to Regions Bank in Franklin, where after two years he was promoted to business banking sales manager for the southern region of Middle Tennessee. From January 2012 to August 2013 he trained as an underwriter for Regions Large Corporate and Middle Market group. He was employed with Regions Bank for over 10 years before joining Pinnacle Financial Partners as a Financial Advisor.

Jeff and his wife have two daughters and live in Brentwood, TN. Jeff serves on the KIPP Nashville board of directors and has been active as a volunteer and community partner with several other organizations such as; CE McGruder Family Resource Center, Williamson County Chamber of Commerce, Leadership Franklin, Boy Scouts of America, New Hope Academy Board of Trustees, Nashville Celtics AAU basketball program and Junior Achievement.

Jeff has a Masters of Business Administration with a minor in Healthcare Administration from Trevecca Nazarene University.

William Seibels (Chair, Finance Committee)

William Seibels is the CFO of Infusion Express, a growing provider of ambulatory infusion services. Prior to joining Infusion Express, William was the Senior Vice President of Finance at Change Healthcare. William is a graduate of Harvard Business School and the University of Mississippi and serves on the KIPP Nashville Board of Directors and Finance Committee.

Will Ed Settle (Chair, Committee on Directors)

Will Edwards Settle is a Principal and Manager of the Teleion Fund I, LP at Woodmont Investment Counsel, LLC. Will Ed joined Woodmont in 2011 upon the merger of Woodmont and Teleion Capital, LLC, an investment management firm which he co-founded in 2002. At Teleion Capital, Will Ed was a Principal and Co-Manager of the Teleion Fund I, LP, which he continues to manage at Woodmont. Prior to forming Teleion Capital in February of 2002, Will Ed was a Research Analyst in the equity capital markets division of Raymond James & Associates (NYSE: RJF) and SunTrust Equitable Securities (formerly Equitable Securities and now SunTrust RH Securities), which he joined in May 1999. Will Ed received a Doctor of Jurisprudence and Masters of Business Administration from the University of Tennessee in May 1999 and a Bachelor's degree in Economics from Vanderbilt University in 1994. Will Ed passed the Tennessee Bar exam in 1999. Will Ed is a member of the Board of KIPP Academy Nashville, a public charter school serving at-risk youth serving as its Chair from 2008 to 2012. Will Ed also has been active in Vanderbilt University's alumni affairs and was a member of the Vanderbilt University Board of Trustees from 1994 to 1998, serving as a Young Alumni Trustee.

McArthur VanOsedale

McArthur VanOsedale co-founded myNEXUS in 2014 after extensive entrepreneurial experience in developing and managing services and technology platforms across healthcare. Mr. VanOsedale serves as Chief Executive Officer and President of myNEXUS Inc. He served as Chief Development Officer of SunCrest Healthcare, Inc. He co-founded Harpeth Consulting, a management consulting and strategic advisory firm. Mr. VanOsedale served as the Chief Development Officer of OMNI Health Management, LLC. Mr. VanOsedale specialized in developing and managing post-acute hospital partnership programs and mergers & acquisitions.

Mr. VanOsedale has an industry, consulting, and technology background with expertise that ranges from managed care, business process re-design, revenue cycle management and systems integration, to strategic M & A growth, litigation support and ancillary service provider operations. Mr. VanOsedale worked at Navigant Consulting, AIM Healthcare and founded Harpeth Consulting in 2008. He developed Harpeth Consulting into a managed care industry leading consulting services and technology firm with over 35 Payer, Provider and Technology Services Clients. He managed the Consulting Strategy Team for AIM's Technology, focused on revenue cycle and errant claim resolution which he sold and implemented to the nation's largest hospital systems and payers.

While in Navigant Consulting's healthcare practice, he participated in or led litigation support, revenue cycle, and strategy engagements for national payers, providers and home health organizations resulting in increased efficiency, growth, and bottom line impact for each client. Mr. VanOsedale has an extensive background in provider and payer operations and has worked with for-profit, not-for-profit and government healthcare organizations.

Robert Wilson

Robert Lawrence Wilson is a speaker, facilitator, and writer with expertise in diversity management, multicultural marketing, customer experience strategy, and leadership development. He leads the CST "soup-to-nuts" diversity strategy development, training and customer experience strategy in corporate, retail and nonprofit environments.

Before coming to CST, Robert served in executive roles at Nissan North America, including as the company's first Director of Diversity and Inclusion and as Director of Customer Experience. He developed and led Nissan's diversity practice and multicultural market strategy for the Americas.

Robert serves on leadership boards of three nonprofit organizations promoting greater access to quality education for our nation's most at-risk student population. Rob is also co-founder of the Tennessee Diversity Consortium. Robert holds a bachelor's degree in mechanical engineering from the University of Michigan and a master's degree in business administration from Duke University.

Robert leads the Tennessee Diversity Consortium and serves on the board of KIPP Nashville and FUTURO Inc.

Tom Wylly

Tom Wylly is Senior Partner at Brentwood Capital Advisors (“BCA”). Founded in 1999 and based in Franklin, TN, BCA is a leading healthcare and technology- focused boutique investment bank that provides mergers and acquisitions and capital raising advice to privately- held, middle market healthcare, technology and tech-enabled outsourced services companies. BCA has served as exclusive financial advisor in 100 successfully completed transactions totaling approximately \$6.4 billion in these sectors. Tom’s clients include a number of leading Nashville- based companies such as Acadia Healthcare, Enable Comp, HealthStream, Xtend Healthcare, Standard Functional Foods, Arbor Health, Ascend, ReDoc, eMids, MedHost, Passport Health Communications, and HealthSpring.

Prior to joining BCA, Mr. Wylly had a twenty -year career and served as the Co-Head of the Corporate Finance Department of J.C. Bradford & Company. Tom is the Chairman of the Nashville Capital Network, on the Board of Westminster Home Connection and a former Board member of Teach for America Nashville, Martha O’ Bryan Center and the Nashville Healthcare Council. Mr. Wylly received his Bachelor of Science in Commerce from sthe McIntire School of Commerce at the University of Virginia.

Attachment F7: Other Board Policies

Most of the policies of the KIPP Nashville Board of Directors' are available in its by-laws, found in Attachment F3. Additionally, KIPP Nashville's fiscal policies and procedures are included on the following pages.

KIPP:Nashville

KIPP Nashville Schools
Fiscal Policies and Procedures Guide

KIPP NASHVILLE

Fiscal Policies and Procedures Guide

Table of Contents

POLICIES SECTION OF THE GUIDE

100 INTERNAL CONTROL POLICIES	7
101 Introduction	
102 Compliance with Laws	
103 Board of Trustees Authorities	
104 Signature Authorities	
105 Government Access to Records	
106 Security of Financial Data	
107 Security of School Documents	
108 Use of School Assets	
109 Use of School Credit Cards	
200 FINANCIAL MANAGEMENT POLICIES	11
201 Basis of Accounting	
202 Accounting Policies	
203 Basis of Presentation	
204 Revenues	
205 Expenditures	
206 Incurred Costs	

207 Cash Management

208 Grants Receivable Aging Criteria

209 Grant/Contract Invoicing

210 Budgets

211 Insurance and Bonding

212 Record Retention and Disposal

213 Financial Reporting

214 Audit

215 Audit/Finance Committee

300 POLICIES RELATED TO ASSETS, LIABILITIES AND FUND EQUITY	15
301 ASSETS	
302 Bank Accounts	
303 Petty Cash Payments	
304 Criteria for Recording Items in the Enterprise Fund	
300 POLICIES RELATED TO ASSETS, LIABILITIES AND FUND EQUITY- CON'T	
305 Impairment of Assets	
306 Betterments	
307 Liabilities	
308 Accounts Payable	
309 Accounts Payable Payment Policy	
310 Accrued Liabilities	
311 Liability for Compensated Absences	
312 Debt	
313 Net Assets	
400 REVENUE	
401 Revenue Recognition	17
500 COST ACCOUNTING POLICIES	17
501 Consistency in Cost Accounting	
502 Unallowable Costs	
503 Separate Records of Unallowable Costs	
504 Cost Accounting Period	
505 Gain or Loss on Disposition of Assets	

600 PROPERTY MANAGEMENT POLICIES	18
601 Property and Equipment	
602 Identification of Property	
603 Record and Report of Property	
604 Physical Inventories	
605 Disposal of Property and Equipment	
700 PROCUREMENT POLICIES	17
701 Procurement	
800 TRAVEL POLICIES	18
801 Employee Mileage Reimbursement	

900 CONSULTANTS AND CONTRACTORS	19
901 Consultant Utilization	
902 Independent Contractors	
PROCEDURES SECTION OF THE GUIDE	
1100 - GENERAL ACCOUNTING PROCEDURES	21
OVERALL ACCOUNTING SYSTEM DESIGN	
GENERAL LEDGER ACTIVITY	
GENERAL LEDGER CLOSE-OUT	
1200 - CASH MANAGEMENT PROCEDURES	24
CASH RECEIPTS	
CASH DISBURSEMENTS	
PETTY CASH FUNDS	
PREPAID ITEMS	
1300 - GRANTS RECEIVABLE PROCEDURES	28
REVENUE RECOGNITION AND INVOICING	
GRANTS RECEIVABLE	
1400 - PAYROLL PROCEDURES	31
PERSONNEL REQUIREMENTS	
PERSONNEL DATA	
TIMEKEEPING	

PREPARATION OF PAYROLL	
PAYROLL PAYMENT	
PAYROLL WITHHOLDINGS	
1500 - PROPERTY AND EQUIPMENT (P&E) PROCEDURES	37
PROPERTY AND EQUIPMENT ACQUISITIONS	
RECORDKEEPING OVER PROPERTY AND EQUIPMENT	
DEPRECIATION	
INVENTORY OF PROPERTY AND EQUIPMENT	
DISPOSAL OF PROPERTY AND EQUIPMENT	
GOVERNMENT-FURNISHED AND SCHOOL-ACQUIRED PROPERTY AND EQUIPMENT	
1600 - ACCOUNTS PAYABLE PROCEDURES	42
ACCOUNTS PAYABLE	
PURCHASING	
EXPENSE REIMBURSEMENT	
1700 - PROCEDURES FOR OTHER LIABILITIES	47
ACCRUED LIABILITIES	
1800 - MANAGEMENT REPORTING PROCEDURES	48
ANNUAL BUDGET	
FINANCIAL REPORTING	
PAYROLL TAX COMPLIANCE	
CONTROL OBJECTIVE	

100 INTERNAL CONTROL POLICIES

101 Introduction

Internal control policies provide KIPP Nashville (“Charter School” or “School”) with the foundation to properly safeguard its assets, implement management’s internal policies, provide compliance with state and federal laws and regulations and produce timely and accurate financial information. Additionally, as a publicly supported entity, the Charter School has additional responsibilities to ensure the public’s confidence and the integrity of the School’s activities.

102 Compliance With Laws

The Charter School will follow all the relevant laws and regulations that govern the Charter Schools within the State of Tennessee. Additionally, any Federal Government laws and regulations that relate to grant funding will be adopted as the grant funding is received. The following are specific policies of the Charter School:

A. Political Contributions

No funds or assets of the Charter School may be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office. The direct or indirect use of any funds or other assets of the Charter School for political contributions in any form, whether in cash or other property, services, or the use of facilities, is strictly prohibited. The Charter School also cannot be involved with any committee or other organization that raises funds for political purposes.

Following are examples of prohibited activities

1. Contributions by an employee that are reimbursed through expense accounts or in other ways.
2. Purchase by the organization of tickets for political fundraising events.
3. Contributions in kind, such as lending employees to political parties or using the School assets in political campaigns.

B. Record Keeping

To provide an accurate and auditable record of all financial transactions, the School’s books, records, and accounts are maintained by the Director of Operations in conformity with generally accepted accounting principles as required by Tennessee statutes, applicable to Charter Schools.

Further, the School specifically requires that:

1. No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the books and records of the Charter School.
2. Receipts and disbursements must be fully and accurately described in the books and records.

3. No false entries may be made on the books or records nor any false or misleading reports issued.
4. Payments may be made only to the contracting party and only for the actual services rendered or products delivered. No false or fictitious invoices may be paid.

103 Board Of Directors Authorities

The Board of Directors shall have the sole authority to approve and will incorporate into its own minutes such matters as (i) change of the School's name, with appropriate pre-approval (ii) adoption of the annual operating and capital budgets, (iii) incurrence of debt, mortgages or other encumbrances and their covenants and restrictions, within the terms of the charter (iv) investment policies, (v) depository and investment banks, (vi) purchase or sale of property (vii) opening up or closing checking or savings accounts, and (viii) other activities in accordance with the by-laws of the Charter School.

The Board of Director's Finance Committee will meet at least six times per operational year to ensure that its fiduciary duty is maintained. The Finance Committee will review the following: prior meeting minutes, business items, educational items, committee reports, Director's report, new business and other items. The Finance Committee Chairman and Director of Finance will report financials to the full board of directors at every board meeting.

104 Signature Authorities

To properly segregate duties within the Charter School, the Executive Director, Chief Operating Officer, or Director of Finance are the only individuals with signatory authority and is responsible for authorizing all cash transactions. Checks greater than \$10,000 will require dual signatures of the Chief Operating Officer, Director of Finance and/or Executive Director. All checks greater than \$25,000, will require a signature from the Executive Director.

105 Government Access to Records

The Director of Finance and Accounting Manager will provide access to the organization's records to the appropriate government agencies and provide supporting records, as requested by government auditors to facilitate the completion of such audits or reviews, in a timely manner.

106 *Security of Financial Data*

- A. The School's accounting software should be reviewed to ensure that general and application controls to unauthorized access to data is precluded (i.e. proper password protection and authorizations for inquiry or browse only functions.)
- B. The system's accounting data must be backed up daily to ensure the recoverability of financial information in case of hardware failure. The backup should be stored in a fire safe area and properly secured.
- C. All other financial data, petty cash box, unused checks and unclaimed checks will be secured by the Director of Finance and/or Director of Operations from unauthorized access.

108 *Security of School Documents*

Originals of the following corporate documents are maintained and their presence is verified on a periodic basis:

- A. Charter and all related amendments
- B. Minutes of the Board of Trustees and committees
- C. Banking agreements
- D. Leases
- E. Insurance policies
- F. Vendor invoices
- G. Grant and contract agreements
- H. Fixed asset inventory list

109 *Use of School Assets*

- A. No employee may use any of the School's property, equipment, material or supplies for personal use without the prior approval of the Director of Operations or School Director.

110 *Use Of School Credit Cards*

- A. Charter School credit cards should only be issued with the formal approval of the Board of Trustees and with proper justification. The cost/benefit to the Charter School should be fully reviewed to ensure that no other method is appropriate. If credit cards are issued they should be assigned to certain Charter School employees and should be used only for school-related expenditures. All charges must be supported by invoices or travel reports to be eligible for payment by the Charter School. Cardholders will be limited to six missing receipts annually. Once that limit is exceeded, the cardholder will be required to follow reimbursement procedures.
- B. Semi-monthly credit card statements are reconciled to invoices and travel reports and are approved by Accounting Manager, unless not deemed independent than the approval would be by the Director of Finance.

200 FINANCIAL MANAGEMENT POLICIES

201 Basis Of Accounting

The Charter School will maintain their accounting records and related financial reports on the accrual basis of accounting.

202 Accounting Policies

The accounting policies and financial reporting adopted are consistent with the special purpose governmental unit requirements of the Governmental Accounting Standards Board (GAAP), including Statement of Governmental Accounting Standards No. 34 – *Basic Financial Statements – and Management’s Discussion and Analysis – for State and Local Governments*. GAAP is the recognized standard setting body for establishing governmental accounting and financial reporting principles. All financial statements and any reporting to the IRS or other government entities shall be completed using this method.

203 Basis of Presentation

The accounts of the Charter School are organized on a basis of a *Business-type Activity*, which is considered to be a separate accounting entity. The operations of the fund are accounted for by providing a separate set of self-balancing accounts, which comprise its assets, liabilities, net assets, revenues and expenditures. The Charter School uses the following fund:

General Fund - This fund of the Charter School is used to account for all financial resources associated with the operation of the school. In addition, all activities relating to Student Activities should be separately identified and recorded within this fund.

204 Revenues

Under the accrual basis of accounting, revenues recognized when earned.

205 Expenditures

Under the accrual basis of accounting, expenses are recognized when services are incurred or goods are received.

206 *Incurred Costs*

For the purpose of invoicing funding sources for allowable costs under cost reimbursement contracts, the term "costs incurred" is defined as follows:

- A. Costs related to items or services incurred directly for the contract and received at the time of the request for reimbursement and are not specifically disallowed by the funding source.

207 *Cash Management*

- A. The School maintains cash accounts at the following banks:
 - 1. Operating – Pinnacle Financial Partners
 - 2. Restricted – Pinnacle Financial Partners
- B. A schedule of aged accounts and grants receivable is prepared monthly and reviewed by the Director of Finance for collection. Appropriate collection procedures are initiated, if necessary.

208 *Grants Receivable Aging Criteria*

Accounts receivable outstanding is aged on a thirty, sixty, ninety, and over-ninety day basis.

209 *Grant/Contract Invoicing*

- A. All invoices are submitted to the funding sources by dates specified in the grant or contract agreement.
- B. The invoicing format is that specified by the funding source.

210 *Budgets*

- A. The Charter School prepares an annual operating budget of revenues and expenses, a cash flow projection, and a capital budget. These budgets and projection are reviewed and approved by the Board of Trustees, at the annual meeting and modified, as necessary.
- B. Financial statements displaying budget vs. actual results are prepared by the Accounting Manager and Director of Finance and reviewed by the Director of Operations and School Director and presented to the Finance Committee each meeting and Board of Trustees at each board meeting.

Insurance and Bonding

- A. The School maintains minimum levels of coverage, as deemed appropriate by the Board of Trustees, for the follow policies:
 - 1. General liability
 - 2. Business & personal property (including auto/bus)
 - 3. Computer equipment
 - 4. Workers' compensation
 - 5. Personal injury liability
 - 6. Fidelity Bond
- B. The School requires proof of adequate insurance coverage from all prospective contractors, as deemed applicable by the Board of Trustees.

212 Record Retention and Disposal

- A. Records are maintained for the following indicated minimum periods:
 - 1. Books, records, documents and other supporting evidence including paid, cancelled or voided checks, accounts payable records, vendors' invoices, payroll sheets and registers of salaries and wages, tax withholding statements, employees' timesheets and other public documents are retained for seven years after the original entry date.
- B. The following records supporting Federal contracts, as required by U.S. Office of Management and Budget are retained for the indicated minimum periods:
 - 1. For three years after submission of the final report of expenditures: general ledger, trial balance, accounts payable and accounts receivable ledger, payroll register, and petty cash book, check register and checks, invoices. Except for :
 - a) If any litigation, claim, or audit is started before the expiration of the 3-year period, the records shall be retained until all litigation, claims or audit findings involving the records have been resolved and final action taken.
 - b) Records for real property and equipment acquired with Federal funds shall be retained for 3 years after final disposition.
 - 2. Permanently: Audit reports, annual corporate reports, charter, board minutes, tax and legal correspondence, labor contracts, insurance claims and policies, and retirement and pension records.
- C. The disposal date determined under this policy is the end of the fiscal year, or the date of final payment of government grants.
- D. All records not supporting government grants or otherwise covered by rules of the Internal Revenue Service are retained for three years from the end of the fiscal year in which the records were originally prepared.

212 *Record Retention And Disposal - continued*

- E. All financial records are maintained in chronological order, organized by fiscal year.
- F. In connection with the disposal of any records, a memorandum of record disposal is prepared by the Director of Finance listing the record or the class of records disposed of. The Board of Trustees certifies this memorandum of records disposal.

213 *Financial Reporting*

The Director of Finance, in conjunction with the Accounting Manager, maintains supporting records in sufficient detail to prepare the School's financial reports, including:

- A. Annually:
 - 1. Financial statements for audit
 - 2. Annual budget
- B. Monthly:
 - 1. Trial balance
 - 2. Internally generated budget vs. actual financial statements
 - 3. Billing invoices to funding sources
 - 4. Updating the cash flow projection
- C. Periodically:
 - 1. IRS Forms 941 and payroll tax returns and comparable state taxing authority returns
 - 2. Other reports upon request

214 *Audit*

The Board of Trustees shall contract with an independent Tennessee State certified public Accounting Manager to conduct an audit of the Charter School's financial statements in accordance with *Government Auditing Standards* issued by the Comptroller General of the United States.

215 *Audit/Finance Committee*

The Board of Trustees appoints an audit/finance committee. This committee will nominate the independent auditor and review the scope and results of the audit. The audit/finance committee also receives notice of any consequential irregularities and management letter comments that the auditor noted during the engagement. Additionally, the committee will develop a corrective action plan to address all relevant weaknesses noted by the auditor. The audit/finance committee will also review all financial information of the Charter School and provide recommendations to the Board of Trustees.

300 POLICIES RELATED TO ASSETS, LIABILITIES AND FUND EQUITY

302 Bank Accounts

- A. Bank accounts for the indicated purpose and limitation(s) have been authorized by the Board of Trustees of the School at the indicated Federal Deposit Insurance Corporation (FDIC)-insured banks:

Name of Bank

Pinnacle Financial Partners

Savings and Checking Accounts

303 Petty Cash Payments

- A. Petty cash payments are made from a fund that in total shall not exceed \$150, and should be for local expense reimbursement and small-dollar vendor purchases, provided proper documentation is furnished with each request. No individual payment shall be greater than \$100.
- B. The petty cash account is balanced on a monthly basis by the petty cash custodian and will be immediately replenished whenever the cash balance drops below \$50. The replenishment check is made out to "(Custodian's name) - *Petty Cash Custodian*" on an as needed basis.

304 Criteria for Recording Equipment in the Enterprise Fund

- A. All tangible personal property with a) A useful life of more than one year, and b) A unit acquisition cost of \$500 or more for a single item or unit acquisition cost of \$3,500 or more for a group of items, is capitalized in the Enterprise Fund. Depreciation associated with the fixed asset will be calculated based on its useful life and straight-line depreciation method. The depreciation expense will be recorded in the Enterprise Fund.

305 Impairment Of Assets

A recognized impairment of an asset is reflected when circumstances warrant. The appropriate adjustment is made to the Enterprise Fund for any impaired assets, accompanied by a description of the impaired asset and the measurement assumptions used in determining the impairment. All impairments should be reported to the Board of Trustees for approval of the adjustment to the fixed asset subsidiary.

306 Betterments

Expenditures for significant betterments of existing leased/owned properties are recorded in the Enterprise Fund at cost. Maintenance and repairs are expensed as incurred. Depreciation associated with the betterment will be calculated based on its useful life and straight-line depreciation method. The depreciation expense will be recorded in the Enterprise Fund.

307 *LIABILITIES AND FUND EQUITY*

308 *Accounts Payable*

Only valid accounts payable transactions based on documented vendor invoices, receiving report or other approved documentation are recorded as accounts payable.

309 *Accounts Payable Payment Policy*

Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis.

310 *Accrued Liabilities*

Salaries, wages earned, and payroll taxes, together with professional fees, rent, and insurance costs incurred, but unpaid, are reflected as a liability when entitlement to payment occurs.

311 *Liability For Compensated Absences*

- A. Compensated absences arise from employees' absences from employment due to vacation leave. When the Charter School expects to pay an employee for such compensated absences, a liability for the estimated probable future payments is accrued if all of the following conditions are met:
1. The employee's right to receive compensation for the future absences is attributable to services already performed by the employee.
 2. The employee's right to receive the compensation for the future absences is vested or accumulates.
 3. It is probable that the compensation will be paid.
 4. The amount of compensation is reasonably estimable.
- B. Compensated absences not required to be paid upon employee termination is only recorded when paid.

312 *Debt*

- A. When applicable, short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year and is recorded in the Enterprise Fund.
- B. All short-term and long-term debt is approved by the Board of Trustees and may not exceed the duration of the charter.
- C. Loan agreements approved by the Board of Trustees should be in writing and should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.

313 *NET ASSETS*

Net Assets are recorded in the Enterprise Fund in accordance with generally accepted accounting principles applicable to special purpose governmental units.

400 REVENUE

400 Revenue Recognition

The School records revenue on the accrual basis of accounting, consistent with generally accepted accounting principles applicable to special purpose governmental units.

500 COST ACCOUNTING POLICIES

501 Consistency In Cost Accounting

Practices used by the Charter School in estimating costs in grant/contract proposals are consistent with its accounting practices used in accumulating and reporting costs. Accounting practices used by the Charter School in accumulating and reporting actual costs is consistent with its practices used in estimating costs in its grant and contract proposals.

502 Unallowable Costs

Costs expressly unallowable, or mutually agreed to be unallowable, are identified in separate general ledger accounts and excluded from billings to a grant or contract with the respective funding source.

503 Separate Records Of Unallowable Costs

The Charter School maintains separate records of all expressly and mutually agreed unallowable costs.

504 Cost Accounting Period

The fiscal year of the Charter School is July 1st through June 30th. The same accounting period is used for all adjusting entries and accruals.

505 Gain Or Loss On Disposition Of Assets

Gains and losses from the sale or other disposition of property are recorded as revenue in the year in which they occur, and are reflected as such on the *Statement of Revenue, Expenditures and Changes in Net Assets*.

600 PROPERTY MANAGEMENT POLICIES

601 Property And Equipment

A. The Charter School maintains detailed records of all government-furnished property and equipment, with an identification and segregation of property and equipment acquired through government contracts.

602 *Identification Of Property*

- A. The Charter School tags all property upon receipt and records assigned numbers on all applicable documents and log pertaining to the property control system.

603 *Record and Report of Property*

- A. The School maintains records for every item of property in its possession, as follows:
 1. Name and description
 2. Serial number, model number, or other identification
 3. Whether title vests with the Charter School or a governmental entity
 4. Vendor name, acquisition date and cost
 5. Location and condition of the equipment
 6. Ultimate disposition data, including date of disposal and sales price or method of disposal

604 *Physical Inventories*

- A. The Charter School performs a physical inventory on all property in its possession or control on an annual basis.
- B. The physical inventory records include each asset, the related control number, location, and a brief description of its condition.
- C. The physical inventory is reconciled to the detailed fixed asset subsidiary, and differences are investigated and reconciled.

605 *Disposal of Property and Equipment*

- A. No item of property or equipment shall be removed from the premises without prior approval from the School Director and Director of Operations.
- B. The School has adopted standard disposition procedures for Charter School staff to follow, which include an *Asset Disposal Form*, which identifies the asset, the reason for disposition, and signature of the requester. The form also allows for an identification of the asset's book value, federal or governmental participation percentage, condition of the asset, and supervisory approval or denial.

605 *Disposal Of Property And Equipment - continued*

- C. When property is retired, the appropriate asset in the fixed asset subsidiary will be adjusted and properly reflected in the Enterprise Fund.

700 PROCUREMENT POLICIES

701 *Procurement*

The School procures only those items and services which are required to perform the mission and/or fill a bona fide need. Procurements are made using best value contracting which includes assessing the best value considering quality, performance and price. However, the Charter School will use a competitive procurement process, which requires sound business reasons for purchases less than \$1,000. For items equal to or greater than \$3,500 and less than \$150,000 the Charter School will select the maximum value based on a best effort to obtain three written quotes or include a qualifying reason for not obtaining quotes and document this process via the Small Purchase Procurement Form. Finally, a formal bid process will be used for items equal to or greater than \$150,000, in which three bids will be received and evaluated using a formal evaluation process.

Regular vendors will be determined based on best prices over a range of relevant product items. Special consideration may be given to exclusive vendors of valued instructional products via the Sole Source Procurement Form.

- A. The School shall adhere to the following objectives for procurement purposes:
1. Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc.
 2. Make all purchases in the best interests of the School and its funding sources.
 3. Obtain quality supplies/services needed for delivery at the time and place required.
 4. Buy from responsible sources of supply. Ensure vendors' status is active via the Excluded Party List System on www.sam.gov.
 5. Obtain maximum value for all expenditures.
 6. Deal fairly and impartially with all vendors.
 7. Maintain dependable sources of supply.
 8. Be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in the Charter School supplier relationships.
- B. The Charter School will execute a *Purchase Order* whenever possible, especially for purchases in excess of \$3,500. Purchases less than \$3,500 may be approved by the Director of Operations or School Director with a single signature, and purchases between \$3,500 and \$10,000 by the Director of Finance. Purchases greater than \$10,000 may be approved by the Executive Director, Chief Academic Officer or Chief Operating Officer, and purchases between \$10,000 and \$25,000 require dual signatures. All purchases over \$25,000 shall be approved by the Finance Committee Chairman (and inform the Board of Trustees) and require dual signatures.
- C. All lease agreements will be evidenced by a lease or sublease agreement approved by the Board of Trustees and signed by the Executive Director. The agreement will identify all the terms and conditions of the lease.

800 TRAVEL POLICIES

801 Employee Mileage Reimbursement

- A. All employees are reimbursed at the standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for business related travel. In addition, parking fees and tolls paid are reimbursable if supported by receipts.
- B. All employees requesting such mileage reimbursement shall submit to their manager a *Travel Report* containing the destination of each trip, its purpose and the miles driven (google maps), parking fees and tolls, within one month after the travel date, supported by receipts, if applicable.

900 CONSULTANTS AND CONTRACTORS

901 Consultant Utilization

The utilization of all consultants and contract personnel are sufficiently evidenced by:

- A. Details of all agreements (e.g., work requirements, rate of compensation, and nature and amount of other expenses, if any) with the individuals or organizations providing the services and details of actual services performed.
- B. Invoices or billings submitted by consultants, including sufficient detail as to the time expended and nature of the actual services performed.
- C. The use of a management contract for educational and administrative services will clearly identify the contractor's performance requirements, including students' academic achievement, contractor's compensation and the Charter School's rights to educational curricula and intellectual property developed.

902 Independent Contractors

The use of independent contractors is closely monitored so as not to vary from the rules of the Internal Revenue Code. In particular, consultants will:

- A. Not be controlled as to what services will be performed and how these services will be performed. Independent contractors will not have set hours of work.
- B. Adhere to a precise contract scope of services, recomputed or at least adjusted annually. This independent contractor's agreement will specify the obligation to pay his or her own self-employment taxes, if applicable.
- C. Not receive any fringe benefits as such, although their fee may include provision for fringe benefits.
- D. Not be assigned a permanent workstation.
- E. Make their services available or work for a number of firms or persons at the same time.
- F. Will use his or her own stationery or time sheet in billing for services.
- G. The independent contractor should complete and submit a W9 form prior to first payment.

PART II INTRODUCTION

The following section of the *Guide* will provide procedures, which will support the policies contained in Part I of the *Guide*.

1100 - GENERAL ACCOUNTING PROCEDURES

In this section, procedures are described for the overall accounting system design, General Ledger activity and General Ledger closeout for the Charter School.

OVERALL ACCOUNTING SYSTEM DESIGN

Control Objective

To establish a coding structure that supports financial reporting and decision-making.

Major Controls

A. Director of Finance Involved in Designing the Chart of Accounts/Coding Structure

To support the decision making, the Director of Finance, along with assistance from additional resources, including the Executive Director, Finance Committee, management and outside consultants, should be involved from the outset in setting the chart of accounts/coding structure. The coding generally follows a four-digit general ledger account number followed by a two-digit department number, for grants or other funding to be accounted for separately. The structure is XXXX-XX and use *Appendix A* as a guide.

B. Establishment of Control Accounts

In order to perform reconciliations, subsidiary account details (e.g. A/R, A/P listing) are aggregated to General Ledger control accounts.

C. Use of Contra Accounts

If necessary, the accounting structure provides for offsetting contra accounts (e.g. an allowance for doubtful accounts) to adjust historical cost to current levels for financial reporting purposes.

D. Segregation of Unallowable Costs

Accounts are established to capture and segregate unallowable costs.

GENERAL LEDGER ACTIVITY

Control Objective

To ensure that all General Ledger entries are current, accurate and complete.

Major Controls

A. Timeliness of Entries

All entries are made soon after the underlying accounting event to ensure the financial records and reporting is current.

B. Support Documentation

All entries are supported by adequate documentation that clearly shows the justification and authorization for the transaction.

C. Audit Trail

A complete audit trail is maintained by the use of reference codes from source documentation through the books of original entry and General Ledger, to periodic reporting statements.

Procedures

1. Financial data on source documentation is verified against original documents (e.g., invoice, purchase order, etc.) by the Director of Finance or Director of Operations and Accounting Manager before it is entered into the accounting system.
2. Each entry in the accounting system is reviewed and approved by the Director of Finance and Accounting Manager.
3. Provision is made for using recurring General Journal entries for certain transactions, such as recording the monthly portion of prepaid insurance.
4. Non-recurring entries, such as for correcting entries, recording accruals and recording non-cash transactions, are prepared as circumstances warrant and on a monthly basis.
5. All entries in the books of original entry (e.g., cash receipts journal and checkbook) are made soon after the accounting event from authorized forms, and are prepared and reviewed by qualified accounting personnel.
6. All General Journal entries are supported by General Journal Vouchers that have supporting documentation attached, and are approved by the Director of Finance and Accounting Manager

GENERAL LEDGER CLOSE-OUT

Control Objective

To ensure the accuracy of financial records and reports.

Major Controls

A. Trial Balance

Monthly, a trial balance is prepared to ensure the accuracy of the General Ledger account balances.

B. Reconciliation of General Ledger Control Accounts with Subsidiary Ledgers

Reconciliations are prepared on a monthly basis.

Procedures

1. At the end of each month, a trial balance of all General Ledger accounts is prepared by the Staff Accountant.
2. Reconciliation between the General Ledger control accounts and the subsidiary ledgers are completed by the Staff Accountant and reviewed and approved by Accounting Manager and Director of Finance.
3. At fiscal year end and after the annual audit, all income and expense accounts are closed out, and the general ledger balances are agreed to the audited financial statements.

1200 - CASH MANAGEMENT PROCEDURES

In this section, procedures are described for cash receipts, cash disbursements, and petty cash funds and prepaid items.

CASH RECEIPTS

Control Objective

To record cash receipts completely and accurately and to prevent the diversion of cash assets.

Major Controls

A. Cash Flow Projection

The Charter School annually prepares and updates quarterly, at a minimum, a cash flow projection for operations and capital cash needs to monitor and ensure adequate cash flow.

B. Cash Receipts Policies

The Charter School has internal control systems in place to monitor cash receipts, and ensure that deposits are made in a timely manner. The Charter School also uses electronic fund transfers to accelerate deposits.

C. Internal Accounting Controls

- (i) Opening of mail assigned to an employee with responsibilities independent of access to files or documents pertaining to accounts receivable or cash accounts.
- (ii) Listed receipts and credits compared to accounts receivable and bank deposits.
- (iii) General Ledger control accounts reconciled with Accounts Receivable Subsidiary Ledger

Procedures

A. General

1. Mail is opened by the Receptionist who sorts the checks and forwards them to the Accounting Manager, if applicable or Director of Finance
2. All checks are restrictively endorsed immediately by the Staff Accountant or Accounting Manager.
3. The Staff Accountant or Accounting Manager prepares journal entries and deposit slips.
4. A copy of each check to be deposited is made and attached to copy of the deposit slip and filed to provide support for all deposits.
5. The Accounting Manager or Director of Finance reviews and signs off on journal entries.
6. The Staff Accountant or Accounting Manager inputs journal entries.
7. Either the Staff Accountant or Accounting Manager makes deposits on a weekly basis. If deposits are made other than daily, the deposit will be maintained in a secure area with limited access.
8. Reconciliation of cash receipts to deposit slips and bank statements are performed by the Accounting Manager or Director of Finance on a monthly basis.

CASH DISBURSEMENTS

Control Objective

To disburse cash for authorized purposes and record cash disbursements completely and accurately.

Major Controls

A. Cash Disbursement Policies

Check preparation and signatures are delayed until the due date, consistent with available discounts if available.

B. Internal Accounting Controls

- (i) Pre-numbered checks and special check protective paper.
- (ii) Match disbursement records against accounts payable/open invoice files.
- (iii) Bank statements reconciled to cash accounts and any outstanding checks verified by either the Director of Finance or the Accounting Manager, if applicable.
- (iv) Supporting documentation canceled to prevent resubmission for payment.
- (v) Detailed comparison of actual vs. budget disbursements on a periodic basis.
- (vi) Separation of duties to the extent possible for an organization the size of the School.

Procedures

1. When the transaction is complete and payment is due, a pre-numbered check is prepared by the Staff Accountant who attaches all supporting documentation: (e.g. vendor invoice, purchase order, purchase requisition, etc.) and submits the package to the Accounting Manager, Director of Finance and Chief Operating Officer or Executive Director for approval.
2. All invoices submitted for signature will include approvals for payment, expense account allocation and date of payment.
3. The Staff Accountant electronically signs checks, after the Director of Finance and Chief Operating Officer examine the supporting documentation.
4. After having been signed, the checks are mailed directly to the payee by the Staff Accountant. The final check register is sent to the Accounting Manager, Director of Finance and Chief Operating Officer.
5. All supporting documents are canceled (i.e. stamped *PAID*) by the signatory and filed by Staff Accountant.
6. On a periodic basis, cash disbursement records are matched against accounts payable/open invoice files for any discrepancies.
7. Bank statements are reconciled soon after receipt by either the Director of Finance or the Accounting Manager, if applicable and reviewed by the Chief Operating Officer.

PETTY CASH FUNDS

Control Objective

To control the use of petty cash funds for valid transactions.

Major Controls

A. Internal Accounting Controls

- (i) Reconcile petty cash funds by employees with responsibilities independent of cash receipts, disbursements or custody.

Procedures

1. The Charter School will maintain an imprest petty cash system of \$150, which will be maintained and secured by the Director of Operations or Director of Finance, if applicable.
2. The Director of Operations or Office Manager or Operations Coordinator maintains a log of all disbursements made from the petty cash fund and uses a *Petty Cash Voucher* for all petty cash disbursements. No disbursements will be for greater than \$100.
3. When the fund needs to be replenished, a check request is prepared by the Director of Operations, attaching the log of disbursements and the supporting vouchers. See cash disbursement procedure above for payment.
4. Any differences between the check request to bring the fund up to the petty cash amount and total disbursements made are reviewed and a justification is prepared.
5. Funds disbursements are entered into the General Ledger by expense category when the fund is replenished.

PREPAID ITEMS

Control Objective

To ensure proper accounting for prepaid expenses.

Major Controls

A. Internal Accounting Controls

- (i) Preparation and updating of an amortization schedule to reflect the incurring of expenses for prepaid items (e.g. prepaid insurance).
- (ii) Detailed prepaid expenses reconciled with the General Ledger control account.

Procedures

1. Vendor invoices are reviewed by the Staff Accountant and Accounting Manager to identify all required prepayments.
2. For payment of prepaid items, the transaction is coded to reflect the appropriate portion of the payment representing the prepaid portion.
3. An amortization schedule is prepared to reflect the incurring of an expense for prepaid items.
4. A standard journal entry is prepared by the Accounting Manager or Staff Accountant, if applicable to record the monthly expense.
5. A reconciliation is performed on a monthly basis between the subsidiary ledger and the prepaid expense General Ledger control account.

1300 - GRANTS RECEIVABLE PROCEDURES

In this section, the procedures are described that cover revenue recognition and invoicing, billing, accounts and contributions receivable.

REVENUE RECOGNITION AND INVOICING

Control Objective

To ensure that grant and contract billings are adequately supported, recorded on a timely basis, and reflect the terms and conditions of the grant or contract.

Major Controls

A. Invoicing Policy

Invoices are prepared based on contract agreement dates.

B. Invoice Format

Invoice formats vary depending on the funding source.

C. Segregation of Unallowable Costs

Accounts are maintained in separate accounts for explicitly unallowable costs.

D. Internal Accounting Controls

- (i) Verification of services performed before invoice processing.
- (ii) Reconciliation of expenditures incurred or units billed to invoices prepared.
- (iii) Control of revenue with use of a General Ledger control accounts.
- (iv) Separation of duties between the preparation of the invoice and its review and approval to the extent possible for an organization the size of the School.

Procedures

1. On a monthly, bi-monthly or quarterly basis, program costs, or an electronic spreadsheet noting total units served, is reviewed by the Director of Finance and recorded on an invoice format prescribed by the funding source. Unallowable or unbillable costs are excluded from claimed costs.
2. The invoice is entered in the Grants Receivable ledger, which depending on the accounting software should automatically prepare an entry to record the corresponding revenue.
3. Arithmetic extensions are verified and invoices are reviewed for accuracy and completeness by the Director of Finance and signed by the School Director, if applicable.
4. Invoices are entered into the Grants Receivable subsidiary ledger by the Staff Accountant (at which time the corresponding revenue is recorded) and mailed to the funding source by the Accounting Manager or Director of Finance.
5. Copies of invoices and supporting documents are filed by funding source.

GRANTS RECEIVABLE

Control Objective

To ensure the accuracy, completeness and timeliness of accounts receivable balances.

Major Controls

A. Separation of Duties

To the extent possible, the responsibility for posting invoices is kept separate from those with responsibilities for cash functions.

B. Use of Control Accounts

A General Ledger control account is reconciled to individual receivable balances within the Grants Receivable subsidiary ledger.

Procedures

1. Payments and other adjustments are posted to the Grants Receivable subsidiary ledger.
2. The Grants Receivable subsidiary ledger is reconciled monthly to the General Ledger control account.
3. Any Grants Receivable balance greater than 90 days old is followed up and investigated.
4. A final report is submitted to the Grants Management Office reporting expenditures 60 days after the end of the project period.

1400 - PAYROLL PROCEDURES

Payroll procedures are organized under six categories: personnel requirements, personnel data, timekeeping, preparation of payroll, payroll payment, and payroll withholdings.

PERSONNEL REQUIREMENTS

Control Objective

To ensure that the School hires only those employees, full or part-time, it absolutely needs and exerts tight control over hiring new employees.

Major Controls

Payroll Policies

The School has adopted payroll policies for installing new employees on the payroll system and removing terminated employees from the system, as well as monitoring vacation and sick pay.

Procedures

New Employees

1. Requests for new employees are initiated by the School Director or Executive Director and compared with the approved annual personnel budget.
2. A *Personnel Action Form* is initiated when hiring a new employee. Information on this form is reviewed by the Director of Operations, communicated to the outside payroll service provider, if applicable or input into in-house payroll software.
3. New employees complete an *Application for Employment*.
4. New employees complete an *IRS W-4 Form*

Vacation and Sick Pay

1. Employees are allotted leave time based on personnel policy of the Charter School.
2. Employee is required to provide at least two weeks advanced notice to supervisors for a vacation request.
3. Sick leave taken is monitored on an electronic spreadsheet and reviewed by the Charter School Director.

Vacation and Sick Pay - continued

6. Before leave time is paid, a *Leave Authorization Request* is to be prepared by the employee, which is reviewed and approved by the Director of Operations.
7. The Director of Operations monitors leave and sick time by maintaining a log for each individual.
8. A General Journal entry is prepared at year-end to record accrued liability.
9. Unused leave time is based on personnel policy of the Charter School.

Terminations

1. For each terminated employee, a *Termination Form* documenting the reasons for termination is completed and authorized by the School Director.
2. The authorized *Termination Form* is communicated to the Payroll Service or in-house payroll software Bureau for updating the payroll data, including the effects on the fringe benefits including health, dental, pension, COBRA, etc.
3. The authorized *Termination Form* is maintained in the terminated employee's personnel file.

PERSONNEL DATA

Control Objective

To calculate and record payroll data accurately and completely for all employees.

Major Controls

Internal Accounting Controls

- (i) A precise paper trail covering all transactions.
- (ii) Changes in personnel data approved by responsible officials.
- (iii) Separate payroll and personnel files periodically reviewed and reconciled.

Procedures

1. Changes to personnel data are initiated with a *Personnel Action Form* when making changes in new hires, terminations, pay rate changes, or payroll deductions.
2. The Executive Director authorizes any change to payroll data.
3. The Payroll Service Bureau or in-house payroll software processes authorized changes to the payroll data.
4. A copy of the *Personnel Action Form* is retained in the employee's personnel file.

TIMEKEEPING

Control Objective

To ensure that payment for salaries and wages is made in accordance with documented time records.

Major Controls

A. Timekeeping Policies

Employees are instructed on the proper charging of time to assure the accuracy of recorded time to cost objectives.

B. Time Sheet

Labor hours are accurately recorded and any corrections to timekeeping records, including the appropriate authorizations and approvals, are documented.

C. Internal Reviews

The School personnel monitor the overall integrity of timekeeping.

D. Internal Accounting Controls

(i) Reconciliation of hours charged on time sheets to attendance records.

Procedures

Time Sheet Preparation

1. Hourly employees prepare time sheets on a bi-weekly basis.
2. In preparing time sheets, employees:
 - (i) Enter hours in ink and sign the completed timekeeping record
 - (ii) Make all corrections in ink by crossing out the error and initialing the change.
 - (iii) Submit the completed time sheet to the Director of Operations or Immediate Supervisor.

Approval and Collection of Time Sheets

1. Each employee's time sheet is forwarded to the Director of Finance on a bi-weekly basis, which ensures all the timesheets are submitted in a timely manner. The Director of Finance forwards the timesheets to the Executive Director or Chief Operating Officer who reviews and approves them.
2. Authorized timesheets are collected by the Director of Finance and forwarded to the Staff Accountant for processing.

Reconciliation of Payroll to Time Sheets

1. Hours shown on time sheets are reconciled to the hours recorded on the Payroll Register by the Director of Finance for each time sheet period.

PREPARATION OF PAYROLL

Control Objective

To ensure that payment of salaries and wages is accurately calculated.

Major Controls

A. Internal Accounting Controls

- (i) Time records are periodically reconciled with payroll records.
- (ii) The responsibility for checking the accuracy of payroll calculations is separated from the responsibility for payroll preparation to the extent possible for the size of the School.

Procedures

1. The Director of Finance forwards approved time sheets to the Staff Accountant.
2. The total time recorded on time sheets and the number of employees is calculated by the Staff Accountant.
3. Recorded hours from the bi-weekly time sheets are accumulated by the Accounting Manager or Director of Finance and communicated to the Staff Accountant via an electronic spreadsheet.
4. The payroll documents received from the Staff Accountant (e.g., calculations, payrolls and payroll summaries) are compared with time sheets, pay rates, payroll deductions, compensated absences etc. by the Director of Finance or Accounting Manager.
5. The Accounting Manager and Director of Finance verify gross pay and payroll deductions.
6. The total hours and number of employees are compared with the totals in the Payroll Register by the Director of Finance or Accounting Manager.
7. The Payroll Register is reviewed and approved by the Director of Finance or Accounting Manager prior to electronically signing checks and mailing to schools.

PAYROLL PAYMENT

Control Objective

To ensure payment for salaries and wages by check, direct deposit, cash or other means is made only to employees entitled to receive payment.

Major Controls

Internal Accounting Controls

- (i) Use of pre-numbered checks and accounting for all check numbers.
- (ii) Complete audit trails on all payroll checks and direct deposit with authorizing signatures at each juncture.

Procedures

- 1. Payroll payments by check, direct deposit or cash are distributed by the Director of Finance for forwarding to employees and payroll register is filed.
- 2. The Director of Finance controls and monitors all undelivered and uncashed payroll checks, respectively.
- 3. The payroll bank account is reconciled monthly by the Accounting Manager and reviewed by the Director of Finance.

PAYROLL WITHHOLDINGS

Control Objective

To ensure that payment withholdings are correctly reflected and paid to the appropriate third parties.

Major Controls

A. Reconciliation of Payment and Payroll Withholdings

Payroll withholdings are recorded in the appropriate General Ledger control accounts and reconciled with payments made to third parties.

B. Internal Accounting Controls

The Payroll Service Bureau or in-house payroll software calculates payroll withholdings, which are reviewed and verified by the Director of Operations.

Procedures

- 1. The Payroll Service Bureau or in-house payroll software calculates payroll withholdings for each employee. These are summarized by pay period and recorded in General Ledger.
- 2. Payments for payroll withholdings are reconciled with the amounts recorded in the General Ledger control accounts by the Accounting Manager.
- 3. The Director of Finance reviews the accuracy and timeliness of payments made to third parties for payroll withholdings.
- 4. Original withholding and benefit election forms, maintained in the employee file, are prepared by employee and reviewed and approved on a periodic basis by the Director of Operations.

1500 - PROPERTY AND EQUIPMENT (P&E) PROCEDURES

This section is organized into six parts: P&E acquisitions, record keeping over P&E, depreciation of P&E, inventory of P&E, disposal of P&E, and Government-furnished and School-acquired property and equipment.

PROPERTY AND EQUIPMENT ACQUISITIONS

Control Objective

To control the acquisition of P&E and completely and accurately record fixed asset acquisitions in order to safeguard fixed assets from loss.

Major Controls

A. P&E Acquisitions Tied to Budget

All acquisitions of property and capital equipment are either designated in the approved budget, or subsequently approved by the Board of Trustees.

B. P&E Acquisitions Based on Approved Requests

Official approval is obtained before a P & E purchase is made. This is performed by reviewing the *Purchase Requisition Form* prepared for the item.

C. Internal Accounting Controls

- (i) Reconcile fixed asset acquisitions with capital expenditure authorizations.

Procedures

1. Capital budget requests are submitted annually for review and approval by the Board of Trustees.
2. Authorization requests for the acquisition of fixed assets are reviewed and approved by the Director of Finance, Chief Operating Officer or Finance Committee.
3. Each item of property and equipment received is identified and tagged in a visible area on the asset.
4. A copy of *Purchase Orders* for capital expenditures is entered into the fixed assets subsidiary or comparable worksheet for proper identification of all fixed assets to be included in the Enterprise Fund.
5. Information on each tagged asset is entered in the fixed assets subsidiary or comparable worksheet.

RECORDKEEPING OVER PROPERTY AND EQUIPMENT

Control Objective

To completely and accurately record fixed asset acquisitions, transfers and dispositions on a current basis.

Major Controls

A. Capitalization Policies

The School follows generally accepted accounting principles as applicable to special purpose business- type activity governmental unit. All fixed assets purchased are capitalized in the year

of purchase, and recorded in the Enterprise Fund. The School follows the policy of capitalizing individual fixed assets purchased for more than \$500 and groups of fixed assets purchased for more than \$3,500.

B. Fixed Asset Classification

Fixed assets are accounted for by the following classifications: land, building, equipment, betterment, leasehold improvements, equipment, furniture, and computer hardware and software.

C. Complete Record of P&E Acquisition Costs

The fixed assets subsidiary ledger contains the full history of each capital asset acquired: original acquisition cost, and any costs incurred to prepare the asset for use.

Procedures

1. Asset acquisitions, transfers, and dispositions are entered in the fixed assets subsidiary ledger on a periodic basis.
2. The fixed assets subsidiary ledger is reconciled with the control account in the Enterprise Fund on a monthly basis. Any differences are analyzed and resolved by the Director of Operations and Accounting Manager.

DEPRECIATION

Procedures

1. The School capitalizes all fixed assets when acquired, and records the historical cost of these items in the Enterprise Fund. In accordance with generally accepted accounting principles, as they relate to special purpose business-type activity, government units, under GAAP 34 depreciation expense must be recorded in the statement of revenue, expenditures and changes in net assets. The Charter School will use the straight line method of depreciation over the assets useful life as determined as follow:

Computers	3 years
Office Equipment	5 years
Vehicles	5 years
Office Furniture	7 years
Leasehold Improvements	Life of lease or 5 years whichever is greater
Building Improvements	20 years
Building	30 years

INVENTORY OF PROPERTY AND EQUIPMENT

Control Objective

To ensure that all recorded assets exist and are in use.

Major Controls

Internal Accounting Controls

- (i) All property and equipment is tagged when received.
- (ii) Physical inventories are performed bi-annually.

- (iii) Differences between physical inventories and amounts recorded in the control account are analyzed and reconciled.

Procedures

1. The Director of Operations prepares a printout of recorded fixed assets by asset classification.
2. An inventory of fixed assets is taken annually.
3. The inventory of fixed assets is compared to the amounts recorded in the general ledger control account. Differences are investigated and resolved by the Director of Operations monthly.

DISPOSAL OF PROPERTY AND EQUIPMENT

Control Objective

To ensure that assets no longer in use are disposed of in accordance with existing policies.

Major Controls

A. Disposal Policies

The School has adopted policies on the disposition of property and equipment.

B. Internal Accounting Controls

- (i) Use of fixed asset disposal authorization forms.
- (ii) Disposal or transfer of fixed assets only with proper authorization.
- (iii) Periodic count of fixed assets that is reconciled with fixed asset recorded in the control account in the general ledger.

Procedures

1. A determination is made by the Director of Operations and Accounting Manager as to the usefulness of a fixed asset.
2. An *Asset Disposal Form* is prepared with proper written authorization from the Director of Operations.
3. The *Asset Disposal Form* is reviewed and signed by the Director of Finance.
4. A copy of the *Asset Disposal Form* is routed to the Staff Accountant, who enters the dollar amount of the disposed fixed asset as a reduction in the fixed asset subsidiary ledger, and adjusts the control account in the Enterprise Fund. The treatment of any proceeds from the disposition, and the recognition of any gain or loss on sale of the disposed asset, is also recorded in the Enterprise Fund revenue account at this time.

GOVERNMENT-FURNISHED AND SCHOOL-ACQUIRED PROPERTY AND EQUIPMENT

Control Objective

To assure that Government-furnished and School-acquired property and equipment are properly obtained, used and managed during the performance of Government contracts.

Major Controls

A. Record keeping

The School maintains detailed records on all property and equipment.

B. Custody

All Government-furnished and School-acquired property and equipment, when not in use, is stored in a secure area.

C. Inventory

All Government-furnished and School-acquired property and equipment is inventoried.

Procedures

1. All Government-furnished and School-acquired property and equipment on Government contracts/grants are assigned tag numbers and properly identified with this number in the fixed asset subsidiary ledger.
2. On an annual basis, the Director of Operations and Accounting Manager inventory all property and equipment and ensure that fixed assets are being used for the purpose intended.
3. The disposition of Government furnished and School-acquired property and equipment is authorized by Director of Finance and reported to the proper Government Agency.

1600 - ACCOUNTS PAYABLE PROCEDURES

This section is organized into three major parts: accounts payable, purchasing and expense reimbursement.

ACCOUNTS PAYABLE

Control Objective

To ensure that invoices are accurately recorded on a timely basis for authorized purchases.

Major Control

A. Reconciliation of Accounts Payable Records

Reconciliation of source data, subsidiary ledger totals and General Ledger control accounts is performed periodically to ascertain the accuracy of accounts payable entries.

B. Internal Reviews

Internal reviews are conducted to determine if duplicate payments or overpayments exist.

Procedures

Voucher Preparation and Review of Voucher

1. Invoices are received by the Office Manager or Operations Coordinator, who forwards them to the Director of Operations for appropriate approval and coding.
2. Approved invoices are forwarded to the Staff Accountant via school's respective Dropbox folder.
3. Invoices are compared to the *Purchase Order* and the packing list.
4. The invoice is reviewed for:
 - (i) The nature, quality and quantity of goods ordered and the related price
 - (ii) Accuracy of all arithmetic calculations and extensions
5. The invoice is input into the Accounts Payable subsidiary of the accounting software after it is reviewed by either the Accounting Manager or the Director of Finance.
6. Checks are run on a weekly basis, and vendors are paid based on terms of the invoices, as recorded within the system. See Cash Disbursement section for issuing of checks.

Purchase Discounts

1. The Staff Accountant and Accounting Manager establishes all vendors within the accounting system upon initial use of the vendor.
2. The Director of Operations or Accounting Manager reviews the invoice for any purchase discounts date and ensures that the vendor file is established and properly capturing the discount period.

Reconciliation of Accounts Payable Records

1. The total balance in the Accounts Payable Subsidiary Ledger is reconciled with the General Ledger control account monthly.
2. Debit balances in the Accounts Payable Subsidiary Ledger are resolved appropriately (e.g. an offset against other amounts due the vendor, requesting payment from the vendor, etc.)

PURCHASING

Control Objective

To ensure that goods and services are acquired at fair and reasonable prices and the highest personal standards of conduct are maintained in all relationships with vendors, suppliers and subcontractors.

Major Controls

A. Purchase Requirements

The School has developed cost-effective and efficient purchase requirements in order to achieve full and open competition, meeting delivery schedules, controlling inventory and material, and expediting and following up purchases.

B. Required Competition

The School utilizes the following procurement guidelines:

Contracts under \$3,500 - The School uses sound business practices when procuring goods and services for amounts less than \$1,000.

Contracts from \$3,500 to \$149,999– The school will award the contract to the responsible vendor offering the best value supply or service needed for the lowest price. The School will make a best effort to obtain price quotes from at least three vendors prior to the final purchase decision.

Contracts greater than \$149,999 - The School conducts a formal advertised competition using sealed bids or proposals. An award is offered to the qualified bidder who meets the School's specifications and offers the lowest price.

C. Selecting the Vendor

The School selects the most responsive and responsible vendor to provide required materials and services, and promotes competition in order to obtain fair and reasonable prices.

D. Internal Accounting Controls

- (i) Approval by the Finance Committee (Board of Trustees are informed) of purchases equal to or exceeding \$25,000 prior to contract/purchase order finalization.
- (ii) Adoption of policy requires the reporting of unethical conduct to management and subsequent restitution of any gain resulting from such conduct.

Procedures

Purchase Requirements

- 1. After approval of the annual budget, the Director of Operations reviews the School's needs to uncover patterns of orders, and opportunities for clustering orders, to achieve volume discounts.
- 2. In preparing a purchase requisition, the School Director identifies only minimum needs.

Processing Purchase Requisitions

- 1. *Purchase Requisitions* are forwarded to the Director of Operations. The Director of Operations or Office Manager or Operations Coordinator prepares a spreadsheet by vendor for the items requisitioned.
- 2. The *Purchase Requisitions* includes the following:
 - (i) A description of items ordered
 - (ii) A cost estimate
 - (iii) The required delivery information
 - (iv) A statement of the nature and purpose of the procurement
- 3. *Purchase Requisitions* are approved by the Director of Operations, after review of the remaining budget.
- 4. The Director of Operations presents *Purchase Requisitions* to the authorized personnel (based on authorization levels) for review and final approval.
- 5. Approved *Purchase Requisitions* are forwarded to the Accounting Manager or Director of Finance.

Processing Purchase Orders

1. A *Purchase Order* less than \$3,500 is prepared by the Director of Operations and can be sent directly to vendor without any other approval than his/her own.
2. Before a *Purchase Order* is sent to a supplier, it is reviewed by the Director of Operations for accuracy of the dates, account coding, quantities listed and arithmetic extensions.
3. *Purchase Orders* \$3,500 and greater are emailed to Accounting Manager to gain approval signatures from the authorized personnel.
4. One copy of the signed *Purchase Order* is emailed back to the Director of Operations and another is filed on Dropbox in the school's Procurement folder.

Obtaining Bids and Quotations

1. The Director of Operations requests written quotations for transactions greater than \$3,499. Items greater than \$149,999 will require formal bid requests and evaluation before *Purchase Order* is issued.
2. In evaluating bids received, the Director of Operations performs and documents a cost or price analysis.

Negotiation and Award

1. Consistent with the School's goal of expanding opportunities for minority business enterprises, companies which are minority or women owned, to the extent they are available locally and qualified, are given an opportunity to bid on a procurement in the School's selection process.
2. Award may be made to other than the low bidder in circumstances where the higher bid demonstrates best value contracting procedures to the School (can use MGL c30B as guide). In such situations, the Director of Operations shall prepare a justification statement for such awards, furnishing a brief explanation of the factors leading to such a decision.

EXPENSE REIMBURSEMENT

Control Objective

To ensure the School pays for only authorized business expenses.

Major Controls

A. Travel Policies

The School has adopted policies on travel reimbursement.

B. Employee Expense Reimbursement Documentation

Employees are required to obtain and furnish documentation for individual expenses of \$25 or over (provided they are not on a per diem basis) and company credit card purchases.

C. Internal Accounting Controls

- (i) Justification for travel approved by the direct supervisor
- (ii) Documentation for incurred employee expenses
- (iii) Documentation for company credit card purchase.

Expense Advance or Reimbursement

Expense Reimbursement:

1. Soon after traveling, but not exceeding 60 days, an employee who seeks reimbursement for authorized expenses completes a *Travel Report* detailing the expenses incurred, attaching originals of supporting documentation.
2. All credit card purchases are supported by invoices or itemized receipts in order to be reimbursed.
3. The employee's *Travel Report* and credit card purchases invoices are reviewed and approved by the authorized personnel.
4. Meal reimbursements are limited to \$10 for breakfast, \$10 for lunch, and \$20 for dinner. This excludes alcoholic beverages and meals when provided by conferences.

1700 - PROCEDURES FOR OTHER LIABILITIES

In this section, procedures for liabilities are covered under accrued liabilities.

ACCRUED LIABILITIES

Control Objective

To accurately control and record accrued liabilities.

Major Controls

A. Maintaining an Accrual Register

To properly set up and monitor accrued liabilities and accrual accounts related to salaries and wages, vacation pay and payroll taxes.

B. Reconciliation of the Subsidiary Schedules with the General Ledger Control Account

On a periodic basis, a reconciliation is performed between the subsidiary schedule and the General Ledger control account.

Procedures

1. An accrual subsidiary schedule is established and maintained by the Staff Accountant for each type of accrual.
2. The School records all accruals at fiscal year end, or when determined necessary by the Director of Finance.
3. A General Journal entry is prepared at year-end to record all accruals.

1800 - MANAGEMENT REPORTING PROCEDURES

In this section, procedures are covered for supporting the annual budget, financial reporting and tax compliance.

ANNUAL BUDGET

Control Objective

To effectively support the preparation of the annual budget and its periodic review.

Major Controls

A. Budget Process

The Director of Finance works with the leadership team and prepares the annual operating and capital budgets and cash flow projection. The budgets and projection are submitted to the Board of Trustees for approval.

B. Internal Accounting Controls

Accuracy and completeness of the budget and projections

Procedures

1. In preparation of the annual operating and capital budget and cash flow projection, the Director of Finance prepares preliminary budgets and projection for review by the School Director and Executive Director in consultation with the Finance Committee.
2. To support budgets and projection estimates, the Director of Finance prepares current year-to-date financial data with projections of year-end totals.
3. The School Director and Executive Director review the budgets and projection submitted for completeness and reasonableness.
4. The Board of Trustees approves and adopts the final budgets and projection.
5. The adopted budgets totals are entered in the General Ledger by the Staff Accountant for the new fiscal year, in order to prepare budget to actual reports.

FINANCIAL REPORTING

Control Objective

To ensure the accuracy, completeness and timeliness of financial reporting to support decision-making.

Major Controls

A. Schedule

Monthly managerial reports are prepared based on a schedule.

B. Review and Approval

Financial reports are reviewed for accuracy and completeness.

C. Audit

The annual financial statements of the School are audited by a certified public accountant.

Procedures

1. The Director of Finance prepares bi-monthly budget vs. actual financial reports and cash flow projection for the Board of Trustees meetings.
2. The Charter School submits to an audit of its financial statements by a qualified certified public accountant, in accordance with *Governmental Auditing Standards*.

PAYROLL TAX COMPLIANCE

Control Objective

To accurately prepare and file required tax documents on a timely basis.

Major Controls

A. Preparation

Retain a Payroll Service Bureau or in-house payroll software to assist in the preparation of its periodic payroll tax filings.

B. Approval of Tax Returns

Payroll tax documents are reviewed and approved by the Director of Finance.

Procedures

1. The School maintains a schedule of required filing due dates for:
 - (i) *IRS Form W-2* - Wage and Tax Statement.
 - (ii) *IRS Form W-3* - Transmittal of Income and Tax Statements.
 - (iii) *IRS Form 940* - Employer's Federal Unemployment (FUTA) Tax Return.
 - (iv) *IRS Form 941* - Employer's Quarterly Federal Tax Return for Federal Income Tax Withheld from Wages and FICA Taxes.
 - (v) *IRS Form 1099 MISC* (also *1099-DIV*, *1099-INT*, *1099-OID*) - U.S. Annual Information Return for Recipients of Miscellaneous Income.
 - (v) Quarterly and annual state(s) unemployment tax return(s).
2. Before submission, all payroll tax documents and the supporting schedules are reviewed and approved by the Director of Finance for accuracy and completeness.

APPENDIX A
KIPP NASHVILLE
CHART OF ACCOUNTS

Account	Type	Accnt. #
1 · Journal	Bank	1
10100 · Cash and Cash Equiv.	Bank	10100
10105 · Pinnacle-Operating-#2676	Bank	10105
10107 · Pinnacle-Restricted-#2674	Bank	10107
10122 · Carney Family Fund #0110	Bank	10122
10135 · Pinnacle 'sweep' Account	Bank	10135
10137 · Pinnacle - CD Investments	Bank	10137
10140 · Petty Cash	Bank	10140
10145 · Pinnacle MM Acct # 1670-Wyont	Bank	10145
10150 · Pinnacle CD Acct # 3934	Bank	10150
10155 · RaymondJamesInv-Wyont Sch #6070	Bank	10155
10300 · Accounts Receivable	Accounts Receivable	10300
10310 · BEP Receivable	Accounts Receivable	10310
10313 · Pledges Receivable	Accounts Receivable	10313
10315 · Other Accounts Receivable	Accounts Receivable	10315
10410 · Grants Receivable	Accounts Receivable	10410
10401 · Title 1 Receivable	Accounts Receivable	10401
10402 · Title VB Receivable	Accounts Receivable	10402
10403 · DOE Receivable	Accounts Receivable	10403
10405 · Race To The Top Receivable	Accounts Receivable	10405
10430 · Grants Receivable Beaman Found.	Accounts Receivable	10430
10500 · Undeposited Funds	Other Current Asset	10500
10640 · Loan Rec-T Branch	Other Current Asset	10640
10600 · Other Current Assets	Other Current Asset	10600

10610 · Prepaid Insurance	Other Current Asset	10610
10620 · Prepaid Expenses- Other	Other Current Asset	10620
10630 · EE Benefits Due	Other Current Asset	10630
1120 · Inventory Asset	Other Current Asset	1120
10700 · Fixed Assets	Fixed Asset	10700
10710 · Instructional Assets	Fixed Asset	10710
10712 · Classroom Furniture	Fixed Asset	10712
10713 · Instructional Computer/Hardware	Fixed Asset	10713
10714 · Instructional Software	Fixed Asset	10714
10715 · Library	Fixed Asset	10715
10716 · Textbooks	Fixed Asset	10716
10717 · Instructional Equipment	Fixed Asset	10717
10718 · Athletic Equipment	Fixed Asset	10718
10750 · Support Fixed Assets	Fixed Asset	10750
10752 · Office Equipment	Fixed Asset	10752
10753 · Office Furniture	Fixed Asset	10753
10754 · Office Computers/Hardware	Fixed Asset	10754
10755 · Office Software	Fixed Asset	10755
10756 · Maintenance Equipment	Fixed Asset	10756
10760 · School Buses	Fixed Asset	10760
10765 · Accumulated Depreciation	Fixed Asset	10765
10800 · Website Development	Other Asset	10800
10899 · Accumulated Amortization	Other Asset	10899
20110 · Accounts Payable	Accounts Payable	20110
20111 · Pinnacle Card CC # 0774	Credit Card	20111
20112 · American Express-KIPP LOC	Credit Card	20112
20114 · Pinnacle Card CC- # 7394	Credit Card	20114
20115 · Pinnacle Bank CC-#8450	Credit Card	20115
20125 · Home Depot CC-# 0744	Credit Card	20125
20130 · Pinnacle Card # 8438	Credit Card	20130
20131 · Pinnacle Card CC #8420	Credit Card	20131

20135 · Borders CC - #9404	Credit Card	20135
20140 · Office Depot # 1534	Credit Card	20140
20145 · Lowe's Credit Card #7591	Credit Card	20145
20200 · Accrued Expenses	Other Current Liability	20200
20205 · Accrued 1% KIPP Foundation Fee	Other Current Liability	20205
20210 · Accrued Payroll	Other Current Liability	20210
20220 · Accrued Payroll Liabilities	Other Current Liability	20220
20230 · Accrued Vacation	Other Current Liability	20230
20235 · Accrued Weekday Food Services	Other Current Liability	20235
20240 · Accrued Expenses-Other	Other Current Liability	20240
20300 · Other Current Liabilities	Other Current Liability	20300
20310 · EE Benefits Payable (to Metro)	Other Current Liability	20310
20315 · ER Benefits Payable (to Metro)	Other Current Liability	20315
20320 · EE Retirement Pyble (to Metro)	Other Current Liability	20320
20325 · ER Retirement Pyble (to Metro)	Other Current Liability	20325
20330 · Utilities Payable (to Metro)	Other Current Liability	20330
20340 · Indirect Expense Payable	Other Current Liability	20340
20350 · Transportation Payable	Other Current Liability	20350
20360 · IDEA Payable	Other Current Liability	20360
20370 · Activity Fees (06-07)	Other Current Liability	20370
20380 · Title Vb Carry-forward	Other Current Liability	20380
20390 · Unearned Revenue	Other Current Liability	20390
20400 · Pinnacle -Line of Credit- #0190	Other Current Liability	20400
30100 · Opening Bal Equity	Equity	30100
30120 · Retained Earnings	Equity	30120
89999 · Uncategorized Income	Income	89999
40100 · State & Local Revenue	Income	40100
40110 · Gross Base Per Pupil	Income	40110
40200 · Federal Revenue	Income	40200
40205 · Race To The Top - Federal	Income	40205
40210 · Title I	Income	40210

40217 · Title II A	Income	40217
40220 · Title Vb	Income	40220
40230 · US DOE	Income	40230
40233 · Gross IDEA Funds	Income	40233
40235 · IDEA - B	Income	40235
40240 · Other Federal Revenue	Income	40240
40300 · Fundraising	Income	40300
40310 · Individuals	Income	40310
40315 · Board Giving	Income	40315
40320 · Corporations	Income	40320
40325 · Churches	Income	40325
40330 · Foundations	Income	40330
40435 · Staff Contributions	Income	40435
40340 · In-Kind Contributions	Income	40340
40360 · Fundraising- Restricted	Income	40360
40365 · Corporations - Restricted	Income	40365
40400 · Other	Income	40400
40410 · Loans	Income	40410
40415 · Student Activity Fees	Income	40415
40420 · Other School Fees	Income	40420
40425 · Interest on Investments	Income	40425
40430 · Donated Goods and Services	Income	40430
40440 · Other Income	Income	40440
49999 · Uncategorized Expenses	Expense	49999
6000 · Personnel	Expense	6000
6001 · Employees	Expense	6001
6008 · Support Bonuses	Expense	6008
6006 · Administrative Bonuses	Expense	6006
6003 · Teacher Salaries	Expense	6003
6004 · Teacher Bonuses	Expense	6004
6005 · Administrative Salaries	Expense	6005

6007 · Support Salaries	Expense	6007
6025 · Contracted Support	Expense	6025
6030 · Part-Time Instructor	Expense	6030
6040 · Staff Substitutes	Expense	6040
6045 · Relocation expenses	Expense	6045
6050 · Benefits	Expense	6050
6050.05 · Health/Dental Insurance	Expense	6050.05
6050.10 · Life Insurance	Expense	6050.10
6050.15 · Retirement	Expense	6050.15
6050.17 · Disability Insurance	Expense	6050.17
6050.20 · Payroll Taxes-FICA	Expense	6050.20
6050.25 · Payroll Taxes-SUI	Expense	6050.25
6050.30 · Payroll Taxes-FUTA	Expense	6050.30
6050.95 · Workers Comp	Expense	6050.95
6500 · Direct Student Expenses	Expense	6500
6501 · General Direct Student Expense	Expense	6501
6502 · Extended Day Food	Expense	6502
6504 · Extended Day School Supplies	Expense	6504
6505 · Contract Extend Day Instructors	Expense	6505
6507 · Substitute Teachers- contracted	Expense	6507
6510 · Library (not cap)	Expense	6510
6512 · Student Uniforms	Expense	6512
6513 · Yearbook	Expense	6513
6514 · Local Field Studies	Expense	6514
6516 · End of Semester Field Lessons	Expense	6516
6520 · Assessment Materials	Expense	6520
6522 · School Store	Expense	6522
6524 · Student Gifts	Expense	6524
6526 · Student Supplies	Expense	6526
6530 · Textbooks (Not Cap)	Expense	6530
6532 · Classroom Furniture (<\$500)	Expense	6532

6534 · Equipment/Athletics (<\$500)	Expense	6534
6536 · Medical Supplies	Expense	6536
6542 · Scholarships	Expense	6542
6543 · High School Placement	Expense	6543
6544 · Contracted SPED Expenses	Expense	6544
6545 · Music Program	Expense	6545
6546 · Weekday Food Service Expense	Expense	6546
6547 · KIPP to College	Expense	6547
6548 · IDEA Expense	Expense	6548
6700 · Transportation	Expense	6700
6710 · Transportation Maintenance	Expense	6710
6715 · Fuel	Expense	6715
6720 · Weekday Transportation Expense	Expense	6720
6750 · Vehicle Insurance	Expense	6750
6900 · Technology	Expense	6900
6920 · Instructional Equip. (Not Cap)	Expense	6920
6930 · Computer HW- Instruct (<\$500)	Expense	6930
6935 · Computer SW- Instruct (<\$500)	Expense	6935
7000 · Administration	Expense	7000
7001 · General	Expense	7001
7001.02 · Volunteer Gifts	Expense	7001.02
7001.04 · Food for Meetings	Expense	7001.04
7001.08 · Development (fundraising)	Expense	7001.08
7001.10 · Contributions	Expense	7001.10
7001.14 · Postage & Delivery	Expense	7001.14
7001.16 · Office Supplies	Expense	7001.16
7001.22 · Bank Charges	Expense	7001.22
7001.24 · General Interest Expense	Expense	7001.24
7001.26 · LOC Interest Expense	Expense	7001.26
7001.28 · KIPP Licensing Fee	Expense	7001.28
7001.30 · Background Checks	Expense	7001.30

7001.32 · Taxes & Licenses	Expense	7001.32
7004 · Marketing	Expense	7004
7004.01 · Staff Recruitment	Expense	7004.01
7004.02 · Student Recruitment	Expense	7004.02
7004.03 · Community Marketing	Expense	7004.03
7004.05 · Marketing - Other	Expense	7004.05
7030 · Staff Development	Expense	7030
7030.03 · Staff Appreciation	Expense	7030.03
7030.05 · Staff Development	Expense	7030.05
7050 · Travel & Entertainment	Expense	7050
7050.01 · Entertainment	Expense	7050.01
7050.02 · Meals	Expense	7050.02
7050.03 · Travel Expense	Expense	7050.03
7050.04 · Other	Expense	7050.04
7060 · Professional Services	Expense	7060
7060.01 · Accounting & Fiscal Services	Expense	7060.01
7060.02 · Payroll Processing Services	Expense	7060.02
7060.03 · Audit Services	Expense	7060.03
7060.04 · Legal Services	Expense	7060.04
7090 · Technology	Expense	7090
7090.01 · IT Support/Consulting	Expense	7090.01
7090.02 · Computer HW-Admin (<\$500)	Expense	7090.02
7090.04 · Computer SW- Admin (<\$500)	Expense	7090.04
7090.06 · Phones	Expense	7090.06
7090.08 · Internet	Expense	7090.08
7090.10 · Cell Phone Reimbursement	Expense	7090.10
7090.12 · Copier Usage & Maintenance	Expense	7090.12
7090.14 · Equipment Rental	Expense	7090.14
7500 · Facilities	Expense	7500
7502 · Rent / Lease	Expense	7502

7504 · Debt Service	Expense	7504
7506 · Utilities	Expense	7506
7510 · Security Measures	Expense	7510
7514 · Insurance	Expense	7514
7515 · Janitorial Services	Expense	7515
7516 · Janitorial Supplies	Expense	7516
7518 · Bldg. Maintenance & Improvement	Expense	7518
7520 · General Building Decorum	Expense	7520
7600 · Depreciation Expense	Expense	7600
7600.05 · Depreciation Expense- Program	Expense	7600.05
7600.10 · Depreciation Expense- Support	Expense	7600.10
7700 · Amortization	Expense	7700
7800 · Gain/Loss-Sale of Assets	Expense	7800
7900 · Unrealized Gain/Loss on Assets	Expense	7900
8000 · Other Income - Regional	Other Income	8000
8050 · Race To The Top - Regional	Other Income	8050
8100 · i3 Funding - Regional	Other Income	8100
8500 · Other Expense - Regional	Other Expense	8500
8510 · Personnel- Regional	Other Expense	8510
8510.05 · Teacher Salaries - Regional	Other Expense	8510.05
8510.10 · Admin Salaries - Regional	Other Expense	8510.10
8510.15 · Support Salaries - Regional	Other Expense	8510.15
8510.16 · Contracted Support - Regional	Other Expense	8510.16
8510.17 · Benefits - Regional	Other Expense	8510.17
8510.20 · Health/Dental Ins- Regional	Other Expense	8510.20
8510.25 · Life Insurance - Regional	Other Expense	8510.25
8510.30 · Retirement - Regional	Other Expense	8510.30
8510.35 · Disability Ins - Regional	Other Expense	8510.35
8510.40 · Payroll Taxes FICA - Regional	Other Expense	8510.40
8510.45 · Payroll Taxes SUI - Regional	Other Expense	8510.45
8510.50 · Payroll Taxes FUTA - Regional	Other Expense	8510.50

8520 · Administration - Regional	Other Expense	8520
8530 · General - Regional	Other Expense	8530
8535 · Food for Meetings - Regional	Other Expense	8535
8537 · Development(fundraising)-Region	Other Expense	8537
8540 · Office Supplies - Regional	Other Expense	8540
8545 · Office Furniture - Regional	Other Expense	8545
8550 · Postage & Shipping- Regional	Other Expense	8550
8555 · Printing & Copying - Regional	Other Expense	8555
8600 · Marketing & Develop- Regional	Other Expense	8600
8700 · Board & Staff Develop-Regional	Other Expense	8700
8705 · Board Develop & Strategic Plan	Other Expense	8705
8710 · Board Appreciation- Regional	Other Expense	8710
8715 · Staff Development - Regional	Other Expense	8715
8800 · Travel - Regional	Other Expense	8800
8850 · Payroll Processing - Regional	Other Expense	8850
8900 · Technology- Regional	Other Expense	8900
8905 · Office Computers & SW- Regional	Other Expense	8905
8910 · Phones - Regional	Other Expense	8910
2 · Purchase Orders	Non-Posting	2
5 · Sales Orders	Non-Posting	5

Fiscal Policies & Procedures

Expenditures			
Policy/Procedure	Objectives	Responsibility	Oversight
An approval matrix has been approved by the Board of Directors; the matrix is used to determine appropriate authorizers for all purchases	<ul style="list-style-type: none"> • Purchase orders are placed only for approved requisitions • Ensure that all checks receive appropriate signatures 	Finance Committee Executive Director Director of Finance School Leader	Board of Directors
Goods or services received by vendors are matched to the purchase order and invoice and processed to avoid double payment	<ul style="list-style-type: none"> • Amounts posted to accounts payable represent goods and services received • Accounts payable amounts are accurately calculated and reported 	Director of Finance Director of Operations	COO Finance Committee
Someone other than the check preparer reviews supporting documentation to determine that the good/service has been received and the payment is valid (supporting documentation package)	<ul style="list-style-type: none"> • Disbursements are only made for goods and services received • Disbursements are accurately calculated and reported • Disbursements are distributed to the appropriate supplier 	Director of Finance Director of Operations	COO Finance Committee
Someone other than the check preparer reviews the check run prior to checks being sent	<ul style="list-style-type: none"> • Disbursements are only made for goods and services received • Disbursements are distributed to the appropriate suppliers 	Director of Finance COO	Executive Director Finance Committee
Management reviews purchases	<ul style="list-style-type: none"> • Amounts posted to accounts payable represent goods and services received • Accounts payable amounts are accurately calculated and reported 	Director of Finance Dir. of Operations	COO Executive Director Finance Committee

Expenditures

Policy/Procedure	Objectives	Responsibility	Oversight
Statements from suppliers are reconciled to Accounts Payable sub-ledger; differences are investigated	<ul style="list-style-type: none"> Accounts payable amounts (including credit notes and adjustments) are accurately calculated and reported Amounts for goods and services received are recorded in the appropriate period 	Staff Accountant Accounting Manager Director of Finance	COO Executive Director Finance Committee
Analyze accounts payable aging schedule	<ul style="list-style-type: none"> All disbursements are recorded 	Director of Finance	Finance Committee
Bank statements are reconciled to the general ledger on a monthly basis; bank reconciliations are reviewed by someone other than the preparer	<ul style="list-style-type: none"> Disbursements are accurately calculated and reported Disbursements are recorded in the period in which they are issued 	Director of Finance Staff Accountant Accounting Manager	Finance Committee
Accounting system restricts access to authorized personnel to make changes, including new additions, to the vendor master file	<ul style="list-style-type: none"> Only valid changes are made to the supplier master file Accounts payable are only adjusted for valid reasons Disbursements are accurately calculated and reported 	Director of Finance	Finance Committee
Expenditures accounts are reconciled to supporting detail (such as depreciation expenditures to the property system and salary expenditures to the payroll records) and differences are resolved in a timely manner; reconciliations are reviewed by someone independent of the recording process	<ul style="list-style-type: none"> Amounts posted to accounts payable represent goods and services received Accounts payable amounts are accurately calculated and recorded 	Staff Accountant Accounting Manager Director of Finance	Finance Committee
The vendor master file is reviewed periodically by management	<ul style="list-style-type: none"> Purchase orders are placed only for approved requisitions Only valid changes are made to the supplier master file 	Director of Finance Dir. of Operations	COO Executive Director
Limit authorization access to wire transfers; set up an approval process with the bank	<ul style="list-style-type: none"> Disbursements are only made for goods and services received 	Director of Finance	Finance Committee
Management reviews all release of liability arising from something other than payment	<ul style="list-style-type: none"> Accounts payable are only adjusted for valid reasons 	Director of Finance Dir. of Operations	Finance Committee COO

Expenditures

Policy/Procedure	Objectives	Responsibility	Oversight
Budget to actual analysis performed on a regular basis and reviewed by management; significant variances explained	<ul style="list-style-type: none">• Amounts posted to accounts payable represent goods or services received• All amounts for goods or services are input and processed to accounts payable• Disbursements are accurately calculated and recorded and are only made for goods and services received	Director of Finance	Finance Committee

Contributions

Policy/Procedure	Objectives	Responsibility	Oversight
Management maintains a policy for the development office to submit all gifts to accounting as soon as they are known for recognition in the appropriate period	<ul style="list-style-type: none"> All contributions are recorded in the correct period 	Director of Finance Dir. of Development	Executive Director Finance Committee
Pledges are reviewed for restrictions and recorded according to the restriction; such restrictions are noted in the appropriate ledger or journal	<ul style="list-style-type: none"> Net assets are appropriately released from restrictions Based on restrictions, if any, revenue is classified appropriately as either unrestricted, temporarily restricted or permanently restricted Donor imposed restrictions are properly recorded 	Staff Accountant Accounting Manager Director of Finance Dir. of Development	Finance Committee
Procedures are in place for release of restrictions based on expenditures of restricted funds for their designated purpose and appropriate journal entries are made to reflect this release	<ul style="list-style-type: none"> Net assets are appropriately released from restrictions 	Staff Accountant Accounting Manager Director of Finance	Finance Committee
Analyze recorded revenues based on development data	<ul style="list-style-type: none"> Contributions are recorded accurately and in the correct period (with input from the Director of Development) Any adjustments to the contribution receivable and related accounts are recorded based on valuation updates All information (interest rates, life expectancy, etc.) necessary to calculate the net present value of any contributions receivable due past one year is accurately recorded, updated, and verified Only valid donors and their gifts are input and processed to the system 	Director of Finance Dir. of Development	Finance Committee
Contribution accounts receivable subsidiary is reconciled to the development office information on a regular basis	<ul style="list-style-type: none"> All contributions are recorded by the DO and reviewed by the Director of Development 	Staff Accountant Accounting Manager Director of Finance Dir. of Development	Finance Committee

Contributions			
Policy/Procedure	Objectives	Responsibility	Oversight
General ledger balances are reconciled to the accounts receivable subsidiary ledger and differences are resolved in a timely manner	<ul style="list-style-type: none"> All cash receipts data is processed accurately and recorded in the period in which they are received 	Director of Finance Staff Accountant Accounting Manager	Finance Committee
Contributions receivable aging reports are prepared regularly and analyzed	<ul style="list-style-type: none"> Timely collection of contributions receivable is monitored 	Staff Accountant Accounting Manager Director of Finance	Finance Committee
Review of recorded contribution revenues and comparison to budgeted revenues on a regular basis	<ul style="list-style-type: none"> Contributions are recorded in the correct period Any adjustments to the contribution receivable and related accounts are recorded based on valuation updates Gift information with respect to amount and expected payment date, if applicable, is input correctly 	Director of Finance Dir. of Development	Finance Committee
Bank statements are reconciled to the general ledger on a monthly basis; bank reconciliations are reviewed by someone other than the preparer	<ul style="list-style-type: none"> Cash receipts data is entered for processing, recorded accurately and in the period in which they are received 	Director of Finance Staff Accountant Accounting Manager	Executive Director Finance Committee

Grants			
Policy/Procedure	Objectives	Responsibility	Oversight
Review of grants and contracts for proper authorization	<ul style="list-style-type: none"> All grants and contracts are approved by an authorized individual All grants and contracts are recorded and monitored by a designated office 	Director of Finance Dir. of Development	Executive Director Finance Committee

Grants

Policy/Procedure	Objectives	Responsibility	Oversight
Analyze recorded revenues based on grant records and listings	<ul style="list-style-type: none"> • All grants and contracts are entered in or transferred into the system that records revenues • Grants and contracts are recorded accurately and in the correct period • All adjustments to awarded amounts are recorded • Payment requests and recorded award amounts relate to valid grants and contracts 	Director of Finance Dir. of Development	Executive Director Finance Committee
Grant and contract revenues and/or related accounts receivable subsidiary ledgers are reconciled to the general ledger on a regular basis; identified errors are corrected promptly	<ul style="list-style-type: none"> • All grants and contracts are recorded accurately, in the correct time period, with adjustments made in a timely manner 	Staff Accountant Accounting Manager Director of Finance Dir. of Development	Executive Director Finance Committee
Payment requests are checked against grant documents, and mathematical accuracy of requests is checked; any exceptions are investigated	<ul style="list-style-type: none"> • Grant and contract amounts are input accurately • Payment requests, if applicable, are generated using awarded amounts and authorized terms • Grant and contract payment requests are accurately calculated and reported 	Director of Finance Dir. of Development	Executive Director Finance Committee
Past due/long outstanding payment requests are investigated	<ul style="list-style-type: none"> • All grants and contracts are entered in or transferred to the system that records revenues 	Director of Finance	Executive Director Finance Committee
Review of recorded revenues and comparison to budgeted revenues on a regular basis	<ul style="list-style-type: none"> • Grant and contract amounts are recorded accurately and in the correct period • All adjustments to awarded amounts are recorded 	Director of Finance	Finance Committee
Cash receipts input data is edited and validated; identified errors are corrected promptly	<ul style="list-style-type: none"> • Cash receipts data is entered for processing accurately 	Staff Accountant Accounting Manager	Executive Director Finance Committee

Grants

Policy/Procedure	Objectives	Responsibility	Oversight
		Director of Finance	
Accounts receivable aging reports are prepared regularly and analyzed	<ul style="list-style-type: none"> • Timely collection of accounts receivable is monitored 	Staff Accountant Accounting Manager Director of Finance	Executive Director Finance Committee
A policy has been established regarding criteria for issuing adjustments; compliance with this policy is monitored	<ul style="list-style-type: none"> • All adjustments are valid 	Director of Finance	Executive Director Finance Committee
Bank statements are reconciled to the general ledger on a monthly basis; bank reconciliations are reviewed by someone other than the preparer	<ul style="list-style-type: none"> • Cash receipts data are entered for processing, recorded accurately and in the period in which they are received 	Staff Accountant Accounting Manager Director of Finance	Executive Director Finance Committee
Review of recorded contribution revenues and comparison to budgeted revenues on a regular basis	<ul style="list-style-type: none"> • Contributions are recorded in the correct period • Any adjustments to the contribution receivable and related accounts are recorded based on valuation updates • Gift information with respect to amount and expected payment date, if applicable, is input correctly 	Director of Finance Dir. of Development	Executive Director Finance Committee
Bank statements are reconciled to the general ledger on a monthly basis; bank reconciliations are reviewed by someone other than the preparer	<ul style="list-style-type: none"> • Cash receipts data is entered for processing, recorded accurately and in the period in which they are received 	Staff Accountant Accounting Manager Director of Finance	Executive Director Finance Committee

Payroll

Policy/Procedure	Objectives	Responsibility	Oversight
Payroll register is reviewed by management prior to paychecks being disbursed	<ul style="list-style-type: none"> • Additions to the payroll master file represent valid employees • All new employees are added to the payroll master file • Terminated employees are removed from the payroll master file • Only valid changes to the payroll master files are input and processed • Payroll (including compensation and withholdings) is accurately calculated and recorded 	Director of Finance	Executive Director Finance Committee
The payroll disbursement register shows all pertinent data describing the payroll (including total compensation, related income taxes, and other withholdings.) The register is reconciled to corresponding general ledger accounts or entries by persons who do not have unrestricted access to cash. All reconciling items are investigated and cleared on a timely basis.	<ul style="list-style-type: none"> • Payroll (including compensation and withholdings) is accurately calculated and recorded 	Director of Finance	Executive Director Finance Committee
Changes in the payroll register are compared to authorized source documents to ensure that they were input accurately	<ul style="list-style-type: none"> • Additions to the payroll master file represent valid employees • Deletions from the payroll master file represent valid terminations • Only valid changes are made to the payroll master files • Changes to the payroll master files are accurate 	Director of Finance Dir. of Operations	Executive Director Finance Committee

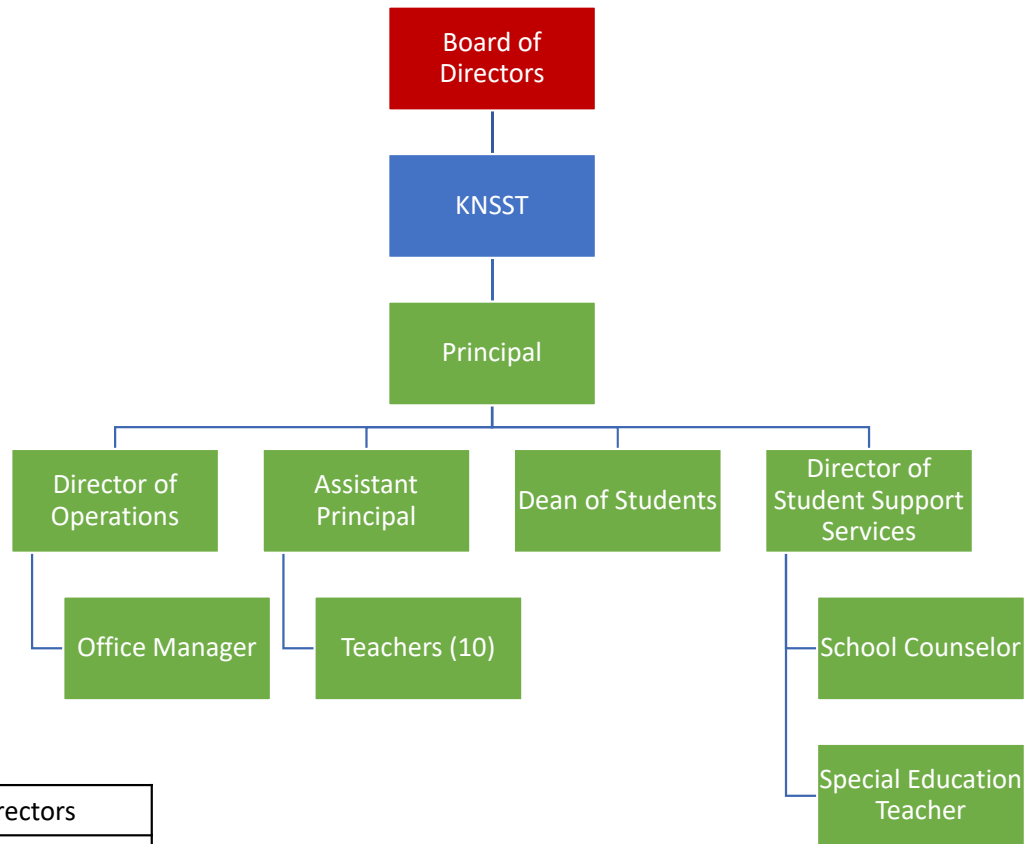
Payroll

Policy/Procedure	Objectives	Responsibility	Oversight
Executive Director periodically review listings of current employees within the school and notify the personnel department of necessary changes	<ul style="list-style-type: none"> • Additions to the payroll master file represent valid employees • All new employees are added to the payroll master file • Terminated employees are removed from the payroll master file • Only valid changes to the payroll master files are input and processed • Payroll (including compensation and withholdings) is accurately calculated and recorded 	Director of Finance Executive Director School Leader	Finance Committee
Time reported by employees is reconciled regularly between timesheets and payroll reports	<ul style="list-style-type: none"> • All time worked is input • Time worked is accurately input and processed • Payroll disbursements and recorded payroll expenses relate to actual time worked 	Director of Finance Staff Accountant Accounting Manager	Executive Director Finance Committee
Employees sign for cash received; compliance is monitored by management	<ul style="list-style-type: none"> • Payroll is disbursed to appropriate employees 	Director of Finance	Executive Director Finance Committee
Management monitors compliance with all significant policies concerning personnel and compensation; all exceptions to personnel and compensation policies and procedures noted are raised to the appropriate level within the entity and pursued to proper resolution	<ul style="list-style-type: none"> • Employees are only terminated within statutory requirements 	Dir. of Operations Director of Finance	Executive Director Finance Committee
Management authorized all overtime work and overtime payments for all salaried employees who are paid for overtime	<ul style="list-style-type: none"> • Time, attendance data, and payroll disbursements recorded reflects actual time worked and is authorized • Payroll (including compensation and withholdings) is accurately calculated and recorded 	Dir. of Operations School Leader	Executive Director Finance Committee

Attachment G

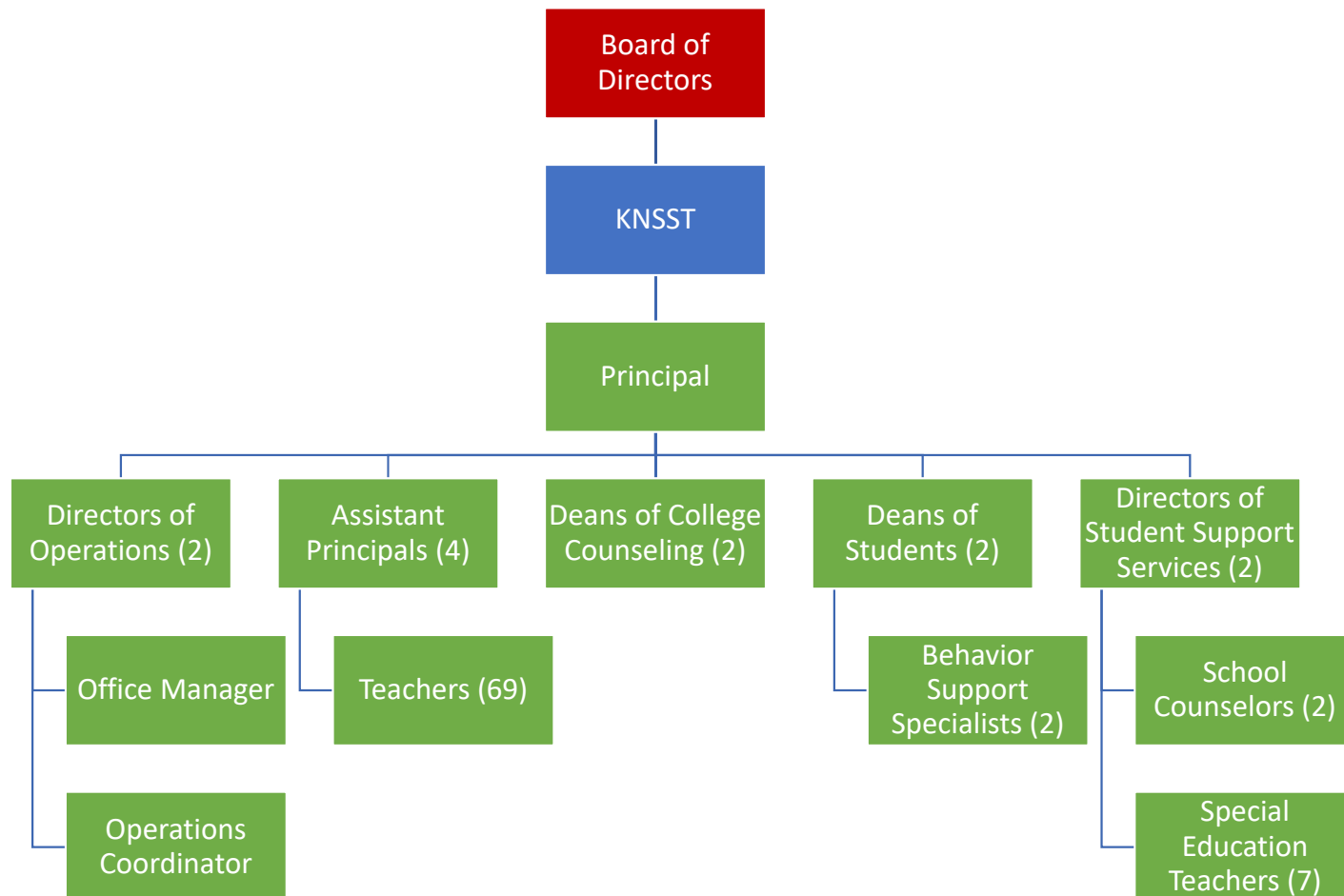
School Organizational Chart

High School Org Chart – Year 1



	KIPP Nashville Board of Directors
	KIPP Nashville School Support Team
	School-based Role

High School Org Chart – Year 5



Attachment H

School Leader Resumes/Student Achievement Data

Attachment H: School Leader Resumes/Student Achievement Data (if available)

KIPP Nashville has not yet selected a school leader for the new school. The resume of our most recent school founder at the point of hire is included on the following page to provide an example of the caliber of candidate we seek to select.

Section 2.4 includes a description of qualifications, expectations, responsibilities, and timeline for hiring for the position of school leader. As part of Attachment H, we have included on the following pages two tools that are utilized during the school leader evaluation process.

Nicole Miller Olszewski

5220 Pennsylvania Avenue, Nashville, TN 37209 ▪ nolszewski@kippnashville.org ▪ (615) 828-7561

Work Experience

KIPP Nashville College Prep Middle School, *Founding Principal, Nashville, TN, 6/13-present*

- Led KNCP to Composite Level 5 (out of 5) TVAAS growth in 2017 and 2018 for all subjects.
- Rated a Tennessee Reward School in 2017, ranking in the top 5% of schools in the state for student growth.
- Outperformed Metro Nashville Public Schools and the state of Tennessee in math and science on the 2017 and 2018 TNReady state assessments.
- Oversee daily operations of a public charter school serving 383 students in grades 5 – 8 in Nashville's Whites Creek/Bordeaux community.
- Hire, develop, and manage a staff of 32 members, with a 75%+ staff retention the last three years.
- Plan and implement school-wide and individual staff development in order to increase student achievement.
- Lead and manage a dynamic school leadership team consisting of two Assistant Principals, Dean of Students, Director of Operations, and Student Support Coordinator in order to align practice to our school vision and goals.
- Create and manage an annual school budget.
- Build relationships with students and families to ensure the academic success of each student.
- Implement and oversee an academic program that ensures that KNCP students show substantial academic growth based on the NWEA MAP assessment and TNReady state assessments.

Relay Graduate School of Education, *National Principals Academy Advisor, 6/16-present*

- Advise an annual cohort of 18 principals, both charter and district, located across the country.
- Provide individual feedback five times a year to the 18 principals on leading student culture routines, weekly data meetings, and observation/feedback meetings.
- Attend NPAF intersessions and real time coach the principal cohort on leading meetings and rolling out culture routines.

KIPP Nashville, *Fisher Fellow, Nashville, TN, 5/12-5/13*

- Planned the vision and execution plan for academics and culture at KIPP Nashville College Prep throughout a year-long fellowship.
- Participated in principal residencies at six KIPP schools over five months.
- Recruited, coached, and managed the founding seven staff members of KIPP Nashville College Prep.
- Recruited 96 students to attend KIPP Nashville College Prep through various touches with community organizations and outreach.

KIPP Academy Nashville, *8th Grade ELA Teacher and Grade Level Chair, Nashville, TN, 6/11-5/12*

- Led 52% of 55 students to Proficient or Advanced in ELA as measured by the TCAP.
- Created and implemented weekly agendas designed to support teacher and student needs on the grade level.
- Maintained parent and community relationships through meetings and consistent contact.
- Prepared and executed individual student behavior and academic plans to promote student success.
- Participated in the KIPP Miles Family Fellowship.

Teach For America, *Foreign Language Learning Team Leader, Nashville, TN, 6/10-5/12*

- Selected by regional staff to facilitate professional development sessions for Nashville corps members.
- Organized meetings focused on topics to support corps members in setting and achieving ambitious goals in their classrooms and implementing foreign language best practices.

Whites Creek High School, *Spanish Teacher, Nashville, TN, 8/09-5/11*

- 2009 Teach For America Nashville Charter Corps Member.
- Taught Spanish 1, 2 Honors, and 4 Honors to approximately 180 students a year.
- Team leader for the Global Academy and World Language Department Chair.
- Chosen by the executive principal to participate on the Whites Creek Leadership Team.
- Coached varsity volleyball and assisted varsity softball, sponsored Spanish club.

Fundación Mariposas Amarillas, *Teacher, Santa Marta, Colombia, Summers 2010, 2011*

- Taught English and Spanish to 20 children ages 8-10 in rural Colombia.
- Raised money for the foundation, which serves a slum neighborhood.

Fairview Public Elementary School, *EL Instructor's Assistant, Dayton, OH, 1/08-5/09*

- Taught pullout EL course to 30 students from Mexico, Sudan, Burundi, and China.
- Implemented the Ohio English Language Proficiency Standards and drove students toward meeting academic goals.

University of Dayton Department of Communication, *Basic Course Instructor, Dayton, OH, 8/07-5/09*

- Taught Public Speaking and Interviewing courses to 120 students per semester.
- Advised and mentored 20 first-year college students, taught Introduction to the University course.
- Tutored four varsity basketball athletes, with all graduating on time in four years.

Education

Relay Graduate School of Education, *New York, NY, May 2016*

- National Principals Academy Fellowship
 - Graduated with distinction

Lipscomb University, *Nashville, TN, May 2011*

- **Master of Education**, Educational Leadership and Supervision
 - Tennessee 7-12 Foreign Language and 4-8 Middle Grades Licensure Program
 - Tennessee Beginning Administrator PreK-12 Licensure Program

University of Dayton, *Dayton, OH, May 2009*

- **Master of Arts**, Intercultural Communication
 - Selected for 5-year BA/MA Program
 - Thesis titled "Individual and Cultural Factors Affecting Students' Anxiety During Language Study Abroad."

University of Dayton, *Dayton, OH, May 2008*

- **Bachelor of Arts**, Spanish and Journalism
 - Graduated Magna Cum Laude
 - Ritter Collett Award of Excellence to the Outstanding Senior in Journalism
 - Collegiate volleyball player and team captain

Pontificia Universidad Católica de Valparaíso, *Valparaíso, Chile, Summer Semester 2006*

- Completed requirements for Spanish major

Awards

University of Dayton Alumni Association, *Joe Belle Memorial Young Alumni Award, September 2018*

- Selected by the University of Dayton Alumni Association for founding and leading KIPP Nashville College Prep.
- Award recognizes compelling service to students and early career achievement.



**Leadership Framework
and Competency Model**

Introduction

The KIPP Leadership Framework and Competency Model describes the competencies and behaviors considered most important to the performance of KIPP Executive Directors, Principals, Vice Principals/Deans and Grade Level Chairs/other teacher leaders, leaders in our regional shared services teams and KIPP Foundation staff.

Our leadership framework is the high-level category architecture that assists in organizing our competencies and showing how those competencies relate to one another. A competency can be defined as “a cluster of related knowledge, skills and attitudes that affects a major part of one’s job (a role or responsibility), that correlates with performance on the job, that can be measured against well-accepted standards, and that can be improved via training and development” (Parry, 1996, p.50).

Every competency in this model includes key behaviors that make up the competency. The key behaviors within each competency describe the actions a leader takes that demonstrate proficiency in that competency.

This model lays the foundation for several associated tools that will enable us to more effectively select, develop, evaluate, retain, and promote leadership at KIPP. Leadership development tools associated with this model include evaluation tools, goal-setting tools, 360 feedback tools, proficiency and leadership development roadmaps, realistic job preview tools, interview protocols, and selection rubrics.

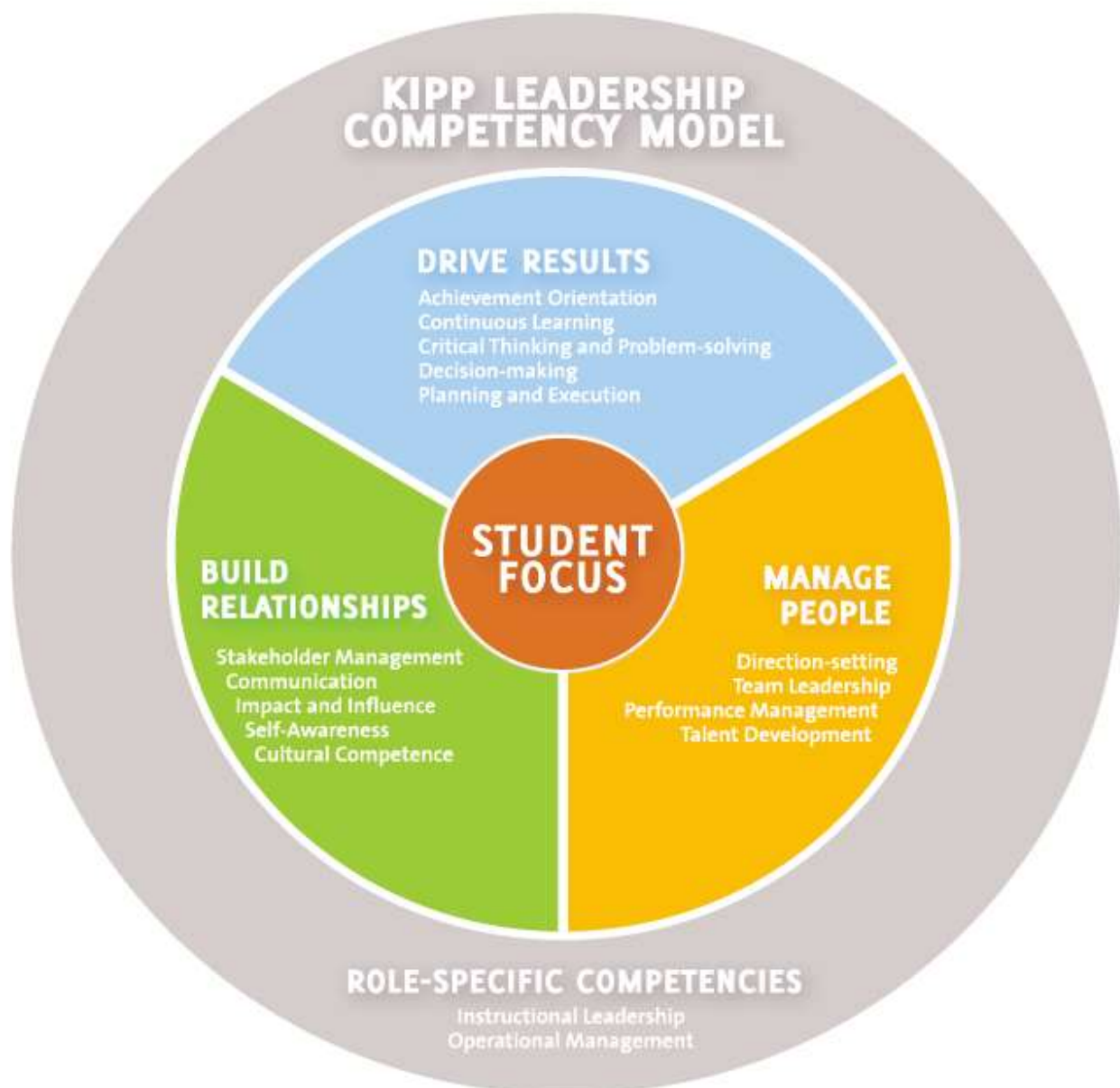
Description of the Framework and Competency Model

Effective KIPP leaders Drive Results, Build Relationships, and Manage People. They do so in order to Prove the Possible for our students. As such, we’ve organized our core framework and competencies into these four categories. Every individual also has critical role-specific competencies that may vary by role across regions and as you cross from school leadership into regional leadership. Essential competencies such as Instructional Leadership and Operations Management fit in this category. The Role-specific Competencies category rings the core competencies because these competencies often make up a very visible part of an individual’s role and because they often rely upon many of the underlying core competencies.

The Prove the Possible category and Student Focus competency are at the middle of our model, helping to always center the efforts of our leaders with a constant focus on what’s best for students. The Drive Results category includes core competencies that are directly associated with the individual’s ability to produce exceptional outcomes and their ability to model and support others in producing exceptional outcomes. The Build Relationships category includes competencies that enable our leaders to work effectively with others. The Manage People category includes competencies that all leaders must demonstrate to ensure that staff and team performance are excellent. Role-specific Competencies include specialized knowledge and skills that are extremely important and highly visible to some, but not all leadership roles at KIPP. For example KIPP Executive Directors and Principals must demonstrate operational skills and knowledge that are not required for KIPP Grade Level Chairs. This category allows flexibility for regional organizations to apply this model to Shared Services Team members whose roles may also require essential domain expertise.

Background and Research Base

The KIPP Leadership Competency Model is both empirically derived and heavily research-based. To create this model we relied partly upon the practical experience of high performing KIPP leaders at all levels and those at KIPP Foundation who work with those leaders. Through both discussions and focus groups, our leaders offered perspective on what competencies are most important to their effectiveness. Focus groups validated this model by providing role-specific examples of every key behavior in the model. We also relied significantly upon research in the organizational, business, and education domains that indicated which competencies and behaviors are most tied to effective leadership, management and student achievement. This research helped us to both prioritize competencies and structure the key behaviors that demonstrate proficiency in those competencies. Appendix A contains a list of the research base that has been referenced to build this model.



PROVE THE POSSIBLE - Student Focus

Key Behaviors: An Effective KIPP Leader...

- : **HIGH EXPECTATIONS.** Expresses high expectations for all students, and expresses belief in their potential to complete college and succeed in life.
- : **STUDENT BEST INTERESTS.** Seeks to understand the needs and motivations of students, and makes decisions with student best interests and needs in mind. Expects teammates and employees to do the same.
- : **COMMITMENTS.** Keeps commitments made to students and ensures that others do the same.
- : **RESPECT.** Establishes and maintains a culture where students are treated with respect.
- : **RELATIONSHIPS.** Establishes and maintains strong relationships with students, and ensures employees do the same.

DRIVE RESULTS - Achievement Orientation

Key Behaviors: An Effective KIPP Leader...

- : **CHALLENGING GOALS.** Demonstrates high expectations by setting challenging goals for him or herself and others.
- : **INITIATIVE.** Takes initiative, going above and beyond typical expectations and making necessary sacrifices to achieve exceptional results.
- : **FOLLOW THROUGH.** Follows through on commitments and promises with an appropriate sense of urgency.
- : **RESILIENCE.** Demonstrates tenacity, persevering through significant challenges to reach goals. Supports perseverance in others.
- : **FLEXIBILITY.** Demonstrates flexibility when plans or situations change unexpectedly. Effectively adjusts plans to achieve intended outcomes.
- : **FOCUS ON RESULTS.** Focuses upon results and how they are achieved. Does not confuse effort with results.

DRIVE RESULTS - Continuous Learning

Key Behaviors: An Effective KIPP Leader...

- : **LEARNING.** Takes responsibility for behavior, mistakes, and results, learns from successes and failures, and teaches others to do the same.
- : **RISK TAKING.** Takes calculated risks and teaches others to do the same.
- : **DATA-BASED IMPROVEMENTS.** Uses data to accurately assess areas for improvement and teaches others to do the same.
- : **RESEARCH.** Uses research to inform practices.
- : **IMPROVEMENT.** Continuously and humbly seeks opportunities for personal and organizational improvement. Proactively solicits and willingly accepts assistance.
- : **INNOVATION.** Values and encourages creative and innovative ideas.
- : **SHARING.** Promotes and contributes to a culture of sharing effective practices within the organization and across the KIPP network.

DRIVE RESULTS - Critical Thinking and Problem Solving

Key Behaviors: An Effective KIPP Leader...

- : **GATHERING INFORMATION.** Gathers information from multiple relevant sources and stakeholders when problem-solving.
- : **SORTING OUT COMPLEXITY.** Identifies useful relationships among complex data from unrelated areas.
- : **ANTICIPATING PROBLEMS.** Anticipates and identifies problems in a timely manner.
- : **BREAKING DOWN INFORMATION.** Breaks complex information and problems into parts.
- : **ANALYSIS.** Analyzes, reflects upon, synthesizes, and contextualizes information.
- : **WEIGHING OPTIONS.** Weighs pros and cons of multiple options to solve complex problems.

DRIVE RESULTS - Decision-Making

Key Behaviors: An Effective KIPP Leader...

- : **PROCESSES.** Establishes decision-making processes, communicating about how decisions will be made and who has input, and ensuring that decisions are made by individuals best suited to make them.
- : **CONSEQUENCES.** Considers both the longer-term and unintended consequences of potential decisions.
- : **SENSE OF URGENCY.** Makes timely decisions, using intuition as well as data in the face of ambiguity.
- : **COMMUNICATING.** Timely conveys decisions to relevant stakeholders and takes follow-up actions to support decisions.
- : **DIFFICULT CHOICES.** Willingly makes and stands by controversial decisions that benefit the organization. Shares understanding of the rationale for decisions, particularly when consensus cannot be reached.

DRIVING RESULTS - Planning and Execution

Key Behaviors: An Effective KIPP Leader...

- : **BACKWARD PLANNING.** Methodically backward plans to achieve short- and long-term goals.
- : **RESOURCES.** Accurately scopes and secures resources needed to accomplish projects.
- : **PRIORITIZING.** Manages time and resources effectively, prioritizing efforts according to organizational goals.
- : **ACCOUNTABILITY.** Regularly compares actual progress to planned milestones and adjusts plans accordingly, holding him or herself and others accountable for achieving intended outcomes.
- : **CONTINGENCY PLANS.** Proactively develops contingency plans in advance of potential or unforeseen circumstances.

BUILD RELATIONSHIPS - Stakeholder Management

Key Behaviors: An Effective KIPP Leader...

- : **NETWORKING.** Seeks opportunities to work with a wide range of individuals and organizations to achieve common goals and better outcomes.
- : **DEVELOPING RELATIONSHIPS.** Develops mutually beneficial relationships and partnerships based upon trust, respect, and achievement of common goals.
- : **TRUST.** Gains the trust of key stakeholders by active listening and seeking to understand their views and needs.
- : **RESPECT & APPRECIATION.** Consistently demonstrates respect and appreciation for others by empathizing, valuing their time and contributions, being available and responsive to their needs.

BUILD RELATIONSHIPS - Communication

Key Behaviors: An Effective KIPP Leader...

- : **LISTENING.** Listens attentively. Seeks to understand other's point of view and confirms understanding.
- : **SYSTEMS.** Establishes and/or uses communication systems that proactively engage key stakeholders, and rely upon a variety of appropriate channels.
- : **WRITING.** Writes clearly, concisely and persuasively. Uses correct grammar, vocabulary and a tone that is appropriate to the message and audience.
- : **SPEAKING.** Speaks in a compelling and articulate manner, adapting communication content and style to different audiences and venues.

BUILD RELATIONSHIPS - Impact and Influence

Key Behaviors: An Effective KIPP Leader...

- : **ADAPTING STYLE.** Adapts personal leadership style/approach to influence others.
- : **MAKING A CASE.** Appeals to emotions and/or reason using data, concrete examples, and demonstrations to make a compelling case for his or her position.
- : **ANTICIPATING & PERSUADING.** Anticipates reactions and addresses concerns of others to help persuade them to move toward a goal.
- : **MOTIVATING ACTION.** Stimulates others to take action and accomplish goals, even when no direct reporting relationship exists.
- : **BUILDING COALITIONS.** Builds coalitions to garner support by aligning proposals/ideas with the needs and priorities of others.

BUILD RELATIONSHIPS - Self-Awareness

Key Behaviors: An Effective KIPP Leader...

- : **INSIGHT.** Understands his/her own strengths and weaknesses.
- : **BALANCING STRENGTHS AND WEAKNESSES.** Balances personal strengths and weaknesses with the strengths and weaknesses of others.
- : **SEEKING GROWTH.** Seeks constructive feedback and other opportunities for self development.
- : **UNDERSTANDING PERCEPTIONS.** Understands how others perceive his/her actions, comments, and tone.

BUILD RELATIONSHIPS - Cultural Competence

Key Behaviors: An Effective KIPP Leader...

- : **RESPECTING COMMUNITY.** Demonstrates knowledge of and respect for the cultures of the community served.
- : **INCLUSIVENESS.** Creates an inclusive environment that respects the culture and community of the students being served.
- : **ADJUSTING BEHAVIOR.** Adjusts behavior according to cultural norms and cues.
- : **WORKING CROSS-CULTURALLY.** Communicates and works effectively with those from diverse backgrounds.
- : **VALUING DIVERSITY.** Creates and sustains an environment in which people from diverse backgrounds and perspectives can succeed.

MANAGE PEOPLE - Direction-setting

Key Behaviors: An Effective KIPP Leader...

- : **VISION, MISSION, VALUES AND GOALS.** Establishes, articulates, aligns, and/or teaches the organization's vision, mission, values and goals.
- : **INSPIRING OTHERS.** Inspires and gains the commitment of others towards the vision, mission, values and organizational goals.
- : **MODELING.** Models organizational values and strong character at all times.
- : **BUILDING CULTURE.** Integrates programs, rituals, and visual artifacts that represent the values throughout the organization.
- : **NEW OPPORTUNITIES.** Anticipates and seizes new opportunities that are aligned with strategic goals.
- : **MANAGING CHANGE.** Manages change by seeking to understand its effects upon the organization and key stakeholders, by guiding others through change, and by addressing resistance to that change.

MANAGE PEOPLE - Team Leadership

Key Behaviors: An Effective KIPP Leader...

- : **CLARIFYING.** Clarifies roles, accountabilities and decision-making among team members.
- : **DELEGATION.** Delegates tasks to appropriate individuals or groups.
- : **COLLABORATION.** Promotes collaboration among team members. Encourages others to cooperate and coordinate efforts.
- : **ENCOURAGING INITIATIVE.** Encourages others to proactively solve problems and take initiative.
- : **CONFLICT.** Models and encourages others to manage conflict openly and productively.
- : **MEETINGS.** Leads team meetings.
- : **CELEBRATING TEAM.** Prioritizes team morale and productivity, celebrating team accomplishments.

MANAGE PEOPLE - Performance Management

Key Behaviors: An Effective KIPP Leader...

- : **SETTING GOALS.** Sets team and individual goals with employees that align with organization vision, mission, values, and goals.
- : **RESOURCES.** Provides resources needed to reach individual and team goals (human assets, dollars, tools).
- : **FEEDBACK.** Consistently coaches others towards goals, recognizes accomplishments and provides timely, relevant, and constructive feedback.
- : **ACCOUNTABILITY.** Holds employees and teams accountable for achieving their goals and for modeling organizational values and strong character.
- : **EVALUATION.** Evaluates performance regularly, identifying learning needs.

MANAGE PEOPLE - Talent Development

Key Behaviors: An Effective KIPP Leader...

- : **RECRUITMENT & SELECTION.** Recruits and/or selects a highly effective staff.
- : **DEVELOPMENT OPPORTUNITIES.** Creates developmental opportunities for staff to be more effective in their roles and progress towards career goals.
- : **ON-THE-JOB DEVELOPMENT** Places individuals in roles and assignments that contribute to their personal and career development. Facilitates cross-team and cross-network movement when appropriate.
- : **RETENTION.** Contributes to the retention of the most talented and valued employees.
- : **SUCCESSION.** Explicitly builds systems that encourage talent to grow in the organization, and develops successors for own position.
- : **POOR PERFORMERS.** Manages out staffs who do not meet expectations or fit KIPP culture.

ROLE SPECIFIC COMPETENCIES - Instructional Leadership

Key Behaviors: An Effective KIPP Leader...

- : **ACADEMIC VISION.** Establishes academic and character vision and / or goals.
- : **CURRICULUM.** Oversees development and alignment of college preparatory curriculum.
- : **INSTRUCTIONAL IMPROVEMENT.** Supports instructional improvement by observing, coaching, modeling for, and teaching staff.
- : **ASSESSMENT.** Oversees the administration of multiple forms of assessments, to measure and improve teaching and learning.
- : **USE OF DATA.** Supports the team in using student and staff performance data to drive improved teaching and learning.
- : **CHARACTER.** Oversees or implements systems that reinforce positive character, behavior, and organizational values for students.

ROLE SPECIFIC COMPETENCIES - Operational Management

Key Behaviors: An Effective KIPP Leader...

- : **GETTING RESOURCES.** Brings resources (people, funding, etc.) into the organization to meet the needs of the strategy.
- : **MANAGING RESOURCES.** Manages resources (people, financial, equipment) effectively to support the organization's short and long term goals.
- : **FINANCIAL DECISIONS.** Uses financial information to make sound decisions.
- : **VIABILITY.** Maintains a focus in the organization on the critical details essential to keeping the business running, such as risk management and compliance systems.
- : **SUSTAINABILITY.** Establishes systems with the long-term sustainability of the organization in mind.
- : **BOARD DEVELOPMENT.** Develops a group of committed board members who make concrete contributions to the school/region's success, and who have the diverse skill-set and talents necessary to meet critical needs of the organization.

Appendix A: List of Leadership Competency Model References

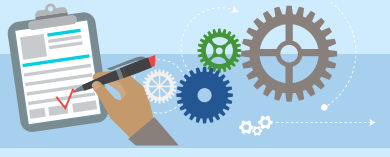
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Research shows effective School Leaders develop their successors and their teachers' instruction through these 8 actions:



1 Set ambitious school-wide vision and goals that lead students on a path to and through college

- ✔ **Do:** Identify and communicate the school's annual goals and priorities
- ✔ **Do:** Articulate a vision for high-quality instruction
- ✘ **Don't:** Place school culture goals above instructional vision and goals



2 Relentlessly plan and prioritize to achieve goals

- ✔ **Do:** Develop a strategic plan to close the gap between the school's current performance and annual goals
- ✔ **Do:** Intentionally prioritize own time to focus on instructional leadership and teacher development
- ✘ **Don't:** Directly manage too many non-instructional priorities

3 Develop a pipeline of future leaders and teach and insist that leadership team members are true owners of the work



- ✔ **Do:** Develop leaders and cultivate a leadership pipeline (teacher, teacher leader, assistant principal)
- ✔ **Do:** Empower Leadership Team to make decisions and hold them accountable for their areas of ownership
- ✘ **Don't:** Make every decision
- ✘ **Don't:** Spread oneself too thin by spending too much time on event management, student discipline or school operations

4 Model strong school culture and avoid spending too much time on reactive student discipline



- ✔ **Do:** Outline and model expectations for leaders, teachers and students on school-wide practices for a positive learning culture
- ✔ **Do:** Evaluate school culture through proactive, scheduled monitoring
- ✘ **Don't:** Spend more than 10-15% of time on reactive student discipline



...and the KEY difference between a GOOD and a GREAT School Leader is a laser focus on instructional leadership

5 Hire and retain the best of the best



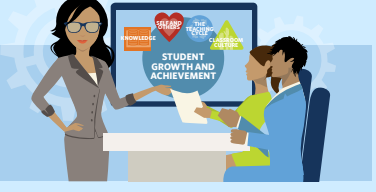
- ✔ **Do:** Hire and retain diverse, highly-effective school staff
- ✘ **Don't:** Allow ineffective teachers to continue teaching without a strategic development plan

6 Build knowledge and expertise in effective instructional design and academic standards



- ✔ **Do:** Unpack standards to develop staff's conceptual understanding of what students must know and be able to do
- ✔ **Do:** Develop own and school staff's knowledge of how standards map to curriculum and assessment of student mastery
- ✔ **Do:** Ensure teachers know what instructional methods (i.e. close reading) best drive student mastery and how to execute them well
- ✘ **Don't:** Create an instructional design that's not clearly aligned with regional plan or annual goals
- ✘ **Don't:** Make instructional design decisions (on methods, curriculum, time, etc.) that are not supported by research

7 Develop teachers to provide rigorous and high quality instruction through the enabling systems of the Academic Strategies Pyramid



Spend ~75% of time focused on driving teacher performance and student academic outcomes

- ✔ **Do:** Ensure all teachers receive targeted, weekly instructional coaching that deploys a variety of coaching techniques: observation and feedback, data-driven instruction, lesson study or looking at student work
- ✔ **Do:** Regularly observe instructional coaches to ensure they are providing high-impact, actionable and bite-sized feedback
- ✔ **Do:** Work with teachers and Leadership Team to analyze student data and identify strategies that will move students towards mastery
- ✔ **Do:** Ensure content teams and school-wide workshops drive highest-impact improvements in teacher practice
- ✘ **Don't:** Expect results without accountability and follow up
- ✘ **Don't:** Act as instructional coach for ALL teachers
- ✘ **Don't:** Allow content team meetings to be deprioritized and meet less than once per week
- ✘ **Don't:** Invest in school PD that is not aligned to school's instructional priorities or is not focused on specific improvements grounded in data



8 And...Foster sustainability by engaging lifelines and renewing to get stronger



LEADING FOR LEARNING

To double our outcomes while doubling our size, School Leaders must focus their time on **instructional leadership** and **developing future school leaders**



An effective School Leader:

Accounts for

25% of a school's total impact on student achievementⁱ

Keeps great teachers -

96% of teachers believe **supportive leadership** is absolutely essential to retaining highly effective teachersⁱⁱ

Is

7x more likely to improve achievement in mathematics and

4x more likely to improve achievement in readingⁱⁱⁱ

So, what drives School Leader effectiveness?

Myth: The more hours a School Leader works, the better the results

FACT

In a study of 1,850 School Leaders, researchers found the **highest performing leaders did not work more**, but instead spent their time differently than less effective leaders

Effective School Leaders spend



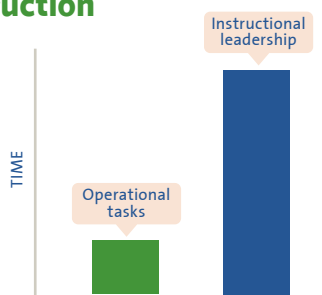
75% of their time focused on instruction and work that directly improves teaching and learning^{iv}

Myth: A School Leader must “do it all” since being accountable for the school means making all of the decisions

FACT

The most successful leaders distribute the work; they **prioritize their time** less on “doing it all” and more on a **handful of actions that improve instruction** like observing and coaching teachers

Highly effective School Leaders **delegate all tasks that don't directly drive instruction**, such as: school operations, compliance, food services and transportation to **focus on instructional leadership**^v



Sources:

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KIPP

www.kipp.org

Support for each of the School Leader “Do” and “Don'ts” comes from a vast research base including a review of KIPP's High-performing School Leaders and over 50 books, articles and large-scale analytical studies on principal effectiveness. A sampling of this literature includes: Michael Fullan's The Principal; Paul Bambrick-Santoyo's Leverage Leadership; Richard DuFour and Robert J. Marzano's Leaders of Learning; Kim Marshall's High Leverage School Leader Activities; McKinsey & Co.'s Capturing the Leadership Premium; New Leaders for New Schools' Playmakers: How Great Principals Build and Lead Great Teams of Teachers; Public Impact's School Turnaround Competencies; US DOE's Achieving Dramatic School Improvement; and Stanford Education Institute's Principal Time Use, Mathematica Policy Research's Understanding the Effect of KIPP as it Scales: Volume II, Leadership Practices at KIPP.

Attachment I

Employee Manual

KIPP:Nashville

TEAM AND FAMILY EMPLOYMENT POLICIES

Climb the Mountain.

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Table of Contents

Foreword.....	3
Introduction	4
Employment Policies	
Equal Employment Opportunity (EEO) Policy.....	5
Discrimination and Harassment Policy	6
Grievance Policy.....	7
Substance Abuse Policy	8
Personnel Data Changes	9
Employment Classifications	9
Payroll and Compensation.....	10
Termination	10
Standards of Conduct	11
Treatment of Students.....	13
Student and Staff Engagement Guidelines.....	13
Performance Evaluations.....	13
Work Schedules	13
Inclement Weather	14
Licensure and Certification.....	14
Professional Attire	14
Safety.....	14
Resignation.....	15
Summary of Benefits	16
Holidays	16
Paid Time Off	16
Medical, Disability, Life Insurance.....	17
Pension and Retirement Plan.....	17
Family and Medical Leave.....	18
Bereavement Leave	19
Jury Duty Leave.....	20
Military Leave	20
School Property and Communication	
Technology Policy	21
Email Policy	22
Social Media Policy	23
A Closing Word	25
Employee Acknowledgement Form.....	26

Foreword



KIPP Nashville's mission is to cultivate in its students the character and academic skills needed to succeed in rigorous high schools and colleges, and to become productive citizens in the world beyond. We will do this by creating school cultures that improve student outcomes, support its teachers and staff, and ensure that the student growth is sustained over time. We thank you for being part of our team of talented individuals committed to providing our students with a college preparatory education and the skills to succeed in school and life.

Introduction



The information in this document is provided to acquaint you with the policies and procedures of KIPP Nashville and is intended to provide guidelines on how employees and managers can work together to meet the goals of the organization. As part of this collaborative process, all employees should read, understand and comply with all provisions of this handbook.

- The handbook does not create a contract, express or implied
- The handbook is not all-inclusive, and is only a set of guidelines from which KIPP Nashville may deviate as necessary
- This document applies to all KIPP Nashville employees
- The handbook does not alter the "at-will" relationship between employer and employee
- The handbook does not guarantee employment for any definite period of time, nor does it guarantee benefits for any employee
- The handbook supersedes any previous handbook or unwritten policies
- The handbook can be changed by the organization at any time, and we will do our best to communicate significant changes as they occur

Employment Policies



Equal Employment Opportunity Policy

KIPP Nashville actively recruits, selects, and promotes qualified employees who are broadly representative of the community served. KIPP Nashville is committed to providing equal employment opportunity for all persons regardless of race, color, religion, sex, age, national origin, or disability. Equal opportunity extends to all aspects of the employment relationship, including hiring, transfers, promotions, training, terminations, working conditions, compensation, benefits, and other terms and conditions of employment.

KIPP Nashville complies with federal and state equal employment opportunity laws and strives to keep the workplace free from all forms of harassment, including sexual harassment. {Note: See the discrimination and harassment policy in the next section}

KIPP Nashville will make reasonable accommodations, as defined by the Americans with Disabilities Act (ADA), for employees' and applicants' disabilities of which they are aware. Individuals should contact their School Leader to request an accommodation. All complaints of prohibited harassment or prohibited discrimination will be investigated promptly and will be handled as confidentially as possible. Employees following this complaint procedure are protected against illegal retaliation.

Any reported violations of the Equal Employment Opportunity (EEO) law or this policy will be investigated. Managers or employees found to have engaged in discriminatory conduct, retaliation, or harassment are subject to immediate disciplinary action, up to and including termination of employment.

Discrimination and Harassment Policy

KIPP Nashville is committed to maintaining a work environment that is free of discrimination, in accordance with Title VI of the Civil Rights Act of 1964. In keeping with that commitment, we will not tolerate harassment of KIPP Nashville employees by anyone, including any manager, co-worker, vendor, volunteer, contractor or other regular visitor of KIPP Nashville. KIPP Nashville considers harassment in all forms to be a serious offense. Employees who have been subject to prohibited harassment should immediately report the incident according to the procedures set forth in this handbook. Employees who have been subject to discrimination should immediately report the incident to their manager, the School Leader, and/or the Director of Human Resources. In the event that an employee has a complaint of prohibited discrimination against the manager or school leader, the employee should immediately report the incident to the Executive Director. In the event that the complaint is against the Executive Director, they should report the incident to the KIPP Nashville Chairman of the Board.

Harassment consists of unwelcome conduct, whether verbal, physical, or visual, that is based upon a person's protected status, such as sex, color, race, ancestry, national origin, age, disability, or other legally protected group status. KIPP Nashville will not tolerate harassing conduct that affects tangible job benefits, that interferes unreasonably with an individual's work performance, or that creates an intimidating, hostile, or offensive working environment. Such harassment may include, for example, jokes about another person's protected status, kidding, teasing or practical jokes directed at a person based on his or her protected status.

The prohibited conduct also includes: (a) epithets, slurs, negative stereotyping, or intimidating acts that are based on a person's protected status; and (b) written or graphic material circulated within or posted within the workplace that shows hostility toward a person or persons because of their protected status.

Sexual harassment deserves special attention. Unwelcome sexual advances, requests for sexual favors, and other physical, verbal, or visual conduct based on sex constitute sexual harassment when (1) submission to the conduct is an explicit or implicit term or condition of employment, (2) submission to or rejection of the conduct is used as the basis for an employment decision, or (3) the conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Sexual harassment is conduct based on sex, whether directed towards a person of the opposite or same sex, and may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing," "practical jokes," jokes about obscene printed or visual material, and physical contact such as patting, pinching or brushing against another person's body with the intent of harassment.

All KIPP Nashville employees are responsible to help assure that we avoid harassment. If you feel that you have experienced or witnessed harassment, you are to notify the School Leader and/or the Director of Human Resources immediately (see 1st paragraph of this section for the detailed protocol). KIPP Nashville forbids retaliation against anyone for reporting harassment, assisting in making a harassment complaint, or cooperating in a harassment investigation. If you feel you have been retaliated against, you are to notify the School leader, the Director of Human Resources, or the Executive Director immediately.

KIPP Nashville will investigate all complaints of harassment thoroughly and promptly. To the fullest extent practicable, KIPP Nashville will keep complaints and the terms of their resolution confidential. If an investigation confirms that a violation of this policy has occurred, KIPP Nashville will take appropriate, corrective action, which may include discipline up to and including immediate termination of employment.

Background Investigations Policy

To ensure the safety and welfare of students and staff, KIPP Nashville shall require criminal history background checks and fingerprinting of applicants for all positions. Additionally, Department of Children's Services background checks, Department of Health abuse registry checks, and sex offender registry checks will be pulled for all positions upon hire, and every three (3) years thereafter.

The employee is responsible for notifying the Director of Human Resources in writing of any changes to his or her criminal history records including but not limited to information which might be obtained via a Metro Davidson County Police records check, child protective services record check, or motor vehicle record check.

All associated information will be maintained in a secure location via KIPP Nashville's Human Resources Information System, and destroyed when no longer needed.

Grievance Policy

In order to deal effectively with concerns or complaints from individuals and/or organizations regarding the services provided by the KIPP Nashville program or a possible violation of the anti-discrimination policy of Title VI, staff and volunteers shall follow the following grievance procedures:

Volunteers

If a complaint is lodged against a KIPP Nashville volunteer:

- 1) The volunteer's immediate manager is to be notified
- 2) The matter is to be reviewed and resolved by the immediate manager, the School Leader, and/or the Director of Human Resources. Such review shall include contact with the complainant and the volunteer.

KIPP Nashville School-Based Staff

If a complaint is lodged against a KIPP Nashville employee, other than the School Leader:

- 1) The School Leader is to be notified
- 2) The matter is to be reviewed by the School leader and/or the Director of Human Resources is to include contact with the complainant and the KIPP Nashville employee who is the subject of the complaint.

School leader or School Support Team Staff

If a complaint is lodged against the School Leader or School Support Team staff, it is to be directed to the Director of Human Resources and/or the Executive Director.

Executive Director

If a complaint is lodged against the Executive Director, it is to be directed to the Chairman of the KIPP Nashville Board of Directors and shall be resolved by the Executive Committee.

Substance Abuse Policy

KIPP Nashville is committed to providing a safe work environment and to fostering the well-being and health of its employees. That commitment is jeopardized when any employee illegally uses drugs on or off the job, comes to work under the influence of alcohol or illegal drugs, possesses, distributes, or sells drugs.

It is a violation of this policy for any employee to use, possess, sell, trade, offer to sell, or offer to buy illegal drugs or otherwise engage in the illegal use of drugs on or off the job. It is a violation of this policy for any employee to report to work under the influence of illegal drugs in any detectable amount. It is a violation of this policy for any employee to report to work under the influence of alcohol. It is a violation of this policy for any employee to use prescription drugs illegally, i.e. to use prescription drugs that have not been legally obtained or in a manner or for a purpose other than as prescribed.

From time to time alcohol may be a part of a KIPP Nashville sponsored social events. Such events shall receive advance written approval from the School Leader and Executive Director before alcohol is allowed on premise and it shall this be allowed only for the purpose of the event. KIPP Nashville employees are expected to conduct themselves in a socially responsible and legal manner during such events.

It is a condition of employment for all employees to submit to substance abuse testing under the following circumstances:

1. When there is a reasonable suspicion to believe that an employee has violated this policy;
2. Routine fitness-for-duty substance abuse testing;
3. As part of a follow-up program for treatment of substance abuse;
4. When an employee causes, contributes to, or is involved in an on-the-job accident that causes damage to property or injury to any person; and
5. Random testing.

Failure to submit immediately to a required substance abuse test will result in immediate termination from employment. Substantiated reports of illegal drug use on school grounds or at a school event may be grounds for termination.

If an individual tests positive, he/she will receive written notification of the test result from the test Director of Human Resources. Employees and job applicants who have received a positive confirmed test result may explain or contest the test result to the Director of Human Resources within five working days after receiving written notification of the test result. Employees and job applicants may confidentially report to the manager the use of prescription or nonprescription medications. The manager shall report a positive confirmed test result to Director of Human Resources with any explanation or contest by the employee or job applicant. Any individual may contest the positive confirmed test result pursuant to rules adopted by the Tennessee Department of Labor. A positive

confirmed test result may result in immediate termination from employment (subject to any relevant state or federal law restrictions). Bus Drivers are subject to the regulations outlined for school bus drivers by the Tennessee Department of Transportation as outlined in the Transportation Team Handbook.

Employees who voluntarily report the use of illegal drugs or the abuse of alcohol prior to being requested to take a substance abuse test, will be offered the opportunity to enter a substance abuse treatment program at their own expense if not otherwise covered by their medical insurance. Employees will be placed on an unpaid leave of absence during the treatment program, and must satisfactorily complete the program in order to be reinstated to their job. Employees must pass a substance abuse test prior to reinstatement, and will be subject to random substance abuse tests thereafter.

The confidentiality of all information received by the School through this Substance Abuse program will be maintained, except as otherwise provided by law.

Personnel Records

KIPP Nashville will maintain secure personnel records and permit inspection of the same, except for matters deemed confidential by law. This will include: applications and contracts, professional certifications, evaluations, background authorization and disclosure forms, i-9 form and documentation, verification of background check completion, and verification of e-verify.

Health Requirements, Procedures and Records

In all instances, school personnel shall respect an individual's right to privacy and treat any medical diagnosis as confidential information.

Each employee of KIPP Nashville is required to present a physician's certificate showing a satisfactory health record to be eligible for employment. KIPP Nashville employees will be trained in procedures for handling bodily fluids to ensure a sanitary environment for staff and students, and appropriate supplies will be maintained at each school.

In accordance with Tennessee state law, no employee of KIPP Nashville who is living with HIV or AIDS shall be prevented from entering or continuing their employment. KIPP Nashville reserves the right to require an employee to undergo an evaluation when another communicable illness is suspected. If information is received regarding an employee's HIV status, this will not be documented in their personnel file and will remain strictly confidential, only to be released to authorized individuals or by court order.

Employees who are at high risk of occupational exposure to Hepatitis B (e.g. custodians, school nurses) will have access to personal protective equipment, including HBV vaccinations. When any employee is known to have been exposed to HBV on the job site, KIPP Nashville will provide vaccinations, and an accident report will be filed and maintained for one year.

Employment Classifications

Each employee shall be designated as either Non-Exempt or Exempt pursuant to federal and state wage and hour laws. Non-exempt employees are entitled to overtime pay under the specific

provisions of federal and state wage and hour laws. Exempt employees are not entitled to overtime and are excluded from specific provisions of federal and state wage and hour laws. An employee's Non-Exempt or Exempt status may be changed only by notification from the Director of Human Resources.

In addition to the above, all employees of KIPP Nashville are classified as one of the following:

- *Full-time employees:*
Employees who work more than 25 hours per week are considered full-time employees.
- *Part-time employees:*
Employees who work 25 hours per week or fewer are considered part-time employees..
- *Seasonal employees:*
Employees who work for short-term periods (eg. 1-2 months) on a regular basis (eg. annually) are considered seasonal employees.

Non School Employment

Outside employment is regarded as employment for compensation which is not within the duties and responsibilities of the employee's regular position with the school/school system. An employee will not perform any duties related to an outside job during his/her regular working hours or during the additional time that the responsibilities of the position require, nor will an employee use any KIPP Nashville facilities, equipment or materials in performing outside work.

Payroll and Compensation

KIPP Nashville's pay policy is to ensure you are accurately and timely compensated for all time worked. If you have questions about the work schedule for your role, ask your Manager/School Leader for clarification.

All KIPP employees are paid every two weeks for the days worked in the pay period.

- Our pay week runs Sunday through Saturday
- Our pay period runs one week behind the pay week.
- The 11 month work schedule includes, but is not limited to teachers, counselors, specialists. Salaried (not hourly) employees in this category who are in good standing on the last day of the school year are paid through the month of June as well.
- The 12 month work schedule includes, but is not limited to, School Support Team members and School Leadership Teams. All 12 month employees are paid for days worked throughout the school year and the summer.

Questions Concerning Your Pay

Overtime pay for non-exempt employees is paid by KIPP Nashville in accordance with the Fair Labor Standards Act. Employees must receive permission from their manager before working overtime.

While KIPP Nashville takes every precaution to avoid errors in your paycheck, at times errors can occur. If you believe that a deduction has been taken for your salary improperly (one not allowed by

law), promptly report *in writing* the error you believe occurred to your manager. Your manager or other responsible school representative will obtain the correct information for you. If an error is found, the adjustment will be made promptly, along with our continued commitment to avoid such error in the future.

Termination

While rare, termination may be appropriate in cases of misconduct or other actions on the part of the employee. While it is impossible to list every type of behavior that may be deemed misconduct, the following includes examples of problems that may result in termination of employment:

- Misuse of agency funds
- Refusal to carry out assigned duties
- Falsification of records
- Breach of confidentiality
- Poor performance
- Violation of substance abuse policy
- Threatening, intimidating, striking or coercing fellow employees
- Failure to demonstrate an ability to effectively carry out assigned duties
- Failure to complete required, ongoing training
- Excessive or unexcused absenteeism
- Allegations of child abuse or neglect on the part of the employee
- Sexual harassment

Standards of Conduct



Standards of Conduct

All KIPP Nashville employees are expected and required to meet acceptable performance standards and otherwise conduct themselves in an appropriate manner during the course of their employment. The standards listed below are published for your information and to guide your conduct on a day-to-day basis. The list is not meant to be all-inclusive, and various other circumstances may arise requiring the discipline and/or immediate termination of an employee. KIPP Nashville recognizes that each incident that may arise in the workplace will present a unique set of circumstances. The unique situations will be relevant surrounding circumstances. **For this reason, the standards described below are not intended to form any contract between the School and its employees as to the procedures to be followed concerning any rule violation.**

Employees should be aware that violation of any of the school's standards of conduct may result in disciplinary action, up to and including termination.

1. Insubordination and/or being in disregard of, or inattentive to, working directions and instructions received from supervision or refusal to comply with same.
2. Willful violation of School or government rules and regulations.

3. Dishonesty of any kind in relations with the School, such as theft or pilferage of School property, the property of other employees, or property of others entrusted to the School, as well as any action constituting a criminal offense, (other than minor traffic offenses) whether committed on duty or off duty as allowed under state and federal law.
4. Unsatisfactory work performance or otherwise failing to perform work up to the standards expected of School employees.
5. Excessive or unexcused absenteeism or tardiness, including violation of any rule pertaining to attendance, subject to requirements under relevant state and federal law. {Note: The ADA requires reasonable accommodations of leave, even when no leave is available, so we consider this on a case by case basis.}
6. Misrepresentation of facts or falsification of records, including but not limited to, personnel records, reasons for requesting a leave of absence or time off, and information in connection with the obtaining of employee benefits or misuse of such benefits.
7. Failure to return to work upon expiration of authorized leave, unless valid excuse is given or leave is extended, or it is otherwise required under relevant state and federal law.
8. Failure or refusal to perform work as required or directed.
9. Engaging in any acts of violence, fighting, threats of violence, or otherwise engaging in disorderly conduct, horseplay, intimidating conduct, or otherwise interfering with another employee's work activities.
10. Violation of substance abuse policy.
11. Violation of harassment policy.
12. The use of School time, materials, facilities or equipment for purposes not related to School business.
13. Engaging in any commercial activity, including outside employment that conflicts with or gives the appearance of conflicting with the interests of the School, without first having obtained the written consent to such activity by the School leader and/or the Director of Human Resources.
14. Knowingly permitting unauthorized persons to be in school facilities or on school property.

This list is not meant to be all-inclusive.

Treatment of Students

KIPP Nashville employees are held to the highest standard regarding their treatment of students. The mission of KIPP Nashville is founded on the conviction that *all* students can learn and that its employees have a personal responsibility to respect and support all students in their academic endeavors. Verbal or physical abuse and/or demeaning or harsh treatment can damage a child's educational and emotional development. Moreover, such behavior runs counter to the mission of KIPP Nashville. Employee treatment of students at all times must respect these principles and be above reproach.

The following are examples of actions that are not permissible in KIPP Nashville:

- Using scare tactics to intimidate and/or control children
- Pulling children by arms, ears, or any other manner. If children need to be restrained, proper restraint techniques must be used by individuals trained and with valid restraint certification.
- Unnecessarily or inappropriately touching children.
- Isolating children in a manner so as to punish them.
- Making harsh or demeaning statements to students.
- Engaging in corporal punishment.

Student and Staff Engagement Guidelines

This policy refers to any current KIPP student, or recent alumni college-age or younger.

Professional Boundaries

This policy outlines expectations for all faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff. Healthy, supportive relationships are a pillar of the KIPP community. Trespassing the boundaries of a student/KIPP employee relationship and violation of this policy can lead to disciplinary consequences up to and including termination of employment. In addition, criminal penalties and sanctions against an educator's certificate may result for certain conduct with students.

All staff must carefully review this policy along with each of the examples given in the policy related to acceptable and unacceptable employee behavior (see examples section below). Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations, whether or not explicitly listed, that could prompt suspicion by parents, students, colleagues, or principals. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "*Would I be engaged in this conduct if my family or colleagues were standing next to me?*"

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of providing the examples of acceptable and unacceptable behaviors listed below is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff members must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all

employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities.

Duty to Report

When any employee becomes aware of another staff member or adult on campus having engaged in unacceptable behaviors as specified in this policy or behaviors regarding professional boundaries otherwise causing suspicion, he or she must immediately report the matter to their principal and the Director of Talent. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrators to investigate and thoroughly report the matter. Beyond boundary violations, known or suspected abuse must be reported to police or protective services. If a staff member is suspended or dismissed for sexual misconduct, administrators are required to report this action to the State Board of Education.

Failure to Follow this Policy

Failure to follow this policy, either intentionally or unintentionally, is subject to disciplinary action, up to and including termination, depending on the severity of the violation. Additionally, the violation may be reported to the appropriate law enforcement agency, as required by law. Any questions regarding this policy should be directed to Human Resources.

Examples

The following examples are not intended to be all-inclusive

Examples of unacceptable behaviors (violations of this policy):

- Giving gifts to an individual student that are of a private and intimate nature.
- Kissing, accepting kisses, or rubbing students on any part of their body.
- Having students sit on your lap.
- Any type of unnecessary physical contact with a student in a private situation.
- Making or participating in flirtatious or sexually inappropriate comments.
- Sexual jokes or innuendo.
- Telling stories that are sexually oriented.
- Discussing your own personal relationships or intimate issues with a student in an attempt to gain their support and understanding of you.
- Spending time outside of regular school hours with student or alumni unless it has been approved by your supervisor and their guardian.
- Visiting a student in their home unless a parent, guardian, or another adult is present.
- Allowing a student or a group of students to spend time at your home. (KIPP Staff who are parents of KIPP students may have students over, provided they are there to play with the child.)
- Spending the night with a student. If an overnight at a hotel is required, the staff member must have parental consent, school leader approval, more than one KIPP adult on the outing, and a legitimate school reason (field trip, out of area tournament).
- Excessive texting or e-mailing; exchanging texts or emails at hours when a student reasonably should be sleeping.
- Sharing alcohol, drugs, or cigarettes with a student, purchasing for a student, consuming around any student, or discussing with students in a manner other than to educate.

Examples of acceptable and recommended behaviors:

- Getting school and parental written consent for any after-school activity.
- Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- E-mails, text, phone and instant messages to students that are professional and pertain to school activities or classes.
- If necessary to meet alone with a student, ensure that the interaction is observable/interruptible by keeping door cracked, meeting in a room with visible windows, or other interventions. (Counselors may also need private space so long as they are logging their meetings and/or informing a manager.)
- Giving gifts to groups of students if other staff know about it in a manner that does not promote the appearance of favoritism.
- Stopping and correcting students if they cross your own personal boundaries.
- Involving your supervisor if conflict arises with a student.
- Informing your principal about situations that have the potential to become more severe.
- Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- Giving students praise and recognition without touching them.
- Side hugs, child initiated hugs, or hugs where staff has asked, "Would you like a hug?"
- Pats on the back, high fives and handshakes.
- Asking for advice from administrators if you find yourself in a difficult situation related to boundaries.

Student Supervision

Students should be supervised by a KIPP faculty member at all times, and parents should know where their children are at all times. Planning with the end in mind, if an accident should happen to a student or students, this question will be asked: Where was the faculty member? The faculty member should use his/her best judgment in terms of supervision so that there is a responsible answer to this question.

Classroom Conduct

KIPP Policy is that no faculty member or volunteer will be alone with any student, regardless of age, or gender, behind a closed door or in any other isolated situation except in extremely limited extenuating circumstances involving an emergency.

When a situation arises that calls for a faculty member to be alone with a student, it is the faculty member's responsibility to leave the door open, move to an open location, or to seat him/herself and the student where they are completely visible to passersby. Staff should not tape up, block, or cover up windows in such a way as to prevent outsiders from being able to see into a classroom. Teachers and students must be visible through the doorway, or door window, of any classroom. If covering is required for testing or other extraordinary circumstances, it should be removed as soon as possible. When a counselor or other administrator needs a private space for a confidential meeting, they are expected to log their meeting or notify another staff member.

It is also KIPP Policy that classroom doors remain unlocked until the close of the day, except when rooms are unoccupied, or except in emergency situations as directed by the School Leader or his/her designee.

Transportation

KIPP staff members open themselves up to a variety of risk in transporting students and we recommend that this is avoided to the fullest extent possible. If an extenuating situation arises where student transport is necessary and you wish to do so, observe the following guidelines:

- Students age 8 or younger cannot be transported by KIPP staff.
- Gain permission from parent, guardian or emergency contact if necessary.
- Student must sit in the back seat of the vehicle and wear a seat belt.
- Inform your manager or Director of Operations if you plan to transport a student.

If you find yourself in a situation where a student is in need of transport and it cannot be fulfilled within the above guidelines, contact an administrator for support. KIPP staff are not required to transport students as part of their job responsibilities and may always decline a request for transportation if desired.

Performance Evaluations

We deeply value the growth and development of all staff members, and prioritize regular conversations on performance as well as formal performance evaluations. The performance of each employee is evaluated by his or her manager on an annual basis, at minimum. The performance review is to be conducted prior to the conclusion of the spring semester. Each employee should have a clear understanding of the standards upon which he or she will be evaluated.

Work Schedules

Attendance and punctuality are important factors in the evaluation of employees in KIPP Nashville. The KIPP Nashville hours of operation may differ for each school and on the School Support Team. The School Leader or Executive Director determines the hours of operation at each school/team. Depending on the job responsibilities of the employee, they may have an earlier or later daily start and/or end time for his or her work day.

Lateness is defined as arriving after an employee's scheduled time.

If you are absent from your position for three days without notifying your manager, it is assumed that you have voluntarily left your position and you will be removed from payroll.

All staff members are required to notify their School Leader/Manager in advance of any absences (including sick days and vacation) according to the school specific protocol. If you accumulate excessive absences above and beyond the allotted leave outlined in the Benefits and Leave section below or fail to notify your School Leader/Manager of the leave, then you may be subject to disciplinary action (including termination).

Inclement Weather

KIPP Nashville does not want its employees taking unusual risks traveling to work in the face of inclement weather. KIPP Nashville will be closed if the Metropolitan Nashville Public Schools (MNPS) are closed or if the Regional Leadership Team deems it appropriate. In such an event where the

office is closed due to inclement weather, full-time and part-time employees will be paid according to their normal pay schedule.

Licensure and Certification

All certificated employees of KIPP Nashville are required to maintain the appropriate active licenses as outlined by the State of Tennessee Office of Teacher Licensure during their full term of employment. Continued employment with KIPP Nashville is contingent upon remaining in good standing with the TN Office of Teacher Licensure. Employees who fail to maintain current licensure may be subject to termination from KIPP Nashville.

Professional Attire

School employees should present a positive role model in dress and behavior for students at all times. Teachers and office staff should present a professional appearance and dress professionally. When specified by your School Leader and/or senior leadership, employee dress code may change. Professional attire is generally regarded as dress slacks, dresses, blouses, buttoned down or collared shirts.

Safety

KIPP Nashville is committed to providing a safe environment and complying with all federal and state workplace safety requirements. Maintaining the security of KIPP Nashville's buildings and vehicles is every employee's responsibility. Employees should develop habits that ensure security as a matter of course. For example:

- Employees should know the location of all alarms and fire extinguishers, and familiarize themselves with the proper procedure for using them, should the need arise.
- Employees should know the fire drill routes posted in each classroom and procedures to follow in case of emergency.

KIPP Nashville prohibits all persons, including employees, who enter KIPP Nashville property from carrying a handgun, firearm, knife, or other weapon as defined in T.C.A. § 39-17-1309 regardless of whether the person is licensed to carry the weapon. The only exception to this policy will be police officers, security guards or other persons who have been given written consent by KIPP Nashville to carry a weapon on KIPP Nashville's property as part of official duties. When appropriate, in addition to any disciplinary actions that may be taken in accordance with KIPP Nashville policy, violators of this policy may be referred to the appropriate police and legal authorities for prosecution.

Resignation

An employee-initiated termination constitutes a resignation. Although advance notice is not required, KIPP Nashville requests *at least* two weeks' notice of resignation. Notice should be in writing and addressed to the employee's manager as well as the School leader.

Employee Benefits



Summary of Benefits

KIPP Nashville provides all full-time employees are provided a range of benefits. A number of benefits, as prescribed by law, apply to all employees and include Social Security benefits, Worker's Compensation, state disability, and unemployment insurance.

Full-time and part-time employees who have completed their introductory period may be eligible for the following:

- Paid Holidays
- Paid Time Off
- Medical, Disability, and Life Insurance
- Pension and Retirement Plan
- Family and Medical Leave
 - Primary and Secondary Caregiver Leave
- Bereavement Leave
- Jury Duty Leave
- Military Leave

Holidays

KIPP Nashville will set the upcoming school calendar in March each year. KIPP Nashville largely follows Metropolitan Nashville Public Schools calendar, though there are occasionally differences. We do include a paid summer break, fall break, winter break, and spring break for full-time staff.

Occasional employees will not be expected to be present on holidays or at any time during which the KIPP Nashville offices are closed, and they will not receive pay for those holiday hours or hours when the office is closed.

Paid Time Off

We believe that it is mission critical that all school-based staff are present when students are present, though we recognize that there may be occasions that require time off during the school year. KIPP Nashville's paid time off policy provides employees with the flexibility to use paid leave time to meet personal needs. Our paid time off resets on July 1 of each year. For mid-year hires, PTO reflects a prorated rate given their employee type (see below).

Paid Time Off days must be approved in advance, in according with your school's procedure. Certain days will not be approved for PTO, including quarterly data days and the days immediately before and after breaks (specifically, Fall, Thanksgiving, Winter, Spring and Summer Breaks). Should staff be absent on these mandatory days, those days will be unpaid time off. Managers have the authority to deny a PTO request at any time. Unused paid time off days cannot be carried over to the next year. Time off is taken in half and full day increments.

- **11 Month Salaried Employees** | The vacation package for 11 month salaried employees includes 29 paid days off built in throughout the 11 month work schedule (including holidays, Fall Break, Thanksgiving Break, Winter Break, and Spring Break), as well as Summer Break. Every full-time 11 month employee is allotted a six (6) paid leave days beyond the build in holidays and breaks, which may be used for sick days or other personal needs at the employee's discretion.
 - *After two complete, consecutive years with KIPP Nashville as a full-time employee, employees will receive two (2) additional paid leave days, for a total of eight (8) paid leave days.*
 - *After four complete, consecutive years with KIPP Nashville as a full-time employee, employees will receive two (2) more paid leave days, for a total of ten (10) paid leave days to be used throughout the year.*
- **11 Month Hourly Employees** | Every full-time hourly employee is granted the same holiday and PTO schedule as our 11 Month Salaried Employees. Hourly employees are not paid during the summer when school is closed.
- **12 Month School Staff** | Each full-time 12 month school based staff member (e.g. School Leaders, Directors of Operations, Assistant Principals, and others that vary by school) is allowed the same PTO as 11 Month Employees as well as ten (10) additional days to take during the summer break, as approved by the School Leader.
- **School Support Team** | Each full-time school support team member is a 12 month employee and follows all school holiday schedules (excluding Fall, Spring, Winter and Summer breaks which follow an amended schedule for SST staff). Beyond that, each SST member is allotted twelve (12) paid leave days, which may be used throughout the year.
- **Part-Time Salaried Staff** | Each employee that works less than 26 hours weekly is entitled to receive Paid Time Off at a prorated rate based on their work schedule. For example, if an employee works a 50% schedule, they may earn PTO at a 50% accrual rate.

Medical, Disability, and Life Insurance

Full-time employees are eligible to participate in a health insurance program with KIPP Nashville, as outlined in their offer letter. This insurance plan includes medical, dental, vision, disability, and life insurance policy options. Application for this insurance may be made immediately upon employment and the policy is effective upon on the first of the month following the first day of work and terminate on the last day of their last month of work.

Employees receive, at no cost to them, long-term disability and \$50,000 of life insurance. Employees have the option to purchase short-term disability and contribute to a Dependent Savings Account, and life insurance beyond the \$50,000 given benefit. Approved Short Term Disability claims will allow employees to receive 60% of their salary starting two weeks following the initiating event. KIPP Nashville will assume payment of 60% of the employee's salary during the first two weeks of an approved Short Term Disability leave (excluding claims filed in conjunction with KIPP Nashville's parental caregiver leave).

The Internal Revenue Service (IRS) states that eligible employees may only make elections to the plan during their initial eligibility period or once a year at open enrollment. Pre-tax benefit choices are

binding through the end of the plan year, June 30. The following circumstances are the “qualifying life events” that can trigger change your health benefit elections during the year:

- Marriage/Divorce
- Gain/Loss of dependents
- Gain/Loss of coverage elsewhere
- Turning 26 years old

Pension and Retirement Plan

KIPP Nashville offers access to retirement benefits for all full-time staff. These benefits are different for Certificated employees and Support employees.

- Certificated staff has access to a hybrid retirement plan, including a pension program and a 401k.
 - Staff members are required to contribute 5% of their gross salary to the pension system, Tennessee Consolidated Retirement System (TCRS).
 - Certificated staff members are vested after 5 years of service in the state of Tennessee.
 - KIPP Nashville contributes an additional 5% to TCRS as well as approximately 5% to a 401k.
 - More information can be found here: [RetireReadyTN for teachers.](#)
- Support staff has access to a Metro Nashville Government pension system.
 - Staff members are not required to contribute to the support pension.
 - Support staff members are vested after 10 years of service to the state of Tennessee.
 - KIPP Nashville contributes approximately 15% of their gross salary to the pension system.
 - More information can be found here: [RetireReady TN for support employees.](#)

Family and Medical Leave Act (FMLA) & Adoption and Parental Caregiver Leave

Eligibility

All time employees, who have been employed for one year or worked 1,250 hours in the past 12 months are eligible for time away from work, following all requirements of the Family Medical Leave Act. This is time away from work, in which your job is protected, in the event that you or an immediate family member experiences a major medical event and/or the birth/adoption of a child or the placement of a child into a staff member’s family for foster care.

Timing of Leave

Adoption and Parental Caregiver Leave MUST be taken within 12 months following the birth or placement of the child.

Definition of Primary and Secondary Caregiver

- A primary caregiver is defined is the individual that is most directly responsible for caring for the child. A household would generally only have one primary caregiver. KIPP Nashville will presume that if a staff member requests leave for the adoption or placement of a child, that the staff member is the primary caregiver (unless told otherwise by the staff member). If the staff member misrepresents his or her status as a primary caregiver, he or she may be subject to disciplinary action.

- A secondary caregiver is defined as the individual that is not most directly responsible for caring for the child.

Duration and Frequency of Salary Continuation

In accordance with the Family and Medical Leave Act, KIPP Nashville provides eligible employees with job-protected and unpaid leave for qualified medical and family reasons. Eligible employees are entitled to twelve workweeks of leave in a 12 month-period or twenty-six workweeks of leave during a single 12-month period to care for a covered servicemember with a serious injury or illness.

In accordance with the Tennessee Maternity Leave Act 4-21-408, the job-protected time allowed for adoption, pregnancy (as medically necessary), childbirth, and nursing an infant is up to 4 months starting with the birth of the child or placement of adopted child, and all time must be approved. All PTO time will be exhausted, as part of the time away from work. All FMLA situations are unique and you are asked to provide as much advance notice as possible to your School Leader and the Director of Human Resources when such a need arises. As always, Federal Law is subject to change and any changes made to the FMLA will be implemented and outdated information in the handbook will be void.

In addition to the unpaid leave outlined in the Tennessee Code 4-21-408 described above, KIPP Nashville will provide the following paid time off for Primary Caregiver and Secondary Caregiver leave:

- **Primary Caregiver Leave – Birth/Adoption:** If eligible, the primary caregiver will receive up to 10 weeks of paid leave at 100% of salary for use during the year following the birth or adoption of a child. If a staff member, who is the primary caregiver, is enrolled in short-term disability and is the birth mother, then she will file a short-term disability claim to cover 60% of her salary and KIPP will supplement the income to ensure 100% of income coverage.
- **Secondary Caregiver Leave – Birth/Adoption:** If eligible, the secondary caregiver will receive 2 weeks of paid leave at 100% of salary for use during the year following the birth or adoption of a child.
- **Caregiver Leave – Foster:** If eligible, a foster parent has up to 1 week of paid leave at 100% salary available to him/her over the course of a single school year for the placement of a foster child/foster children.

Caregiver leave under this policy is a paid leave associated with the birth of an employee's own child or the placement of a child with the employee in connection with adoption or foster care. Eligibility for paid caregiver leave is applicable to regular full-time employees.

Paid leave under this policy will run concurrently with FMLA leave and short-term disability (as applicable). Employees on short-term disability will receive the difference, if any, between short-term disability benefits paid and their salary for the duration of the disability benefit.

Health insurance benefits will continue to be provided during the paid parental leave under the policy at the same rate as in effect before the leave was taken, regardless of length of service. During any period of unpaid FMLA leave, in lieu of a payroll deduction for payment of health benefits, the employee will write a check to KIPP Nashville attn.: Human Resources for their contribution to the insurance premium (due the first day of each month following the leave).

Bereavement Leave

If an employee suffers the loss of an immediate family member, the employee will be entitled to bereavement pay for up to three (3) consecutive days. For the purposes of this paragraph, “immediate family member” means the employee’s spouse, domestic partner, parent, stepparent, child, stepchild, sibling, grandparent, grandchild, and any other relatively that permanently resides with the employee.

Jury Duty Leave

An employee may be summoned to report for jury duty or subpoenaed to testify in court. The specifics of an employee's jury duty leave must be discussed with the School leader. Documentation must be presented to the School leader regarding the amount paid to the employee by the court and the time off required. Then the employee will be excused from reporting to work for the required amount of time. KIPP Nashville will pay the difference between the jury or witness stipend and the employee's regular pay for all regular full-time and part-time employees. However, payment to employees shall not exceed pay for 40 hours in any pay period. Jury Duty Leave is not paid for occasional employees.

Military Leave

Full-time and part-time employees greater than 50% of full-time who are members of the armed forces of the United States National Guard or a Military Reserve Unit are eligible for military leave. Leave is provided when an employee enlists, is inducted, or is recalled to active duty for a period of not more than four years plus involuntary extensions of not more than one year.

When the employee satisfactorily completes his or her military service (honorable discharge), he or she must provide notice of intent to return to work.

Vacation, sick or personal days will not accrue while out on military leave. During military leave, employees retain the rights to health insurance coverage at the employee premium, for themselves and previously covered dependents. Contact the Director of Human Resources for additional details.

School Property and Communications



Technology Policy

Certain employees may be provided with access to the Internet and/or email to assist them in performing their jobs. Use of the Internet and email, however, must be tempered with common sense and good judgment.

Abuse of Internet and/or email access may be subject to disciplinary action up to and including termination as well as civil and criminal liability.

1. Disclaimer of liability for use of Internet: KIPP Nashville is not responsible for material viewed or downloaded by users from the Internet. The Internet is a worldwide network of computers that contains millions of pages of information. Users are cautioned that many of these pages include offensive, sexually explicit, and inappropriate material. In general, it is difficult to avoid at least some contact with this material while using the Internet. Even innocuous search requests may lead to sites with highly offensive content. In addition, having an e-mail address on the Internet may lead to receipt of unsolicited e-mail containing offensive content. Users accessing the Internet do so at their own risk.
2. Duty not to waste computer resources: Employees must not deliberately perform acts that waste computer resources or unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to, sending mass mailings or chain letters, spending excessive amounts of time on the Internet, playing games, engaging in online chat groups and printing multiple copies of documents. Because audio, video and picture files require significant storage space, files of this or any other sort should be very limited. Excessive storage of these types of files may require deletion if storage space becomes an issue. Software should not be downloaded from the Internet or any other outside source without prior approval from your manager.
3. No expectation of privacy: The computers and computer accounts issued to employees are to assist them in performance of their jobs. Employees should not have an expectation of privacy in anything they create, store, send, or receive on any computer or the computer system. The computers and the computer system belong to KIPP Nashville and is intended for agency purposes.
4. Monitoring computer usage: KIPP Nashville has the right, but not the duty, without notice to monitor any and all of the aspects of the computers and computer system, including, but not limited to, monitoring sites visited by employees on the Internet, monitoring chat groups and news groups, reviewing material downloaded or uploaded by users to the Internet, and reviewing e-mail sent and received by users.

5. Blocking of inappropriate content: KIPP Nashville may use software to identify inappropriate or sexually explicit Internet sites. Such sites may be blocked from access. This software may not block all such sites. In the event you nonetheless encounter inappropriate or sexually explicit material while browsing on the Internet, immediately disconnect from the site.
6. Prohibited activities: Material that is fraudulent, harassing, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, or otherwise unlawful, inappropriate, offensive (including offensive material concerning sex, race, color, national origin, religion, age, disability, or other characteristics protected by law), or that violate KIPP Nashville's equal employment opportunity policy and its policies against sexual or other harassment may not be downloaded from the Internet or displayed or stored in KIPP Nashville computers. Employees encountering or receiving this kind of material should immediately report the incident to their manager. KIPP Nashville's equal employment opportunity policy and its policies against sexual or other harassment apply fully to the use of the Internet and any violation of those policies is grounds for discipline up to and including termination.
7. Illegal copying: Employees may not illegally copy material protected under copyright law or make that material available to others for copying. You are responsible for complying with copyright law and applicable licenses that may apply to software, files, graphics, documents, messages, and other material you wish to download or copy. You may not agree to a license or download any material for which a registration fee is charged without first obtaining the express permission of your manager.
8. Virus detection: Files obtained for sources outside KIPP Nashville may contain dangerous computer viruses that can damage KIPP Nashville computers. These include disks brought from home, files downloaded from the Internet, newsgroups, bulletin boards, or other online services, files attached to e-mail and files provided by customers or vendors. If you suspect that a virus has been introduced into your KIPP Nashville computer, notify your manager immediately.
9. Sending unsolicited email (spamming): Without the express permission of their manager, employees may not send unsolicited e-mail to persons with whom they do not have a prior relationship.

Violations of this policy will be taken seriously and may result in disciplinary action, including possible termination, and civil and criminal liability.

Use of the Internet via KIPP Nashville's computer system constitutes consent by the user to all of the terms and conditions of this policy.

E-Mail Policy

KIPP Nashville has established a policy with regard to access and disclosure of electronic mail messages created, sent or received by employees using KIPP Nashville's electronic mail system. KIPP Nashville intends to honor the policies set forth below, but must reserve the right to change them at any time as may be required under the circumstances.

1. KIPP Nashville maintains an electronic mail system. The use of the electronic mail system is intended for business purposes.
2. The electronic mail system hardware is KIPP Nashville property. Additionally, all messages composed, sent, or received on the electronic mail system are and remain the property of KIPP Nashville. They are not the private property of any employee.
3. The electronic mail system may not be used to solicit or proselytize for commercial ventures, religious or political causes, outside organizations, or other non-job-related solicitations unless express permission is obtained from your manager, or otherwise allowed by law.
4. The electronic mail system is not to be used to create any offensive or disruptive messages. Among those which are considered offensive, are any messages which contain sexual implications, racial slurs, gender-specific comments, or any other comment that offensively addresses someone's age, sexual orientation, religious or political beliefs, national origin, or disability.
5. KIPP Nashville reserves the right to review, audit, intercept, access and disclose all messages created, received or sent over the electronic mail system for any purpose.
6. Notwithstanding KIPP Nashville's right to retrieve and read any electronic mail messages, such messages should be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any e-mail messages that are not sent to them without the express permission of the recipient and/or their manager. Any exception to this policy must receive prior approval by your manager.
7. Employees should not attempt to gain access to another employee's messages without the latter's permission.

Any employees who discover a violation of this policy shall notify their manager.

Violations of this e-mail policy will be taken seriously and may result in disciplinary action, including possible termination.

Social Media Policy

Communication with Students: Staff should be using the phone and group emails/classroom websites to communicate with students and parents. Do not communicate with current K-12 students or parents using personal Social Media accounts. "Communication" includes adding students as "friends" on Social Media networks such as Facebook or Instagram and "following" a student on Twitter. In the case of an emergency, make sure to notify your supervisor or Director of Operations to inform them of such use.

Counselors/KTC staff may use social media to connect with KIPP students for professional purposes only. In doing so, they must either:

- Create and maintain two distinct profiles: one personal and one professional and invite students (current or alumni), their parents and/or families to "friend" the professional profile only.

- Make sure their current manager is aware of the use of a personal account.

Social Media: Brand Engagement

1. You are an important ambassador for KIPP Nashville's brand, and you're encouraged to promote them as long as you **make sure you disclose that you are affiliated with the organization**. How you disclose can depend on the platform, but the disclosure should be clear and in proximity to the message itself.
2. When you see posts or commentary on topics that require subject matter expertise, such as student data, community impact, or overall performance, avoid the temptation to respond to these directly unless you respond with approved messaging KIPP Nashville has prepared for those topics. When in doubt of how to respond, contact your School Leader and/or the KIPP Nashville Director of Development.
3. Proper copyright and reference laws should be observed by employees when posting online.
4. When using social media, honor our differences: live the values. KIPP Nashville will not tolerate discrimination (including age, sex, race, color, creed, religion, ethnicity, sexual orientation, gender identity, national origin, citizenship, disability, or marital status or any other legally recognized protected basis under federal, state, or local laws, regulations or ordinances).

A Closing Word



While this handbook is not intended to state all of the conditions of employment, and all of the principles that will help to guide KIPP Nashville employees in the performance of their duties, it should provide general information in regard to the policies, procedures, and benefits in effect at this time.

We reserve the right to change any of our policies, including those covered in this handbook, at any time. Changes will be effective on dates determined by KIPP Nashville and may supersede policies described in this handbook. Please feel free to inquire about any part of this handbook with your School leader and/or the Director of Human Resources.

KIPP Nashville is deeply committed to our staff as well as our students. Please do not hesitate to reach out to the Director of Human Resources with any questions you may have now or in the future.

EMPLOYEE ACKNOWLEDGMENT FORM

I, _____, hereby acknowledge that I have received a copy of KIPP NASHVILLE's Employee Handbook, which provides guidelines on the policies, procedures, and programs affecting my employment with KIPP NASHVILLE. I understand that KIPP NASHVILLE can, at its sole discretion, modify, eliminate, revise, or deviate from the guidelines and information in this handbook as it determines that circumstances or situations warrant.

I also understand that any changes made by KIPP NASHVILLE with respect to its policies, procedures, or programs can supersede, modify, or eliminate any of the policies, procedures, or programs outlined in this handbook. I accept responsibility for familiarizing myself with the information in this handbook and will seek verification or clarification of its terms or guidance where necessary.

Furthermore, I acknowledge that this handbook is neither a contract of employment nor a legal document and nothing in the handbook creates an expressed or implied contract of employment. I understand that I should consult my manager if I have any questions that are not answered in this handbook.

Signed _____ Date _____

Printed Name _____ Position _____

Attachment J

Insurance Coverage



December 13, 2019

KIPP Nashville
123 Douglas Avenue
Nashville, TN 37207

Re: Coverage Summary

To whom it may concern,

KIPP Nashville has comprehensive insurance purchased through Alliant's Charter Schools Program and coverage would extend to future additional schools operated by KIPP Nashville after notification to the insurance carrier. Below is a list of coverages and attached is a coverage summary showing details of each policy.

- Commercial Package
 - Real Property
 - Personal property
 - General Liability
 - Employee Benefits
 - School and Educators Legal Liability
 - Education Institution Employment Practices Liability
 - Sexual Abuse and Molestation
- Commercial Auto
- Commercial Umbrella
- Workers Compensation
- Commercial Crime
- Commercial Cyber
- Student Accident

Notification within 10 days of any cancellation made to the policy.

Please feel free to contact me with any questions or concerns.

Sincerely,

Debra Hardwick
Account Manager

KIPP Nashville
Property and Casualty Program Summary
July 1, 2019 to July 1, 2020

COMMERCIAL PACKAGE - Policy #ZZ3 D636097	2019-2020
Insurance Company	The Hanover American Insurance Company
Property Limits	
Blanket Building	\$26,760,000
Blanket Personal Property	\$2,923,566
Business Income	\$1,425,000
Blanket Flood	\$500,000
Schedule Flood	\$723,280
Liability Limits	
Each Occurrence Limit	\$1,000,000
General Aggregate Limit	\$3,000,000
Personal and Advertising Injury Limit	\$1,000,000
Employee Benefits Limit - per Employee	\$1,000,000
School and Educators Legal Liability Limit - "Wrongful Act"	\$1,000,000
Educational Institution Employment Practices Limit - "Wrongful Employment"	\$1,000,000
Sexual Abuse and Molestation Limit - each Incident	\$1,000,000
Damage to Premises Rented to You Limit	\$100,000
Medical Expense Limit, Any One Person	\$15,000
COMMERCIAL AUTO - Policy #AW3 D63623601	2019-2020
Insurance Company	Allmerican Financial Benefits Insurance
Limits	
Liability - Combined Single Limit - Symbol 1	\$1,000,000
Medical Payments - Symbol 2	\$5,000
Uninsured Motorists - Symbol 2	\$1,000,000
Symbol 1 - Any auto, including non-owned and hired	
Symbol 2 - All owned Autos	
COMMERCIAL UMBRELLA - Policy #UH3 D63610501	2019-2020
Insurance Company	The Hanover American Insurance Company
Umbrella - \$10,000,000 xs underlying policies	
Each Occurrence or Each Claim Limit	\$10,000,000
Products - Completed Operations Aggregate Limit	\$10,000,000
General Aggregate Limit	\$10,000,000
Retained Limit	\$0
WORKERS COMPENSATION - Policy #WC2291469250019	2019-2020
Insurance Company	Liberty Mutual
Workers Compensation Limit	
Per Occurrence	Statutory
Employers Liability Limit	
Bodily Injury by Accident - each accident	\$1,000,000
Bodily Injury by Disease - policy limit	\$1,000,000
Bodily Injury by Accident - each employee	\$1,000,000

KIPP Nashville
Property and Casualty Program Summary
July 1, 2019 to July 1, 2020

COMMERCIAL CRIME - Policy #016158639	2019-2020
Insurance Company	National Union Fire Insurance Co of Pittsburgh, PA
Limits	
Each Coverage, Per Occurrence	\$1,000,000
Aggregate	\$1,000,000
Sub-Limits	
Employee Theft – Per Loss	\$1,000,000
Forgery or Alteration	\$1,000,000
Money & Securities – Inside the Premises	\$1,000,000
Robbery/Safe Burglary– Inside the Premises	\$1,000,000
Money and Securities – Outside the Premises	\$1,000,000
Computer Fraud	\$1,000,000
Funds Transfer Fraud	\$1,000,000
Money Order / Counterfeit Currency	\$1,000,000
COMMERCIAL CYBER - Policy #ESI01174514	2019-2020
Insurance Company	Lloyds of London
Limit	
Limit of Liability	\$1,000,000
Aggregate	\$1,000,000
STUDENT ACCIDENT - Policy #SRG0009153414 & SRG0009153415	2019-2020
Insurance Company	National Union Fire Insurance Co of Pittsburgh, PA
Base Limits	
Accident Medical Expense	\$25,000
Accidental Death	\$10,000
Accidental Dismemberment	\$20,000
CAT Limits	
Accident Medical Expense	\$7,500,000
Accidental Death	\$10,000
Accidental Dismemberment	\$20,000
Catastrophe Cash Benefit	\$500,000
Seat Belt and Air Bag	\$5,000
Brain Death	\$100,000

Attachment K

CMO Agreement

Attachment K: CMO Agreement

Not applicable; KIPP Nashville is not utilizing the services of a charter management organization.

Attachment L

Organization/Network Annual Reports



KIPP Nashville

Tennessee Charter Annual Report

October 1, 2019

KIPP Nashville Regional Office

3410 Knight Drive, Nashville, TN 37207

Executive Director: Randy Dowell, rdowell@kippnashville.org

P: 615-226-4484 x 4 | F: 615-226-4401 | W: kippnashville.org

KIPP Academy Nashville

123 Douglas Avenue, Nashville, TN 37207

Principal: Hada Flores, hflores@kippnashville.org

P: 615-226-4484 x 1 | F: 615-226-4401 | W: kippnashville.org

KIPP Nashville College Prep

3410 Knight Drive, Nashville, TN 37207

Principal: Kerianne Ryan, kryan@kippnashville.org

P: 615-226-4484 x 2 | F: 615-226-4401 | W: kippnashville.org

KIPP Nashville Collegiate High

123 Douglas Avenue, Nashville, TN 37207

Principal: Marc Gauthier, mgauthier@kippnashville.org

P: 615-226-4484 x 3 | F: 615-226-4401 | W: kippnashville.org

KIPP Kirkpatrick Elementary

1000 Sevier Street, Nashville, TN 27206

Principal: Amy Galloway, agalloway@kippnashville.org

P: 615-226-4484 x 5 | F: 615-226-4401 | W: kippnashville.org

KIPP Nashville College Prep Elementary

3410 Knight Drive, Nashville, TN 37207

Principal: Tiffany Russ, truss@kippnashville.org

P: 615-226-4484 x 6 | F: 615-226-4401 | W: kippnashville.org

KIPP Antioch College Prep Elementary

3655 Murfreesboro Pike, Antioch, TN 37013

Principal: Molly Ramsey, mramsey@kippnashville.org

P: 615-226-4484 x 7 | F: 615-226-4401 | W: kippnashville.org

KIPP Antioch College Prep

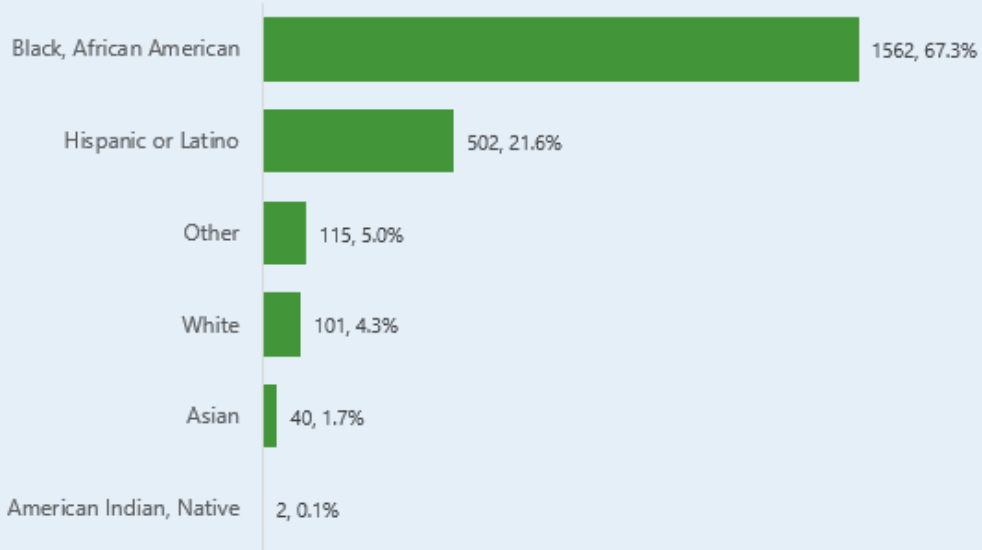
3655 Murfreesboro Pike, Antioch, TN 37013

Principal: Nikki Olszewski, nolszewski@kippnashville.org

P: 615-226-4484 x 8 | F: 615-226-4401 | W: kippnashville.org

KIPP Nashville Demographic Snapshot

Ethnicity



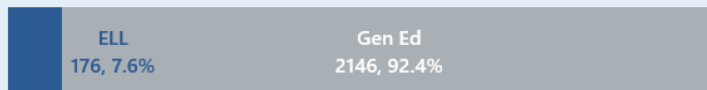
Gender



Special Ed.



ELL



<u>Grades</u>	<u>Current Enrollment</u>	<u>Avg. Daily Attendance</u>	<u>Last In-Year Student Attrition</u>	<u>Chronic Absenteeism</u>
K-12	2,322	94%	200 (9%)	18.5%

KIPP Academy Nashville

Authorizer: Metro Nashville Public Schools
School Hours: 7:45am – 3:30pm
Year Opened: 2005 (15th year of operation)
Next Renewal Year: 2025
Current Enrollment: 379
Maximum Enrollment: 380
Grade Span Served: Grades 5-8 (Middle School)
Grade Span Approved in Charter: Grades 5-8
of Instructional Days per School Year: 176
Current # of Students on Waitlist: 156

KIPP Nashville College Prep

Authorizer: Metro Nashville Public Schools
School Hours: 7:45am – 3:30pm
Year Opened: 2013 (7th year of operation)
Next Renewal Year: 2023
Current Enrollment: 351
Maximum Enrollment: 380
Grade Span Served: Grades 5-8 (Middle School)
Grade Span Approved in Charter: Grades 5-8
of Instructional Days per School Year: 176
Current # of Students on Waitlist: 3

KIPP Nashville Collegiate High

Authorizer: Metro Nashville Public Schools
School Hours: 7:45am – 3:30pm
Year Opened: 2014 (6th year of operation)
Next Renewal Year: 2024
Current Enrollment: 427
Maximum Enrollment: 438
Grade Span Served: Grades 9-12 (High School)
Grade Span Approved in Charter: Grades 9-12
of Instructional Days per School Year: 176
Current # of Students on Waitlist: 24

KIPP Kirkpatrick Elementary

Authorizer: Metro Nashville Public Schools
School Hours: 7:45am – 3:30pm
Year Opened: 2015 (5th year of operation)
Next Renewal Year: 2025
Current Enrollment: 404
Maximum Enrollment: 420
Grade Span Served: Grades K-4 (Elementary School)
Grade Span Approved in Charter: Grades K-4
of Instructional Days per School Year: 176
Current # of Students on Waitlist: 14

KIPP Nashville College Prep Elementary

Authorizer: Metro Nashville Public Schools
School Hours: 7:45am – 3:30pm
Year Opened: 2017 (3rd year of operation)
Next Renewal Year: 2027
Current Enrollment: 334
Maximum Enrollment: 350
Grade Span Served: Grades K-3 (Elementary School)
Grade Span Approved in Charter: Grades K-4
of Instructional Days per School Year: 176
Current # of Students on Waitlist: 0

KIPP Antioch College Prep Elementary

Authorizer: Tennessee State Board of Education
School Hours: 7:45am – 3:30pm
Year Opened: 2018 (2nd year of operation)
Next Renewal Year: 2028
Current Enrollment: 294
Maximum Enrollment: 295
Grade Span Served: Grades K-1 (Elementary School)
Grade Span Approved in Charter: Grades K-4
of Instructional Days per School Year: 176
Current # of Students on Waitlist: 118

KIPP Antioch College Prep

Authorizer: Tennessee State Board of Education
School Hours: 7:45am – 3:30pm
Year Opened: 2019 (1st year of operation)
Next Renewal Year: 2029
Current Enrollment: 133
Maximum Enrollment: 132
Grade Span Served: Grade 5 (Middle School)
Grade Span Approved in Charter: Grades 5-8
of Instructional Days per School Year: 176
Current # of Students on Waitlist: 15

OUR VISION

One day, every student in Nashville will have access to a high-quality, college preparatory seat in a public school.

OUR MISSION

We pursue the KIPP Nashville vision through our mission of cultivating in our students the academic and character skills needed to succeed in top colleges and life beyond.



KIPP Nashville

School Academic Performance

Who Are Our Students?

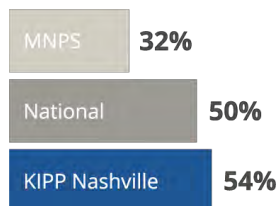
KIPP Nashville families come from a wide range of cultures, neighborhoods, and socio-economic backgrounds, but what rings true with every family is the pursuit of a different academic option to better serve their children. Over 90% of our KIPPsters are African American or Latino. While the vast majority of KIPP Nashville students live in or near neighborhoods where our schools are strategically placed, we educate children from across more than 30 ZIP codes, furthering our commitment to enhance the overall landscape in Nashville, while rooting ourselves within the communities that need us most.

Our Results

Within the past two years, KIPP Academy Nashville, KIPP Nashville College Prep, KIPP Nashville Collegiate High School, and KIPP Kirkpatrick Elementary have all been named Reward schools for posting student growth in the top 5% of all public schools in Tennessee. Our 2018 graduating class averaged a 22.1 on the ACT, the highest of any KIPP high school in the country, the highest of any open-enrollment public high school in the county, and almost four points higher than the Davidson County average.

Helping our students climb the mountain to and through college and achieve their dreams is only possible if we know exactly how we are doing. Data helps us understand our true impact, what is working, and what needs to be improved to help us keep the promises we make to our students and their families.

College Readiness*

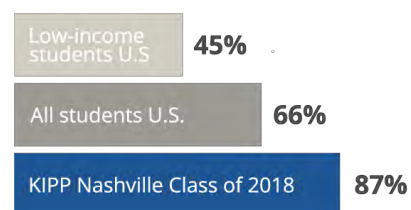


*students scoring a 21+ on the ACT

High School Graduation



College Matriculation

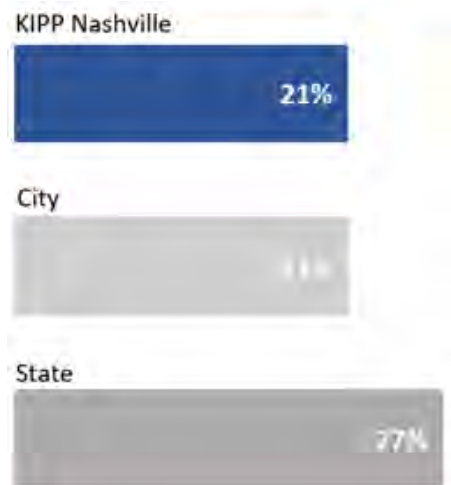


KIPP Nashville Middle School Results at the End of 8th Grade

Math % Proficient or Advanced



ELA % Proficient or Advanced



Where We're Going

Our vision is that one day every student in Nashville will have access to a college preparatory public school seat. In order to create a vibrant, college-going culture, that produces opportunities and results, we have a solid plan for the future. By 2020, the KIPP Nashville network will:

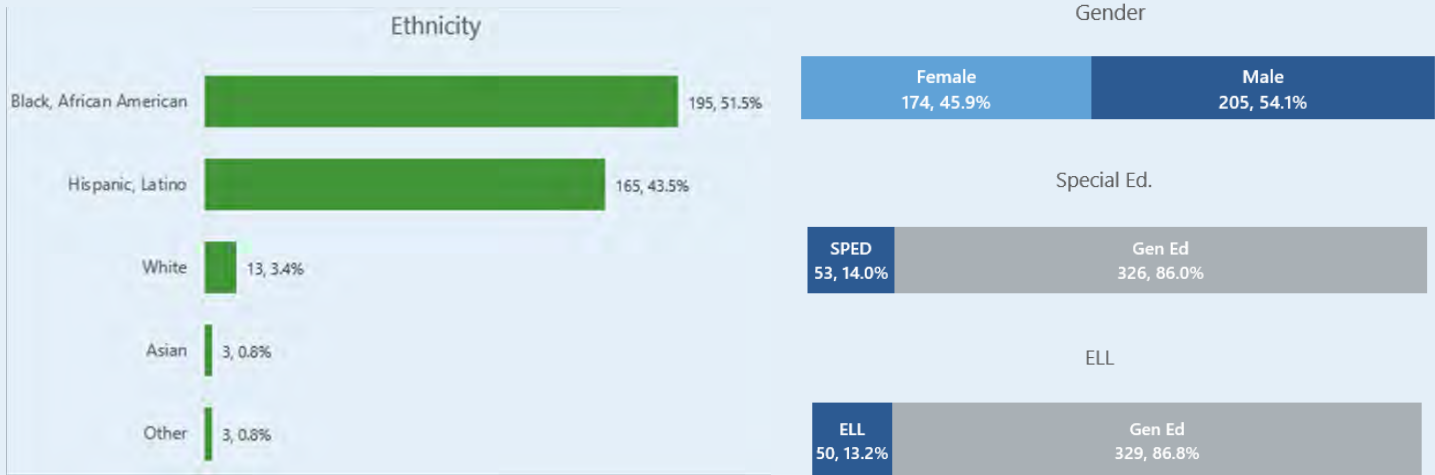
- Contain 7 schools
- Educate 3,000+ students
- Produce 500+ high school graduates
- Launch 175+ College Graduates

KIPP Academy Nashville

123 Douglas Avenue, Nashville, TN 37207
 Est. 2005, 15th year of operation in 2019-2020

Principal: Hada Flores
 hflores@kippnashville.org
 Faculty & Staff: 35

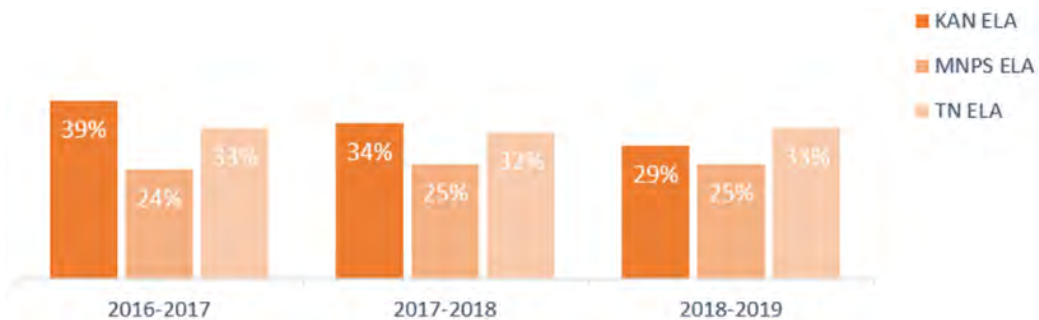
School Community



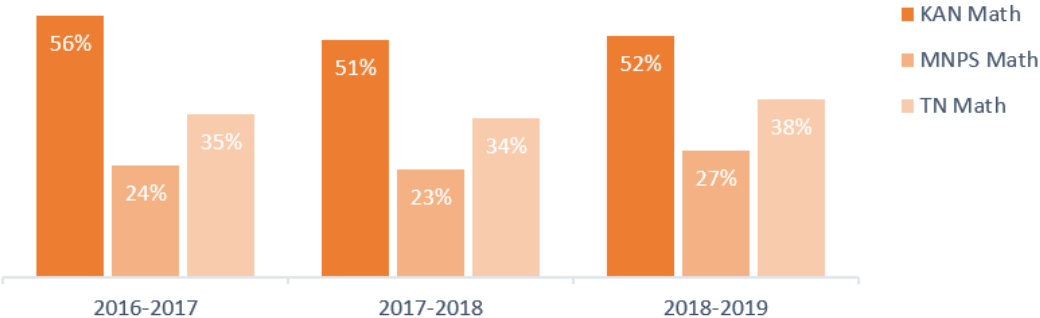
<u>Grades</u>	<u>Current Enrollment</u>	<u>Avg. Daily Attendance</u>	<u>Last In-Year Student Attrition</u>	<u>Chronic Absenteeism</u>
5-8	379	95%	24 (6%)	13.5%

Results

KAN ELA Composite Year-Over-Year



KAN Math Composite Year-Over-Year

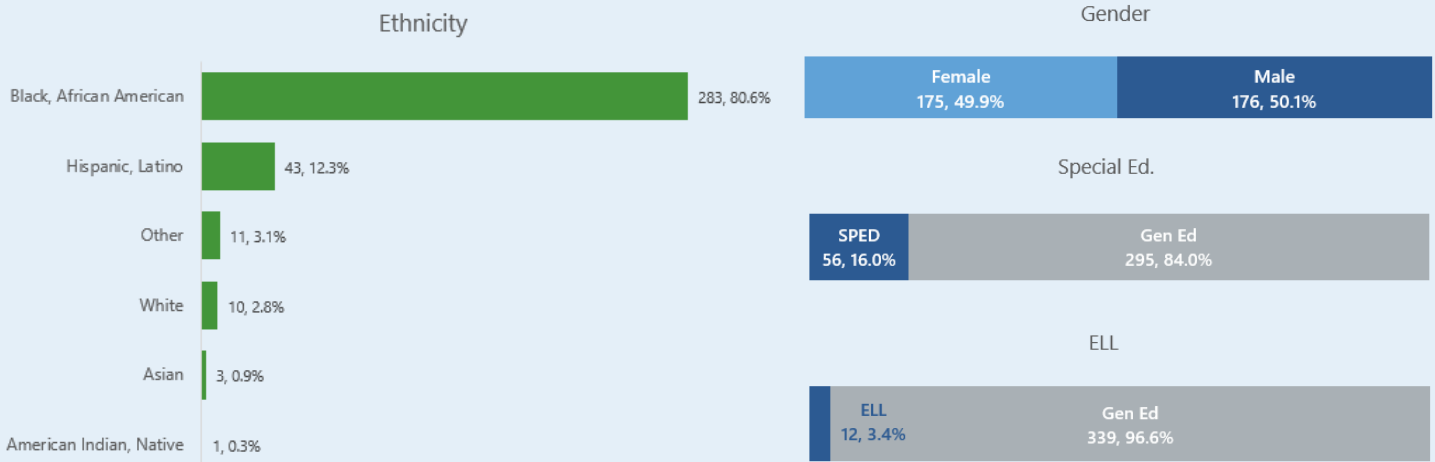


KIPP Nashville College Prep

3410 Knight Drive, Nashville, TN 37207
 Est. 2013, 7th year of operation in 2019-2020

Principal: Kerianne Ryan
 kryan@kippnashville.org
 Faculty & Staff: 33

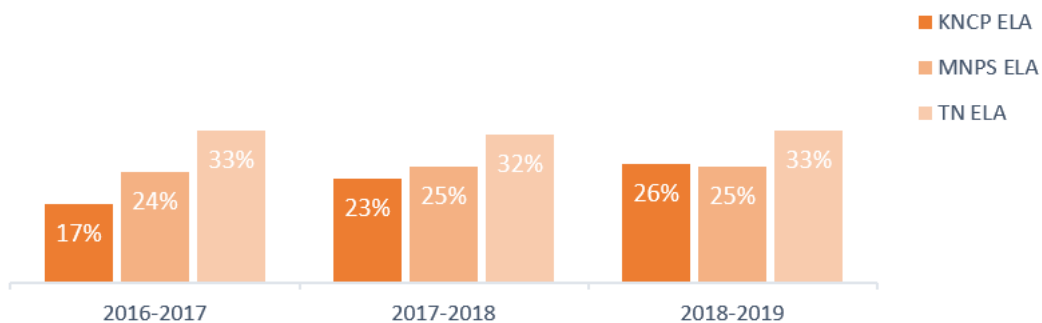
School Community



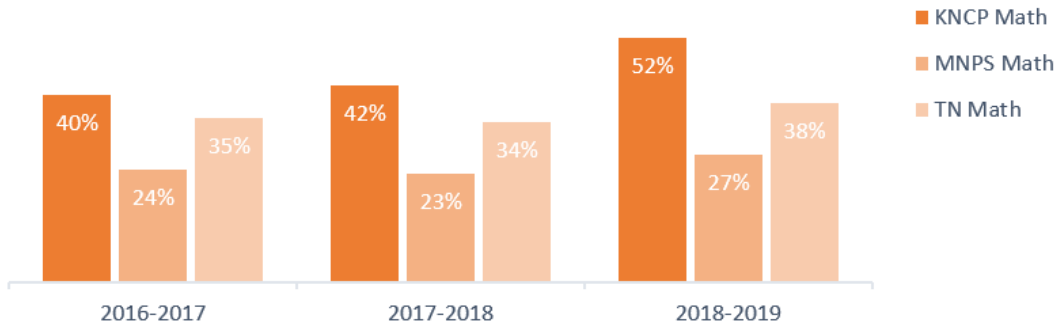
Grades	Current Enrollment	Avg. Daily Attendance	Last In-Year Student Attrition	Chronic Absenteeism
5-8	351	95%	42 (10%)	15.4%

Results

KNCP ELA Composite Year-Over-Year



KNCP Math Composite Year-Over-Year

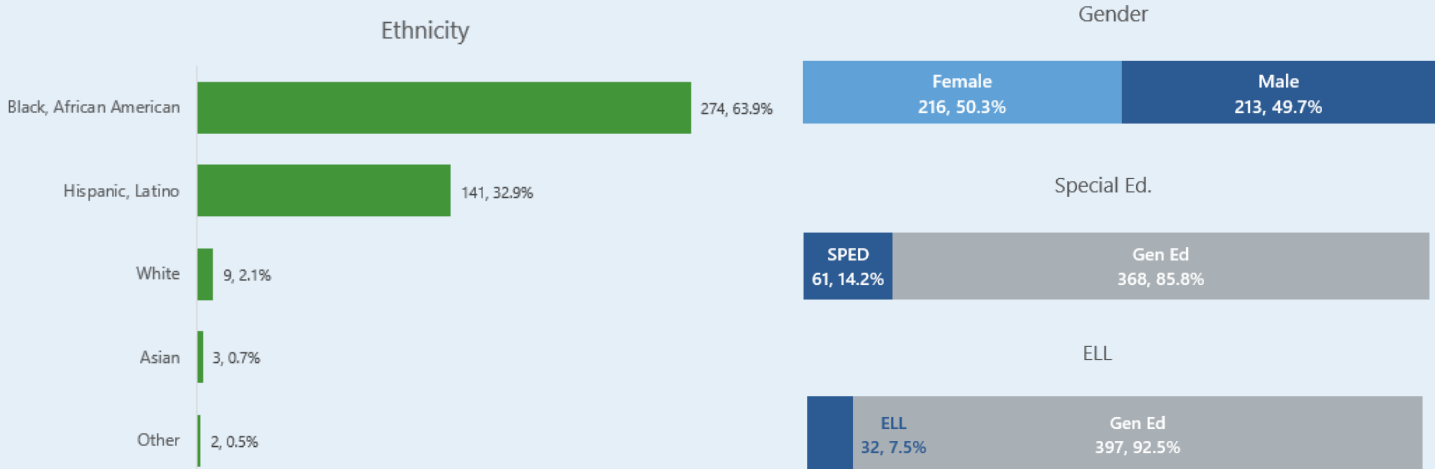


KIPP Nashville Collegiate High

123 Douglas Avenue, Nashville, TN 37207
 Est. 2014, 6th year of operation in 2019-2020

Principal: Marc Gauthier
 mgauthier@kippnashville.org
 Faculty & Staff: 48

School Community



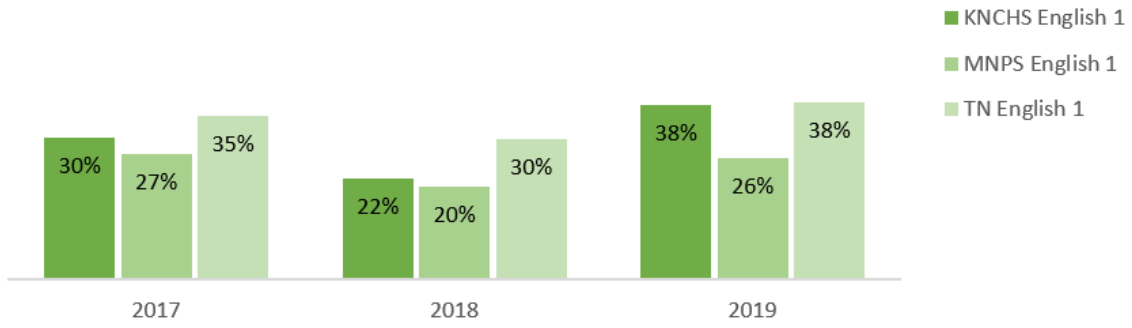
Grades	Current Enrollment	Avg. Daily Attendance	Last In-Year Student Attrition	Chronic Absenteeism
9-12	429	93%	24 (6%)	22.5%

Results

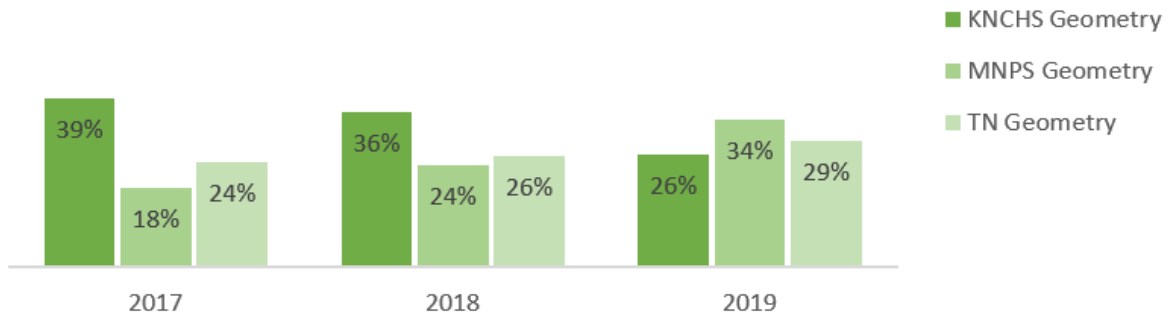
ACT Score by Goal Over Time



TNReady ELA Year-Over-Year Comparison



TNReady Math Year-Over-Year Comparison

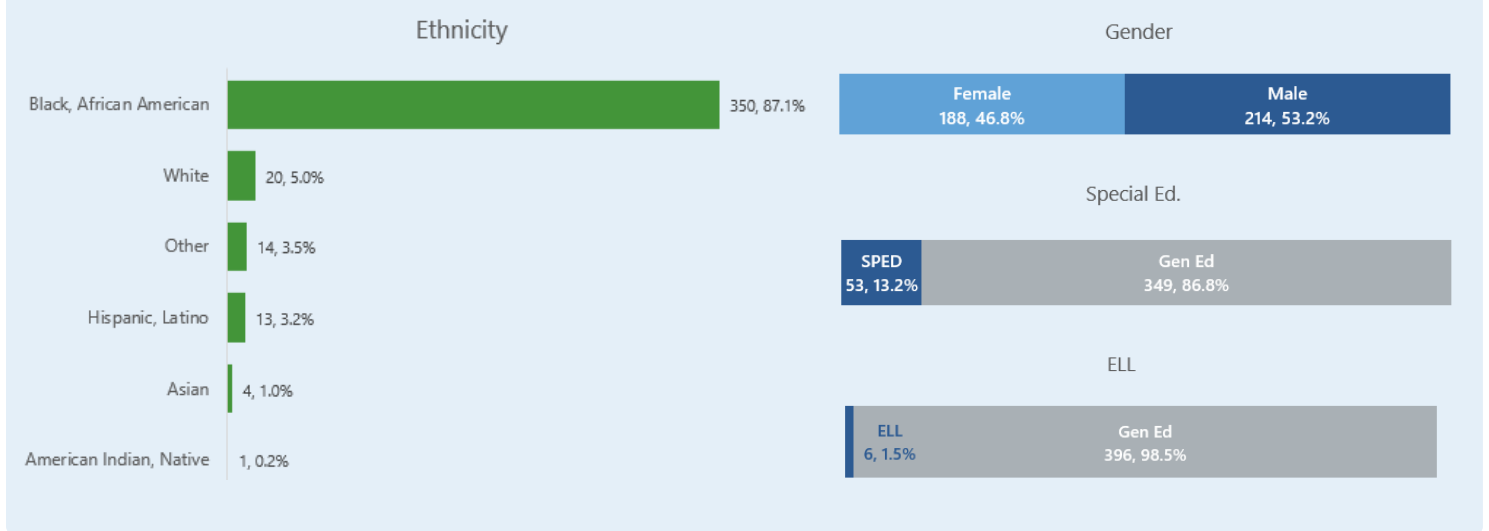


KIPP Kirkpatrick Elementary

1000 Sevier Street, Nashville, TN 27206
 Est. 2015, 5th year of operation in 2019-2020

Principal: Amy Galloway
 agalloway@kippnashville.org
 Faculty & Staff: 40

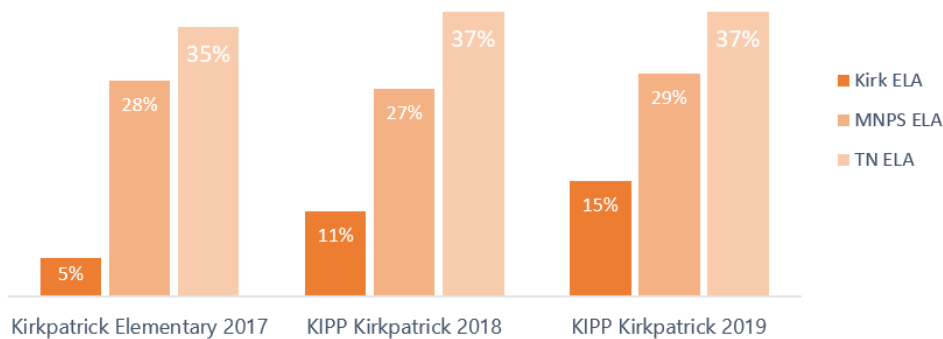
School Community



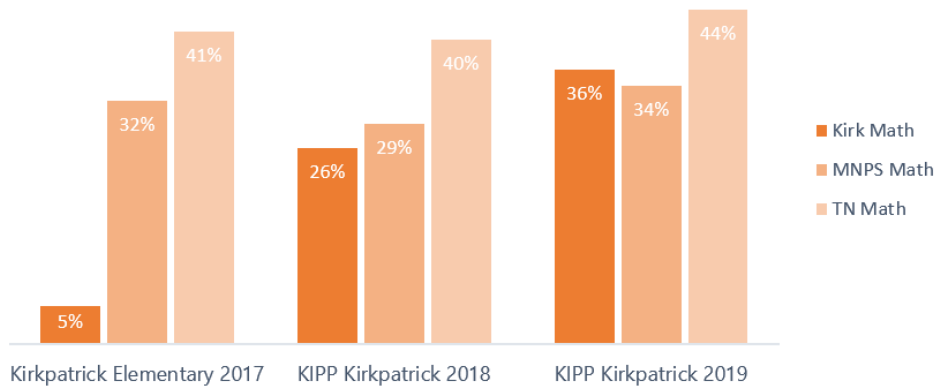
Grades	Current Enrollment	Avg. Daily Attendance	Last In-Year Student Attrition	Chronic Absenteeism
K-4	402	91%	70 (13%)	32.6%

Results

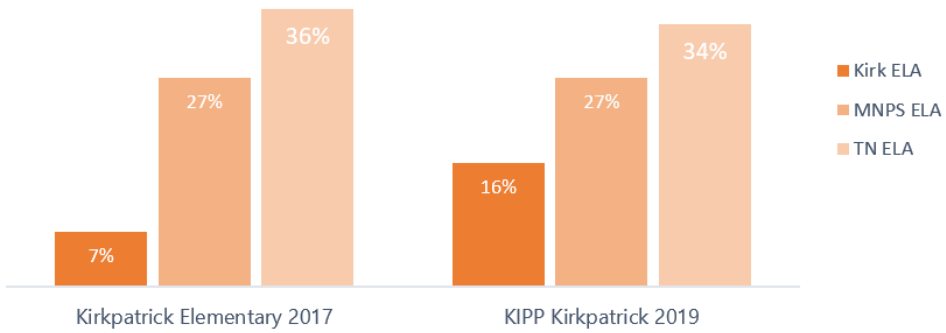
3rd Grade ELA Year-Over-Year



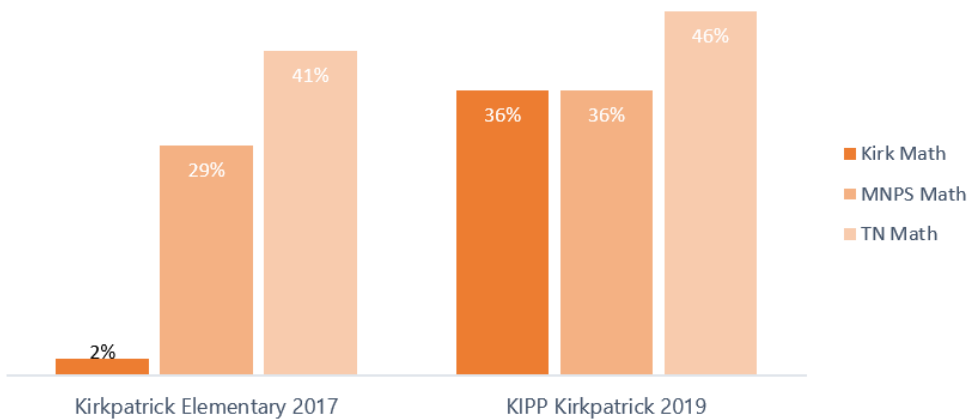
3rd Grade Math Year-Over-Year



4th Grade ELA Year-Over-Year



4th Grade Math Year-Over-Year

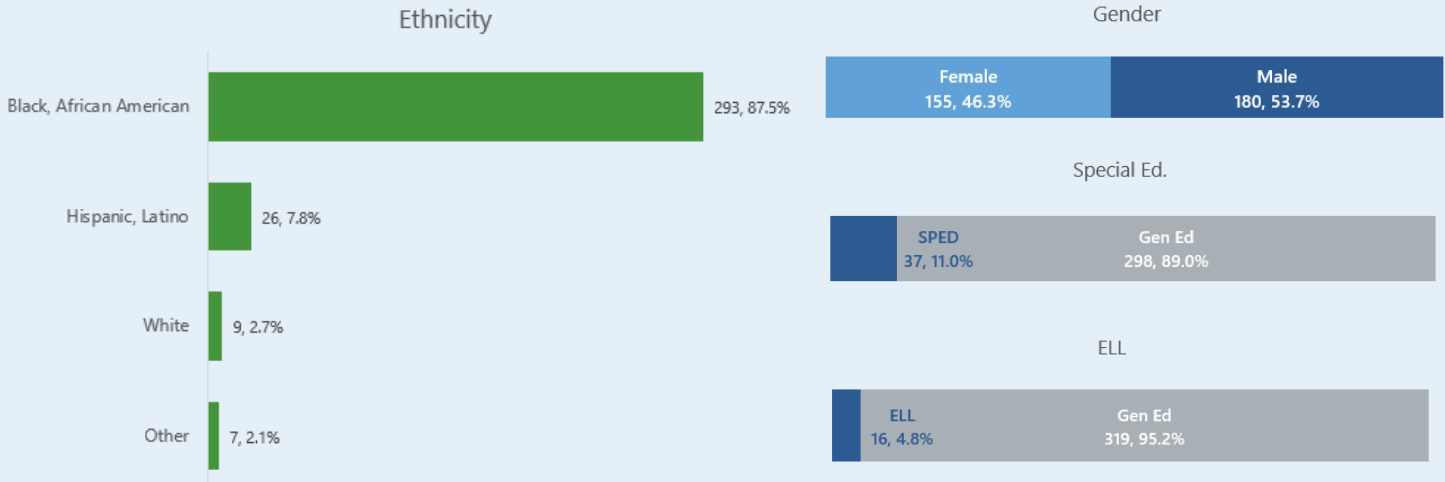


KIPP Nashville College Prep Elementary

3410 Knight Drive, Nashville, TN 37207
 Est. 2017, 3rd year of operation in 2019-2020

Principal: Tiffany Russ
 truss@kippnashville.org
 Faculty & Staff: 33

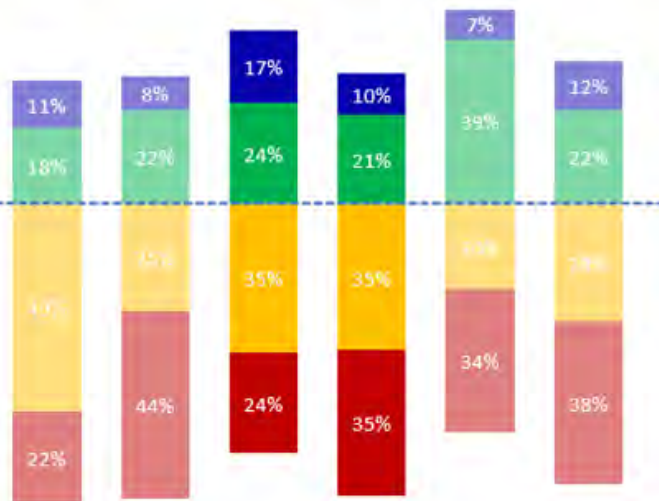
School Community



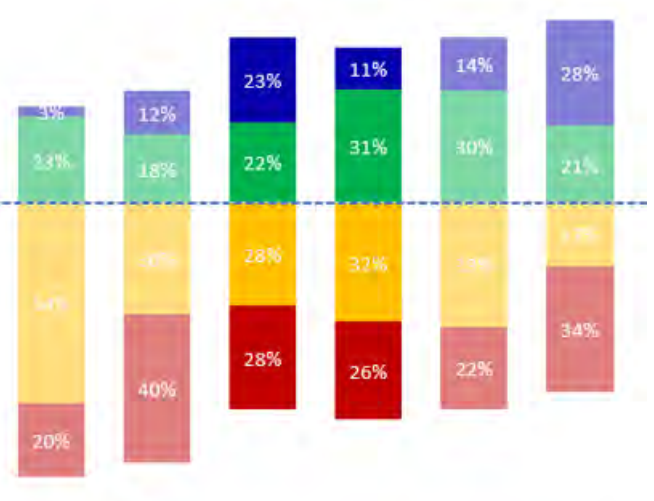
Grades	Current Enrollment	Avg. Daily Attendance	Last In-Year Student Attrition	Chronic Absenteeism
K-3	335	93%	32 (11%)	23.8%

Results

Reading MAP



Math MAP



KNCPE K F'18 S'19 KNCPE 1st S'18 S'19 KNCPE 2nd S'18 S'19

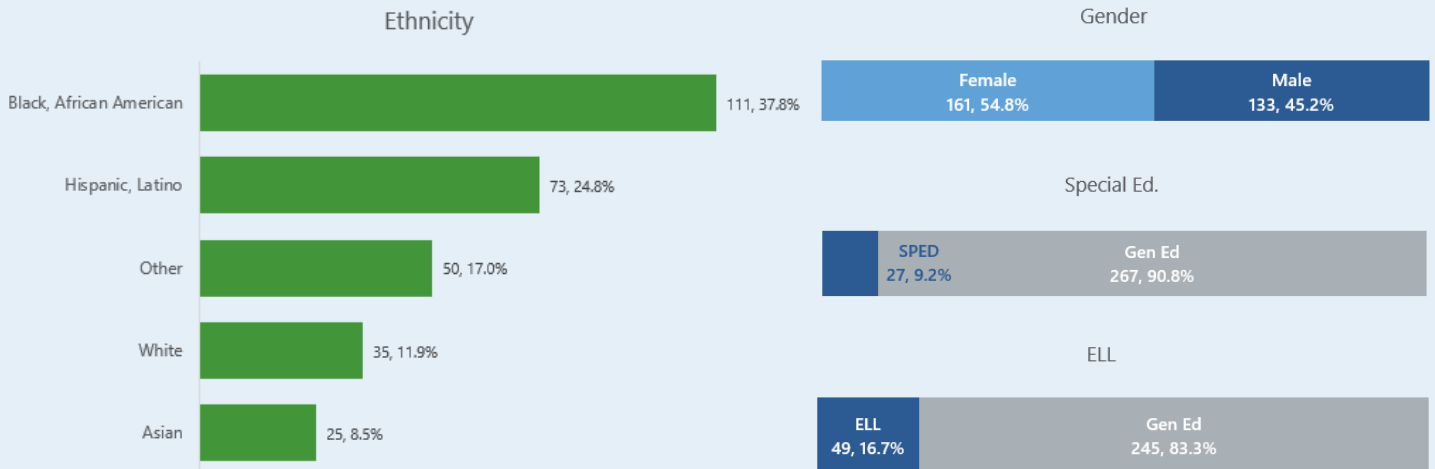
KNCPE K F'18 S'19 KNCPE 1st S'18 S'19 KNCPE 2nd S'18 S'19

KIPP Antioch College Prep Elementary

3655 Murfreesboro Pike, Antioch, TN 37013
 Est. 2018, 2nd year of operation in 2019-2020

Principal: Molly Ramsey
 mramsey@kippnashville.org
 Faculty & Staff: 33

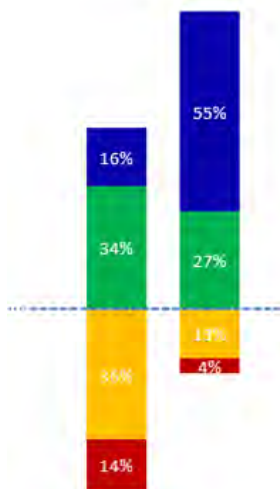
School Community



Grades	Current Enrollment	Avg. Daily Attendance	Last In-Year Student Attrition	Chronic Absenteeism
K-1	294	97%	8 (5%)	3.4%

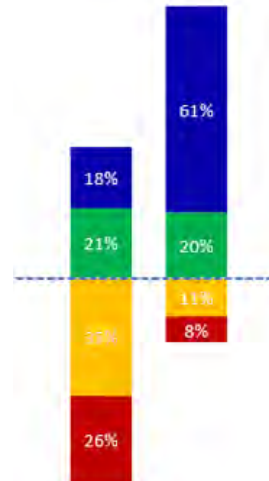
Results

Reading MAP



KACPE Kinder
 F'18 S'19

Math MAP



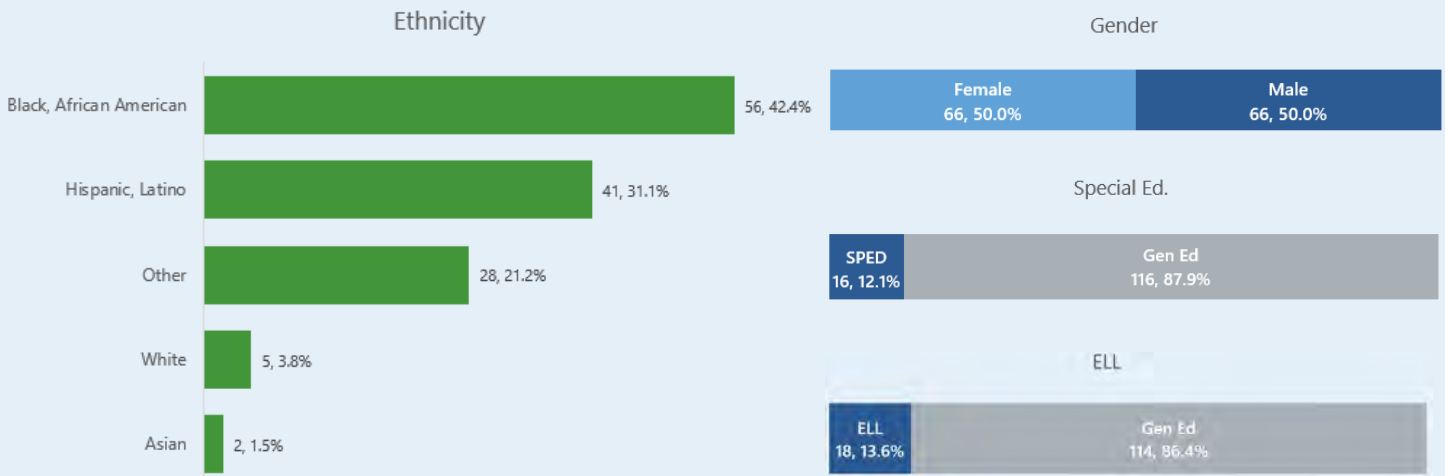
KACPE Kinder
 F'18 S'19

KIPP Antioch College Prep

3655 Murfreesboro Pike, Antioch, TN 37013
Est. 2019, 1st year of operation in 2019-2020

Principal: Nikki Olszewski
nolszewski@kippnashville.org
Faculty & Staff: 14

School Community



Grades

5

Current Enrollment

132





KIPP: Nashville

School Operations

Board of Directors

Board Members for the 2019-2020 School Year			
Name	Position on the Board	Email Address	Length of Term
Cynthia Arnholt	Independent Director	carnholt@kippnashville.org	August 2017 – August 2020
Chris Barbic	Independent Director	cbarbic@kippnashville.org	March 2018 – March 2021
Karl F. Dean *	Independent Director	kdean@kippnashville.org	August 2019 – August 2022
Elizabeth Dennis	Independent Director	edennis@kippnashville.org	May 2018 – May 2021
Jim Flautt	Independent Board Chair	jflautt@kippnashville.org	May 2017 – May 2020
Camiqueka Fuller	Parent Representative	cfuller@kippnashville.org	May 2019 – May 2020
J. Andrew “Drew” Goddard	Independent Director	dgoddard@kippnashville.org	May 2017 – May 2020
Beth Harwell *	Independent Director	bharwell@kippnashville.org	May 2019 – May 2022
Kent Kirby	Independent Director	kkirby@kippnashville.org	May 2016 – December 2019
Rick Martin	Independent Director	rmartin@kippnashville.org	May 2017 – May 2020
Jeff McGruder	Independent Director	jmcgruder@kippnashville.org	December 2018 – December 2021
William Seibels	Independent Director	wseibels@kippnashville.org	May 2017 – May 2020
Will Ed Settle	Independent Director	wsettle@kippnashville.org	March 2017 – March 2020
Brad Smith	Independent Director	bsmith@kippnashville.org	February 2019 – February 2022
McArthur VanOsdale	Independent Director	mvanosdale@kippnashville.org	May 2017 – May 2020
Rob Wilson	Independent Director	rwilson@kippnashville.org	May 2016 – May 2020

* Karl F. Dean and Beth Harwell joined the KIPP Nashville Board of Directors within the past year.

School Leadership

School Leadership Roster for the 2019-2020 School Year

Name	Title	Email Address	Start Date
Hada Flores	Principal, KIPP Academy Nashville	hflores@kippnashville.org	July 1, 2017
Kerianne Ryan	Principal, KIPP Nashville College Prep	kryan@kippnashville.org	July 1, 2019
Marc Gauthier	Principal, KIPP Nashville Collegiate High	mgauthier@kippnashville.org	July 1, 2017
Amy Galloway	Principal, KIPP Kirkpatrick Elementary	agalloway@kippnashville.org	July 1, 2015
Tiffany Russ	Principal, KIPP Nashville College Prep Elementary	truss@kippnashville.org	July 1, 2019
Molly Ramsey	Principal, KIPP Antioch College Prep Elementary	mramsey@kippnashville.org	July 1, 2018
Nikki Olszewski	Principal, KIPP Antioch College Prep	nolszewski@kippnashville.org	July 1, 2019

KIPP Nashville schools have three new school leaders for the 2019-2020 school year. Nikki Olszewski, who previously served as the principal of KIPP Nashville College Prep for six years, joined the KIPP Antioch College Prep team as its founding principal. Filling the resulting vacancy, Kerianne Ryan was promoted from assistant principal, a role that she held for three years, to principal of KIPP Nashville College Prep. Tiffany Russ joined the KIPP Nashville College Prep Elementary team as principal following four years of service as the director of KIPP Nashville's KIPP Through College program.

2018-2019 In-Year Student Attrition

KIPP Academy Nashville

24 Students (6%)

Family relocated home out of charter boundary or reasonable proximity to KIPP	11 Students
Dropped out of school	0 Students
Social-emotional-behavioral issues	0 Students
Transportation or logistical issues	3 Students
Transferred to another KIPP school	0 Students
Due to academic rigor of school	4 Students
Other/Do not know	6 Students

KIPP Nashville College Prep

42 Students (10%)

Family relocated home out of charter boundary or reasonable proximity to KIPP	27 Students
Dropped out of school	0 Students
Social-emotional-behavioral issues	2 Students
Transportation or logistical issues	2 Students
Transferred to another KIPP school	1 Student
Due to academic rigor of school	1 Student
Other/Do not know	9 Students

KIPP Nashville Collegiate High

24 Students (6%)

Family relocated home out of charter boundary or reasonable proximity to KIPP	6 Students
Dropped out of school	0 Students
Social-emotional-behavioral issues	8 Students
Transportation or logistical issues	3 Students
Transferred to another KIPP school	0 Students
Due to academic rigor of school	0 Students
Other/Do not know	7 Students

KIPP Kirkpatrick Elementary

70 Students (13%)

Family relocated home out of charter boundary or reasonable proximity to KIPP	21 Students
Dropped out of school	0 Students
Social-emotional-behavioral issues	5 Students
Transportation or logistical issues	39 Students
Transferred to another KIPP school	0 Students
Due to academic rigor of school	0 Students
Other/Do not know	5 Students

KIPP Nashville College Prep Elementary

32 Students (11%)

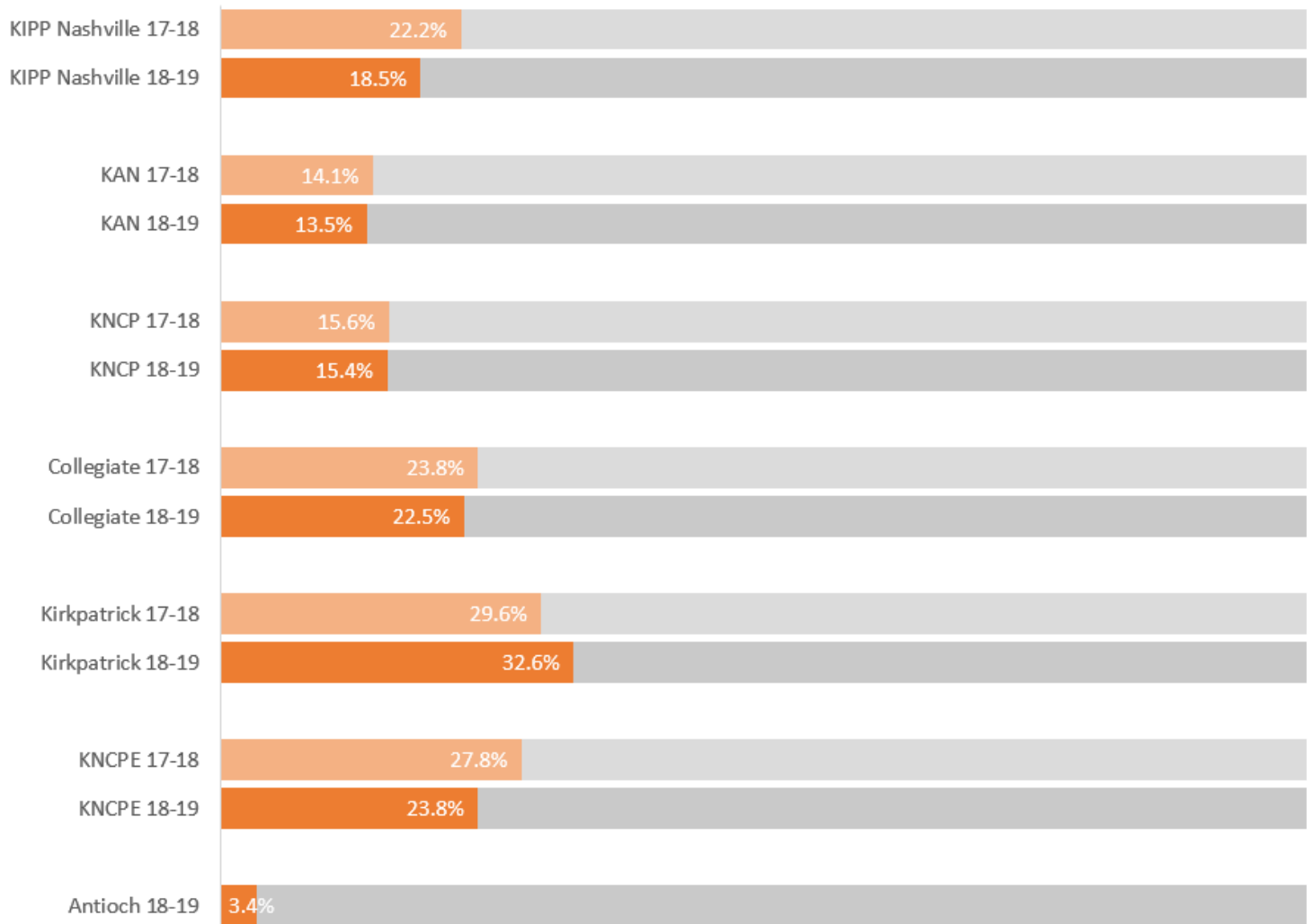
Family relocated home out of charter boundary or reasonable proximity to KIPP	10 Students
Dropped out of school	0 Students
Social-emotional-behavioral issues	5 Students
Transportation or logistical issues	5 Students
Transferred to another KIPP school	0 Students
Due to academic rigor of school	0 Students
Other/Do not know	12 Students

KIPP Antioch College Prep Elementary

8 Students (5%)

Family relocated home out of charter boundary or reasonable proximity to KIPP	2 Students
Dropped out of school	0 Students
Social-emotional-behavioral issues	0 Students
Transportation or logistical issues	0 Students
Transferred to another KIPP school	1 Student
Due to academic rigor of school	2 Students
Other/Do not know	3 Students

2018-2019 Chronic Absenteeism



Parent and Community Engagement

KIPP Nashville engages parents through a combination of efforts. Parents of new students are visited by KIPP Nashville teammates during home visits to help orient them and their children to our team. We then hold enrollment and orientation meetings at school, in addition to quarterly parent conferences as well as various arts and sports programming events throughout the school year. These interactions are designed to ensure parents are aware of KIPP Nashville's expectations and opportunities as well as their students' performance levels and opportunities. Below, we highlight several specific programs focused on engaging parents and our community.

Parent Involvement Committee

Parents in our middle schools and high school also participate in the KIPP Nashville Parent Involvement Committee (PIC), which gathers monthly and focuses on topical trainings and informational sessions. PICs are parent-led organizations, whose purpose is to empower parents to actively engage in their children's education and promote KIPP in the community. PIC gives parents an opportunity to:

- Invest time at school to highlight the importance of education for KIPPsters
- Engage in fellowship with other KIPP parents and families
- Represent and advocate for KIPP Nashville
- Reinforce KIPP Nashville values and character skills
- Foster relationships with KIPP Nashville staff
- Promote investment in their child's education
- Support KIPP Nashville through academics and school-related events

NAZA Afterschool Program

In partnership with KIPP Nashville, the Nashville After Zone Alliance (NAZA) provides an afterschool program in conjunction with Why We Can't Wait, Inc. and Cleveland Street Baptist Church. Twice during the school year, the afterschool program features a showcase and family supper where parents and siblings enjoy performances by KIPP students, and families sit together to share dinner afterward. In addition, all families receive food boxes and toys for Christmas, with additional incentives for KIPP students for good behavior, attendance, and grades.

Girls to Women Rosebud Program

The Nashville Chapter of Links, Inc. partners with KIPP Academy Nashville to provide a Girls to Women Rosebud program every first and third Thursday of the month throughout the school year. This program provides multi-dimensional mentorship to girls of color in Nashville by focusing on five facets: Services to Youth, The Arts, National Trends and Service, International Trends and Services, and Health and Human Services.

Boys to Men Program

The Boys to Men program engages boys and their parents from KIPP Academy Nashville, KIPP Nashville College Prep and KIPP Collegiate every Friday during the school year. Areas of focus and development are vast, including communication and public speaking skills, money management, leadership development, career development and job readiness, self-esteem, physical fitness, and community involvement.



KIPP: Nashville

School Finance

School Finance – Introduction

Are We Building A Sustainable Financial Model?

Accepting responsibility is a character value taught to our KIPPsters. KIPP students are expected to practice it daily—and so are we. Our schools and regions must be strong public institutions that are built to last in order to provide enriching and academically rigorous education to the students we serve. In our quest to become a self-sustainable network on public funds within the next five years, being conscious of our financial status, growth, and goals is part of our promise to our students, their families, and our community.

With seven active schools, it is critical for our network to grow with focus and intentionality. Our strategy for growth creates an environment and team that enables collaborative, innovative and impactful teachers and staff—our most significant investment—to meet the needs of our students and families. KIPP intentionally grows schools one grade at a time. Opening schools with this intentional staffing model allows us to ensure strong starts for all new schools. As enrollment grows, our schools grow into self-sustaining institutions.

FY19 Funding Sources	
Funding Source	Amount
Direct federal grants	\$ 977,091
US DOE	\$ 153,461
Title II-A	\$ 4,289
Title III	\$ 9,545
Title V-B	\$ 809,797
Grants, gifts, or donations from private sources	\$ 4,267,753
Corporate Contributions – Unrestricted	\$ 1,195,491
Foundation Contributions	\$ 1,983,668
Individual Contributions	\$ 1,088,594
State funds appropriated directly to support of the public charter school	\$ 435,437
Capital Outlay	\$ 372,574
Other Federal Revenue – Food Service	\$ 62,863
TOTAL	\$ 5,680,281

No financial deficiencies or other authorizer concerns were identified within the past year.

Annual Audit

KIPP Nashville's most recent annual audit is included with this report (NOTE: see the separate attachment named "Audit_KIPP_Nashville.pdf"). The audit did not identify an internal control deficiencies or material weakness.



KIPP: Nashville

MAGAZINE • FALL 2019

CELEBRATING 15 YEARS

THE PATH TO EDUCATING
MORE STUDENTS, SUPPORTING
MORE COLLEGE GRADUATES
AND OPENING MORE DOORS
OF OPPORTUNITY.



CELEBRATING TEAM AND FAMILY

KIPP ANTIOCH COLLEGE PREP celebrated the opening of its new campus with a ribbon-cutting ceremony, featuring Tennessee Governor Bill Lee and our founding families and students.

“

My son started as a founding kindergartener and it's been an incredible experience for him. He's growing by leaps and bounds and is surrounded by loving teachers and staff who push him to reach his full potential. I know my son is receiving the solid foundation he needs to continue being successful as a student and person, and that is priceless.”

Deepesh Subedi | *KIPP Antioch College Prep parent*



SEEING IS BELIEVING

KIPP NASHVILLE COLLEGIATE HIGH SCHOOL seniors participating in the annual tradition of walking through the halls of all our schools in their cap and gowns.



OUR VISION

One day, every student in Nashville will have access to a high-quality college preparatory seat in a public school.

OUR MISSION

We cultivate in our students the academic and character skills needed to succeed in top colleges and life beyond.

TABLE OF CONTENTS

KIPP NASHVILLE AT A GLANCE

- 10 2018-2019 AT A GLANCE:** Overview, Academic and Faculty Stats
- 16 FOCUS ON EXCELLENCE:** Becoming a Reward School
- 18 FOCUS ON EXCELLENCE:** Middle School Math

TEAM AND FAMILY FEATURES

- 20 NINTENDO GRANT:** Sparks Joy and Curiosity
- 22 KIPP ANTIOCH:** A Space Designed with Students Front and Center
- 24 ALL IN THE FAMILY:** Three Generations at KIPP
- 26 COLLEGIATE FEATURE:** Unlocking the Secrets of the Internet

COVER STORY

- 28 CELEBRATING 15 YEARS:** A Look Back and Ahead at KIPP Nashville's Future

PERSPECTIVES

- 36 KIPP THROUGH COLLEGE:** The Persistence Story
- 42 POSITIVE SCHOOL CULTURE:** Our Education Journey
- 44 A DAY IN THE LIFE:** Director of Operations
- 52 SPORTS AND ARTS:** Opportunities Outside the Classroom
- 54 HAPPINESS ON A SIDEWALK:** Crossing Guard Spotlight

2019-2020 KIPP NASHVILLE BOARD OF DIRECTORS

Jim Flautt, Board Chair
Cynthia Arnholt
Chris Barbic
Karl Dean
Elizabeth Dennis
Camiqueka Fuller

J. Andrew (Drew) Goddard
Beth Harwell
Kent Kirby
Rick Martin
Jeff McGruder
William Seibels

Will Ed Settle
Brad Smith
McArthur VanOsdale
Rob Wilson

WRITERS *Erin Holt, Tasneem Tewogbola*

PHOTOGRAPHY *Courtney Davidson, Hannah Elaine, Erin Holt, KIPP Nashville schools*

FROM THE FOUNDER



DEAR TEAM,

In August, we began our fifteenth year in Nashville and welcomed 2,300 KIPPsters across kindergarten through twelfth grade. We opened our seventh school, KIPP Antioch College Prep Middle, and cut the ribbon on KIPP Antioch's new, shared elementary and middle school facility.

When I reflect on fifteen years of KIPP Nashville, I am reminded of the founding class of fifth graders whose families took a leap of faith when they signed their children up for a promise — a promise that we could provide a different and better option.

Our results prove the possible. Three of our schools are recognized as Tennessee Reward Schools by the Department of Education, and 70 percent of our eighth graders are on track or mastered in math, rivaling the performance of Williamson County peers. Our high school students are college-ready, with an average ACT score of 21, attending some of our country's most prestigious institutions, such as Vanderbilt, Howard, Princeton, Georgetown, Morehouse, Smith, Spelman and Wellesley.

What started as one group of determined fifth graders has evolved into an army of KIPPsters, filled with trailblazers, advocates, questioners of the status quo and a new generation of leaders.

As more KIPPsters become high school graduates, college students and alumni, we are reminded of the importance of growth. We are committed to pushing ourselves every day in service to our mission of cultivating in our students the academic and character skills needed to succeed in top colleges and life beyond.

One of our 2019 high school graduates, Dylan, put it best, "Set the bar high and don't move it." If we have the courage not to move it, we will make this a great year and lay the foundation for future growth.

We are deeply grateful for your support, which has helped us impact so many lives and has us poised to do even more in the years ahead. Join us as we work to build a better tomorrow.

With gratitude,

A handwritten signature in black ink, appearing to read "Randy Dowell".

RANDY DOWELL
Executive Director



OUR SCHOOLS



Grades K-3
FOUNDED IN 2017



Grades 5-8
FOUNDED IN 2013



Grades 5-8
FOUNDED IN 2005



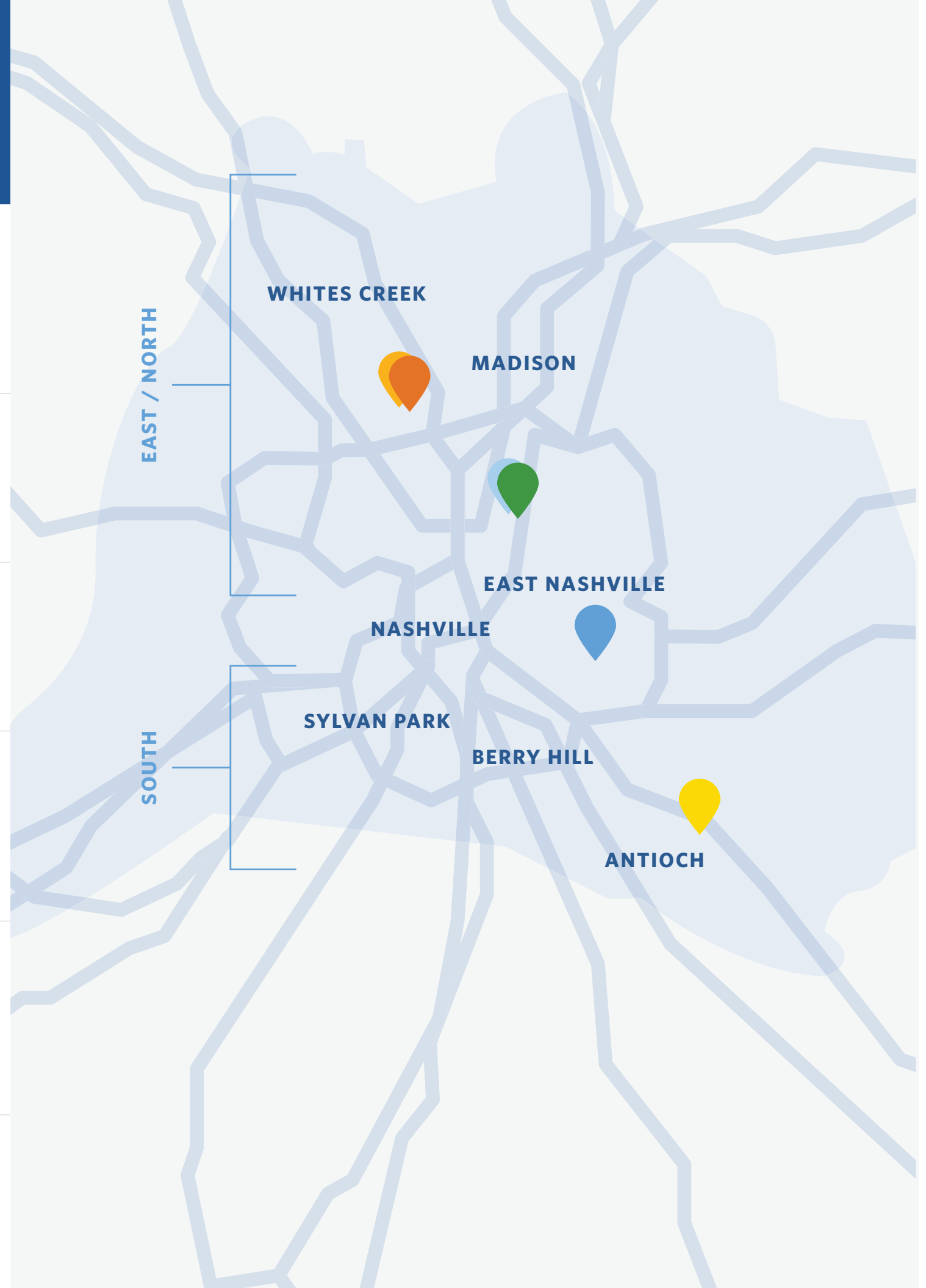
Grades 9-12
FOUNDED IN 2014



Grades K-4
FOUNDED IN 2015



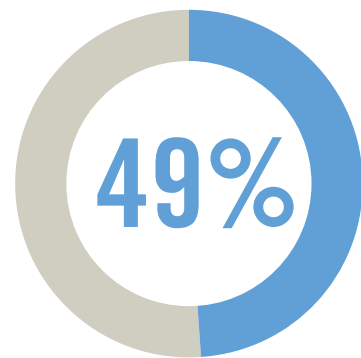
Grades K-1 and 5
FOUNDED IN 2018



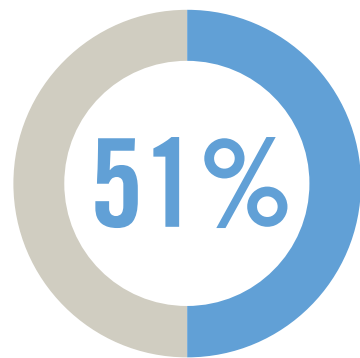
2018-2019 AT A GLANCE

2,039 STUDENTS	75% African American	1% Asian
	18% Hispanic	1% Other
	3% White	11% Special Education
	2% Multi-Ethnic	7% ELL Students

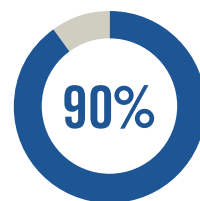
FEMALE STUDENTS



MALE STUDENTS

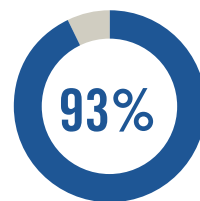


ATTRITION BY MONTH (Number of Students)			
18	August	38	January
40	September	24	February
25	October	15	March
25	November	5	April
11	December	1	May



STUDENT RETENTION

The most common reason a student left was due to moving out of district.



AVERAGE DAILY STUDENT ATTENDANCE



OUR SCHOOLS ARE NEIGHBORHOOD SCHOOLS

A majority of our students come from the surrounding communities.

TOP 5 ZIP CODES

37207	664
37206	310
37115	239
37013	164
37218	117

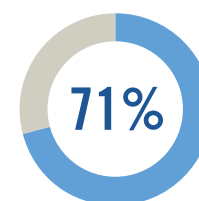
OUR TEAM

We are committed to investing in career pathways for our teammates and providing pathways for their continued growth and future development within our region. **In the 2018-2019 school year, 19% (1 in 5) of our open roles were filled by a current staff member being promoted or moving roles.**

I do this work to inspire and motivate students to thrive in the world around us. I take pride in cultivating innovative thinkers and diverse leaders of our future."

Edwina Onofua
English teacher at KIPP Academy Nashville

135 TOTAL (LEAD AND ASSOCIATE TEACHERS)



TEACHER RETENTION
(18-19 to 19-20, May-July)

32%
MALE

68%
FEMALE

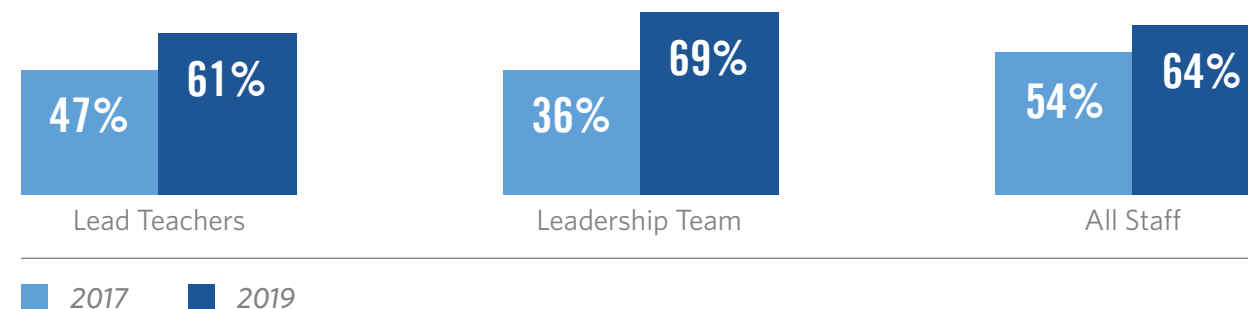
22%
0-1 YEARS

48%
3-5 YEARS

30%
6+ YEARS

4.8 YEARS
AVERAGE EXPERIENCE

WE'RE BUILDING A TEAM THAT LOOKS LIKE OUR STUDENTS
PERCENTAGE OF NEW HIRES IDENTIFYING AS A PERSON OF COLOR



2018-2019 ACADEMIC RESULTS

TNREADY | MIDDLE SCHOOL RESULTS AT THE END OF 8TH GRADE

MATH % PROFICIENT/ADVANCED

KIPP NASHVILLE



CITY



STATE



ELA % PROFICIENT/ADVANCED

KIPP NASHVILLE



CITY



STATE



CLASS OF 2019 COLLEGE READINESS



100% HIGH SCHOOL GRADUATION



20.7 AVG SCORE

56%

EARNED A 21+

28%

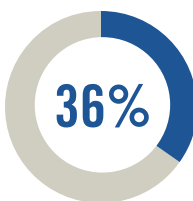
EARNED A 24+

COLLEGE APPLICATIONS

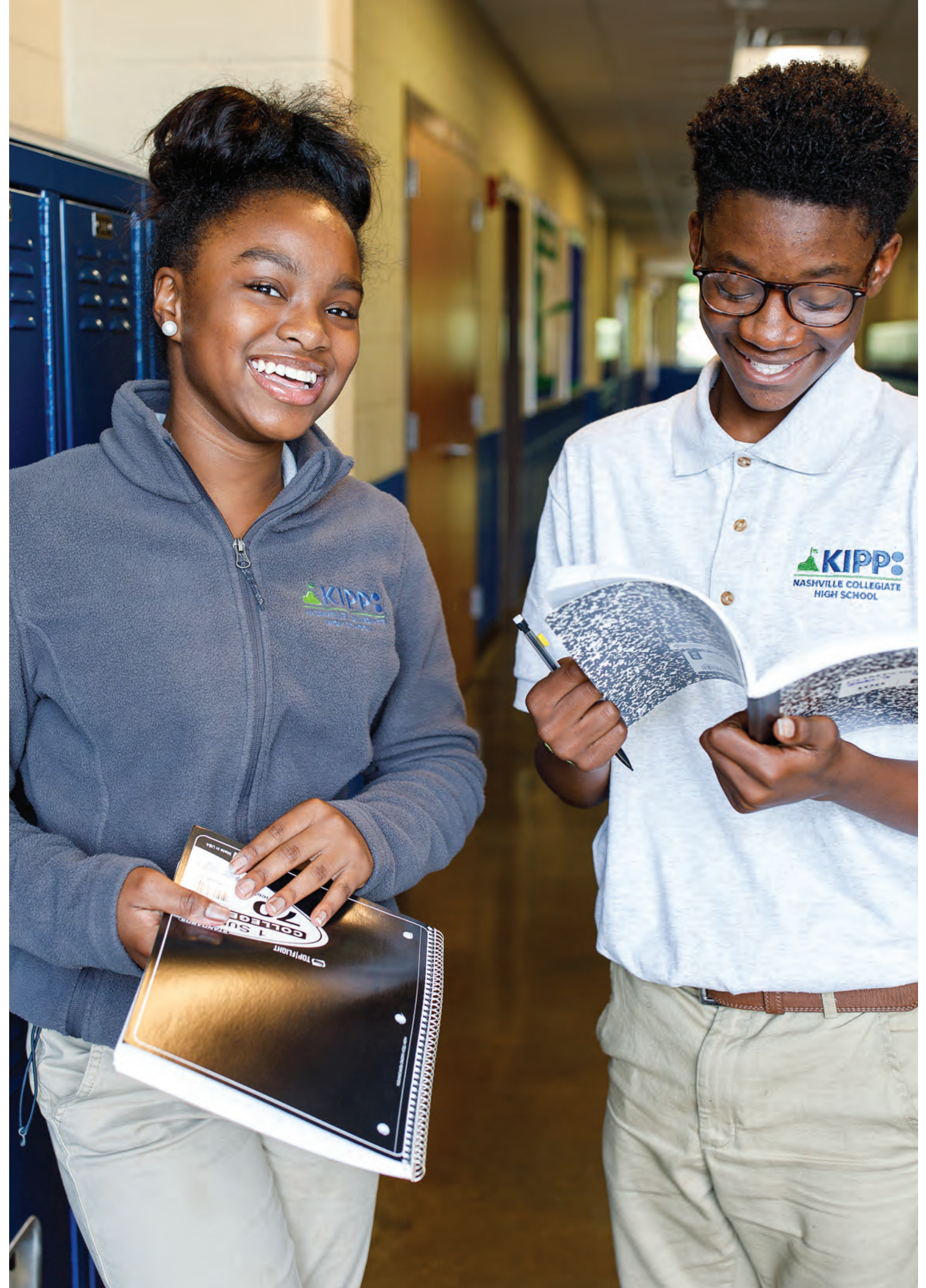
- 50 High school seniors
- 371 College applications submitted
- 259 Acceptances

NOTABLE ACCEPTANCES:

Vanderbilt University, Wellesley College, Northeastern University, Mount Holyoke College, American University and Smith College



EARNED A PASSING SCORE ON AT LEAST ONE AP EXAM



► FOCUS ON EXCELLENCE

FROM ONE OF THE LOWEST PERFORMING ELEMENTARY SCHOOLS IN TENNESSEE TO A REWARD SCHOOL

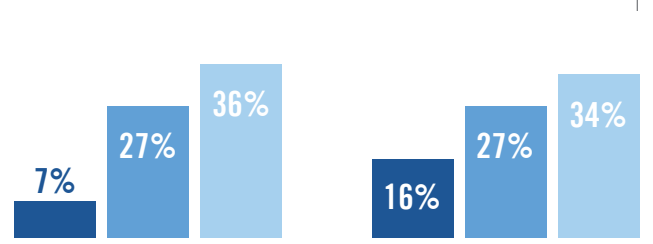
In 2015, KIPP Nashville opened KIPP Kirkpatrick Elementary School with kindergarten and first grade.

We were co-located with a traditional Metro Nashville Public School, Kirkpatrick Enhanced Option Elementary School, which was still operating second through fourth grade. Each year, KIPP took on one more grade level. By the 2018-2019 school year, we were fully operating as KIPP Kirkpatrick Elementary School.

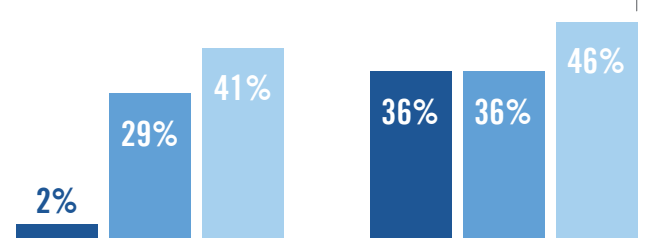
In 2018 and 2019, our founding KIPPsters took the TNReady Assessment, giving us a comparative view of their academic growth and progress. The results are exciting, especially in math, and tell the story of the incredible effort and dedication put forth by our KIPP Kirkpatrick team. It's a before and after tale that indicates a promising and continued trajectory of growth for a school that pre-KIPP, and as recent as 2016, was the third lowest-performing elementary school in Tennessee and the lowest performing in Nashville. ■



4TH GRADE ELA YEAR-OVER-YEAR
(Mastered/Proficient) after 4th Grade



4TH GRADE MATH YEAR-OVER-YEAR
(Mastered/Proficient) after 4th Grade



■ Kirkpatrick ■ MNPS ■ TN



Turnaround work is hard work. Serving a neighborhood community and serving an intense need is challenging. This work has pushed our team to be flexible, critical thinkers and problem solvers in order to keep student learning front and center. We've been doing that in addition to the important and necessary work of relationship-building, while providing our students and families with the support they need in order to make this happen."

Amy Galloway | KIPP Kirkpatrick Elementary School Principal

TRANSFORMATIONAL TEACHING

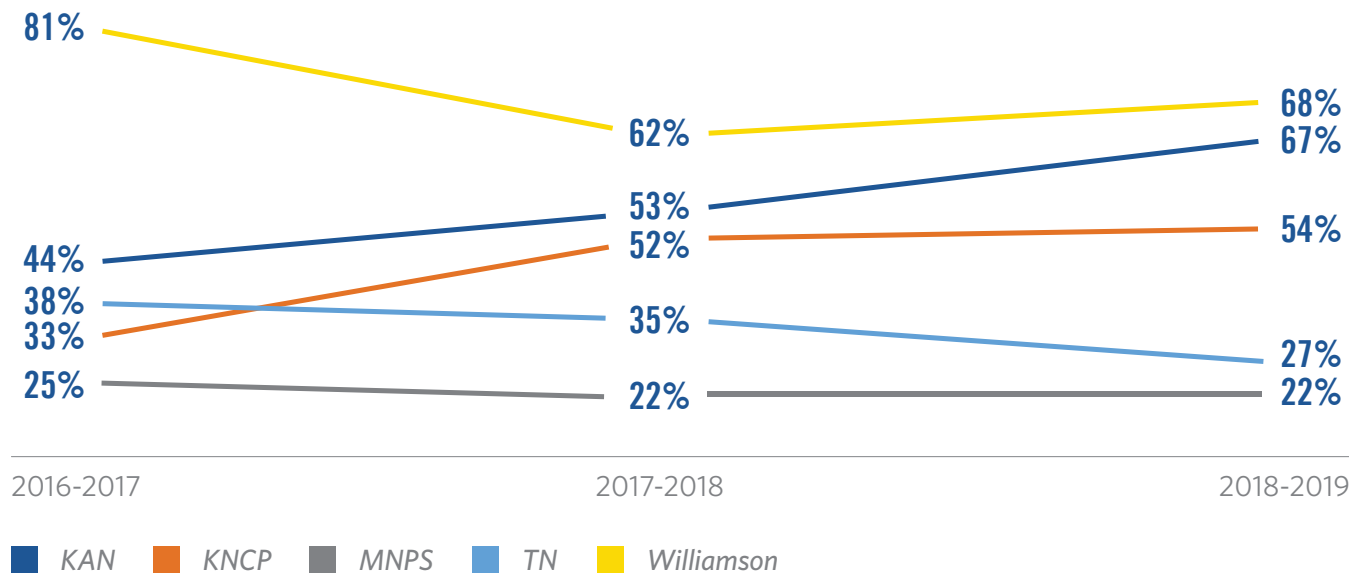
MIDDLE SCHOOL MATH GROWTH FROM 5TH-8TH GRADE

Five years ago, KIPP Nashville began piloting a new approach to teaching math, which we have been codifying and implementing across all our middle schools. The shift lies in posing a challenging question to students and asking them to work to solve the problem without teachers telling them how to solve it. Rather than following a set of step-by-step directions, students are challenged to participate in a deep analysis of the multiple strategies they and their classmates

used to solve the task. This process is essential to developing flexible and critical thinking skills.

Our middle school students are reaping the benefits of this shift, and their performance over the past four years is a reflection of this work. As we've seen this model take root in our middle schools, we've also begun the work of shifting our elementary approach to a task-based model as well, with the end goal being that our students are engaged in deep mathematical thinking from kindergarten through senior year. ■

CURRENT 8TH GRADE MIDDLE SCHOOL MATH TREADY DATA



By the end of eighth grade, 70% of KIPP Nashville students are on track or mastered in Math, matching the performance of Williamson County students.

Note: Williamson County is ranked among the wealthiest counties in the United States.



"I wish I had learned math the way I teach math now. After I've explained the problem, I give students a few minutes to work on it by themselves. As I walk around the room, I can see in real-time if most of the class is catching on. It's nice to have flexibility so I can teach based on what I'm seeing. It's a collaborative environment where all students participate, share their work and discuss how they solved the problem."

Jasmine Jacobs | 6th grade Math Teacher at KNCP

NINTENDO GRANT

SPARKS JOY AND CURIOSITY

Kevy and Kylun are working hard to try and figure out how to put together their cardboard race cars.

“Look, you stick this part in here!” shouts Kylun, as he proudly attaches a corner and gets one step closer to making his cardboard look less flat and more like a car.

Kevy and Kylun are second graders in Mr. Baker’s STEM class at KIPP Nashville College Prep Elementary School. They’re working on piecing together components that include the Nintendo Switch and are part of Nintendo’s Labo invention system.

“We found out that we received the Nintendo grant from the Institute of Play in November 2018, and I was so excited to introduce the program to our students,” says Mr. Baker.

KNCPPE is one of 100 classrooms around the United States who were awarded this grant, which bring Labo kits for Nintendo Switch—previously only available for consumer purchase—to schools.

“The kits are really neat,” explains Mr. Baker, “They come with cardboard and other materials that let our Kings and Queens build different kits that interact with the Nintendo Switch. So far, our classes have built a race car, but we also have materials to build a motorbike, house and fishing rod.”

Students can make the cardboard car move by using vibration controlled through the Switch. It’s the same technology as in Nintendo Wiis.

Kevy notices, “The cardboard car is moving without batteries, it’s just so cool!”

Kylun adds, “I can’t believe it’s moving by itself, but we’re controlling it!”

“I definitely feel like this is a sneaky and fun way for our Kings and Queens to learn,” says Mr. Baker. “Some of the things they’re learning are the very beginning of coding and it’s basically just a way to spark that love and joy of science, technology and engineering at a young age.”

For Mr. Baker, the Nintendo grant combines his love of teaching and STEM with a personal passion of his too.

“Yes, I will admit I love gaming and am kind of a geek,” he laughs. “It’s really fun to bring something I enjoy into the classroom, especially because a lot of our students have Nintendo Switches or are at least already familiar with the technology.”

As students work to figure out how to build the models, Mr. Baker says it teaches problem-solving skills and encourages them to collaborate.

“The goal is eventually our students will be running the set up part by themselves and won’t actually need any help building the models. The hope is that our older students can teach our younger students.”

With a background in science, Mr. Baker understands that the earlier students are exposed to STEM curriculum, the better the chances are that they will fall in love with it, just as he did. ■



“It’s at the forefront of my mind every day that our kids are exposed to a teacher who looks like them, who likes science and has made a career out of it,” says Mr. Baker. “I didn’t have my first African American male teacher until seventh grade. The world is shifting more and more toward science and technology, so I want to do my part to be a positive influence at this early stage in their lives.”

Sam Baker | STEM Teacher at KNCPPE



KIPP ANTIOCH COLLEGE PREP

A SPACE DESIGNED WITH STUDENTS FRONT AND CENTER

Situated along bustling Murfreesboro Pike, KIPP Antioch College Prep straddles the urban and rural architectural divide. The 49,803 square foot building design pays homage to the farms that once dotted the Antioch landscape while combining more modern elements to create a school environment where every detail was designed with students' social and emotional wellbeing at the forefront.

Classrooms are clustered in neighborhoods to allow for ease of transitions and facilitate added student supports. The design features abundant natural light and exposure to nature through windows and the door through which students enter, which faces the wooded side of the property and features a large green space. ■



Students feel cozy in their environment, even though this is a large building. Not only are the large windows beautiful and bring natural light into classrooms, but they also provide a practical purpose. One of our school-wide initiatives is including a peace corner in every single classroom. Our students can go there if they're feeling like they need a minute to calm down and focus, or if they're feeling sleepy, they can go take a rest. A lot of our teachers chose the peace corner by a window. The peace corner isn't only for students who might be upset, but it's also if you're under-stimulated, so being in the sunlight has a positive impact on the level of alertness."

Caitlin McCollister | *Dean of Student Culture for KACPE*

ALL IN THE FAMILY

Everyone who walks into the front office at KIPP Academy Nashville is bound to see Ms. Fuller and Ms. Barnes. Ms. Fuller is the Operations Coordinator and Ms. Barnes is a volunteer, as well as a KIPP Nashville Bus Monitor.

From their welcoming spirit, general knowledge of the school and occasional cooking tips, this is one special group of women - they happen to be mother and daughter. Up until recently, Ms. Fuller's daughter, Shelby, was a student at KIPP Nashville Collegiate High School. Shelby graduated in 2018 and is currently a sophomore at Berry College. You can find Shelby supporting at the front desk during the summer in between her internships. ■

These three generations of women with deep ties truly represent what KIPP is all about.



Being away at college, I've learned to appreciate my mom more. I'm very grateful for her, and not being at home has made me realize how much she always did for me. She's always there for me."

Shelby Fuller | KIPP Nashville alumna and sophomore at Berry College



She's such a giver. Even when we were younger, she'd always take someone in, she'd always open up her doors. I'm grateful for the fact that we genuinely enjoy one another. We laugh and have such a great time together."

Ms. Fuller | Operations Coordinator



I feel so blessed spending this time together. I'm here, my daughter is here and my granddaughter is here. When I was younger, I had a feeling that I wasn't going to see past thirty, but I'm double past thirty. I even have great-grandchildren. I definitely don't take it for granted."

Ms. Barnes | Volunteer and Bus Monitor





UNLOCKING THE SECRETS OF THE INTERNET

Students in Ms. Garrett’s tenth grade AP Computer Science class are hunched over their laptops. You can hear the clacking of keyboards and every now and then a loud laugh and a “Woah!”

In this assignment, students are working with hexadecimals, creating their own images by using numbers in specific patterns to make a certain color. The “Woah” typically comes after a student has figured out the right pattern and their creation begins to emerge.

“I am designing a heart and my initials. Heart for compassion and caring, and initials for identity,” explains Joseph.

Over the past several months, students have spent time talking about how information is sent across the Internet. Using that knowledge, they went through the same process of creating the Internet that the founders of the Internet went through when it was created.

“I’ve never heard any of this before, but it surrounds us every day, all day,” says Abibi. “I’m really enjoying learning about it.”

As a generation who has been surrounded by technology for their entire lives, herself included, Ms. Garrett says, “Few people actually stop to examine what is going on when they post a picture on Instagram, listen to a song on YouTube, or send a text message to a group of friends. In this class we learn about all of that and more! Students now know how filters on Instagram work and how to create them. They know why certain songs sound better on YouTube than others, which is based on the type of file and file size. They now know how information, like text messages, are sent across the Internet. It’s always great to see a student have a lightbulb moment in class and see them get it, but it is especially nice for these students to have lightbulb moments about things that they experience in their everyday lives.”

“I really enjoy this class because I never thought the Internet would have so many secrets,” says Estrella. “So much of it is coded in zeros and ones. Since I got into computer science class, I also see it as an opportunity to help everyone have access to the Internet.”

The computer science class, along with a robotics club, is made possible by a grant from Amazon’s Future Engineer program, and FIRST, a STEM non-profit (For the Inspiration & Recognition of Science and Technology). The Amazon Future Engineer program is designed to facilitate STEM education in classrooms and is being implemented in 53 KIPP schools across the country.

“I think that it is extremely important that our students have access to a computer science class before college, because at this point everything involves technology,” says Ms. Garrett. “In this ever-changing world, society is becoming more reliant on technology. Giving students the opportunity to take an AP Computer Science class before college, gives students the opportunity to access jobs in the field. In this class, students learn the foundation skills that all computer scientists and introductory technology jobs need, and hone other skills that are relevant to a variety of careers, like problem-solving, critical thinking and collaboration.”

For students like Joseph, who have dabbled in computer science outside of school on their own, this class is an exciting opportunity to dive deeper. “I’ve been waiting for this class for years,” says Joseph. “I want to create games or write computer programs, or maybe both. I’m going to make the most technologically-advanced car and house. I’m going to make it all. I love it all and I love computers.”

More than half of the students taking computer science at Collegiate are female, and Ms. Garrett says she takes the responsibility seriously.

“STEM and Computer Science specifically are male dominated fields. I think when my students see me teaching, it sends the message that no matter what, no matter your background, or gender, race or orientation,

Computer Science is something that they can excel in. It is a field that has many opportunities and they should not be hesitant to dive in based on demographics.”

Throughout the rest of the year, students will spend time learning how to program and code in JavaScript, where they’ll work on designing apps and websites. The year will end with a unit on data and privacy, along with discussing the impact of big data collection. By the end of the year, KIPPsters will have “created the Internet” and will be able to discuss the implications – both beneficial and harmful – to society.

The impact of the Internet is something Estrella says she’s very interested in, “Since I got into computer science class, I see it more as an opportunity to help everyone have access to the Internet.” ■



I enjoy seeing students that were extremely nervous at the beginning of the year, excel in class now. I love seeing their passions come out in projects and in class. The greatest joy I have from teaching the class is knowing that in about ten years, these students will be in a job or career field, computer science or not, and they will remember something from this class that will help them in the future.”

Danielle Garrett
*AP Computer Science Teacher at
KIPP Nashville Collegiate High School*

PROMISES TO KIDS ARE SACRED

FIFTEEN YEARS OF KIPP NASHVILLE

A LOOK BACK AND AHEAD AT THE FUTURE OF NASHVILLE'S LONGEST OPERATING CHARTER SCHOOL.

THE BEGINNING

Before ever setting foot in a classroom, Randy Dowell remembers feeling a tug toward helping people.

"I was working as a consultant in the IT field and I was doing a lot of volunteer work doing youth ministry through Young Life. I was at a place where I'd been a consultant for two years and contemplating my next step and really just had this strong desire to teach."

Thanks to an open-minded and supportive manager, Dowell was given an opportunity to change the trajectory of his life – and with it, thousands of lives he was still years away from meeting.

"My manager knew I wanted to try teaching, so she encouraged me to give it a shot and let me know that if I didn't love it, my job would be waiting for me."

Dowell adds, "Without that initial push, I would not have been able to take a risk."

That was the last time Dowell ever consulted in the IT field again. He spent the next two years teaching eighth grade science, math and reading at Sedgefield Middle School, one of the lowest performing schools in Charlotte, North Carolina.

"The work was really hard, especially in the beginning. I relied on friends and core, veteran teachers in the school. Those teachers would stop in my classroom and coach me up by talking to me in front of the kids, and I remember being in awe that the kids listened to them."

Dowell's hunger for feedback and opportunities to grow drove his obsession with creating systems, rules and procedures in his classroom to create the right learning environment. His second year at Sedgefield, he was determined to do things differently in his classroom to create the right learning environment.

"I had read a book by Harry Wong called *The First Days of School: How to Be an Effective Teacher*. I did everything he said to do. I did that all before the first day of school. It's stuff to this day we expect our teachers to do. Our principal walked in and said 'Mr. Dowell, what are you doing that these students are so quiet and so focused?' I remember looking at him and wanting him to leave. I was thinking, 'They're doing what I've asked them to do. They're doing what students should be doing, they're getting ready to learn.'"

After two years in Charlotte, Dowell accepted a middle school teaching position at **(Continued, Next Page)**



(Continued) Weymouth Public Schools, a suburb about 18 miles outside of Boston. Dowell remembers an environment where most teachers kept to their own classrooms.

At a mid-year faculty meeting to address student behavior issues, Dowell found himself thrust into a leadership position, leading the meeting – which was filled with veteran educators and facilitating an action plan to create safer hallway transitions. Within one day of implementing some small, but consequential changes, Dowell says there was a noticeable difference among student culture in the hallways.

“When the KIPP Foundation came asking if I had ever thought about leading a school, it was in large part that experience that allowed me to think I could do this.”

Dowell was accepted as a 2003 Fisher Fellow and spent a year studying, learning from exemplar schools around the country and preparing the application for KIPP Academy Nashville. Dowell says he chose Nashville, because he loved the city and felt like the entrepreneurial spirit of the city would support a charter school.

FIND A WAY OR MAKE ONE

“It is unrealistic to assume that all students can and/or want to attend college.” – MNPS School Board, February 12, 2004

The Metro Nashville Public School Board rejected Dowell’s first application in 2003. His second application was also rejected and amidst the resistance, the KIPP Foundation asked Dowell to move his operation to Memphis.

During this time, Dowell remembers feeling a real conflict over whether he could make this happen, “The biggest question was, ‘Can I do this? Can I open a school in an area that isn’t friendly to me?’

Do I have the confidence, persistence and tenacity to stick with it and keep fighting and pushing.”

Ralph Thompson, who at the time was the Director of Middle Schools for MNPS, says he did a lot of work for Randy behind the scenes, connecting him to people who could help and ultimately, played a hand in securing the Highland Heights building on Douglas Avenue for KIPP.

“I encouraged Randy to keep his foot on the gas pedal, despite the setbacks. I will say I wasn’t sure about charter schools at the time, but out of respect for Randy and my strong belief in doing whatever is best for children, I felt like I needed to help him out.”

KIPP Academy Nashville’s charter application would be rejected a total of three times before finally being approved in the fall of 2004.

GETTING OFF THE GROUND

During the spring and summer of 2005, there were a few things of which Dowell was sure. He had an approved charter to open his new school, they had a building to use and his school would offer parents a different choice. He wasn’t so sure whether families would jump at the chance to try something new.



KIPP Academy Nashville teacher, Misty Caldwell.

As Dowell canvassed the neighborhoods surrounding the location of the new school and met with interested families in their homes, he remembers, “Parents got excited about two words, ‘safe and structured.’”

In some cases, it was students who convinced their parents to let them try out KIPP.

“I heard about KIPP because they came to my elementary school,” says TeAndrea Jackson, a founding fifth grade KIPPster. “They were talking about how they were starting this new school and explained how they would be different from our zoned middle school. I distinctively remember they said, ‘We really believe you can go to college and we want to make sure you can get there.’ I took the flier home and told my mom I wanted to go to this school. I never once thought twice. I wanted to try something new, and she had this mentality of let’s do it and so I did, and here I am.”

Jackson, along with 59 other students became the founding class of KIPP Academy Nashville.

While students like Jackson were coming on board,

Dowell simultaneously searched Nashville for teachers who also craved something new and would be willing to commit to a different way of doing things: a way that would undoubtedly be harder and require more of their time.

One of those teachers was Misty Caldwell, who remains as a fifth-grade math teacher at KIPP Academy Nashville. At the time, Caldwell had just finished a challenging two years teaching at a nearby middle school.

Caldwell says, “My teacher education program did not prepare me for gang initiations occurring in the bathrooms, fights erupting in the hallways and classrooms, and actual lockdowns happening almost monthly. Despite the situation, I saw it as a challenge and though the circumstances were not the best, I had made an impact on the students. So, in 2005 after receiving a phone call about a new school and knowing I had a voice in whether I chose to join the team, my interest was piqued.” **(Continued, Next Page)**
(Continued) Over coffee, Dowell explained his vision



TeAndrea Jackson, KAN alumna, on her graduation day from Boston University.

to Caldwell. There was talk about preparing students for college, holding everyone to high standards and creating a safe, structured and nurturing environment for KIPPsters with alignment across classrooms and grades.

“It was like he was reading my mind,” explains Caldwell. “I let him know that it had been a concern of mine, and I had seen firsthand students once loving school in my classroom start to hate it the next year. Students who used to feel safe being bullied the following year. All of this was happening in the same building. Randy assured me that that kind of thing was not going to happen at KIPP.”

Caldwell says she didn’t think twice about accepting a position and going all in on the mission and vision of KIPP Nashville.

A DIFFERENT KIND OF SCHOOL

As founding KIPPster, TeAndrea Jackson remembers, school was indeed different. Classes started in July with three weeks of summer school and students attended school every other Saturday. The school day began at 7:15 a.m. and ended at 5 p.m.

Laughing, she explains, “We had to sit on the floor for summer school. They told us we had to earn our desks and our chairs with good behavior and grades. I remember thinking this was strange, but if those were the rules, then I was going to do what it took to earn my chair.”

For all its historic charm, the Highland Heights building presented a lot of challenges. Broken down boilers during the winter meant students wore coats to continue learning. Parts of the roof sometimes leaked and bats lived inside the building.

“For three years, we couldn’t go to the fourth floor because of the bats,” says Jackson.

“Occasionally, a bat would make its way to the part of the school we were using, so we had to use the other stairwell.”

During summer school, one of the original four teachers quit and by the end of the summer, Dowell realized another teacher wasn’t a good fit. They began their founding year with two teachers.

“Lack of teachers, a dilapidated building, and a lack of resources was not going to stop us,” says Caldwell. “The desire to defy the odds and prove the possible was a common vision we all had that bonded us together. This really built a sense of trust, required us to depend on each other, and to be honest with each other about ways to grow.”

In order to give his two teachers a planning period, Dowell taught all 59 KIPPsters reading in the cafeteria. Caldwell adds, “That first year was definitely a challenge for students and teachers. Nonetheless, our kids wanted to be at school. In fact, I remember one student missed the bus one morning and instead of staying at home, she walked two miles to come to KIPP.”

Jackson says, “I stayed at KIPP because no one ever had talked to me about college. In my family, it was all about graduating high school, but we didn’t talk about what happened after that. KIPP was the first time anyone talked to me about college and a good college. And not only will you graduate high school, but you’ll graduate from a great high school, and I was hearing these things when I was 10.”

Of that first year, Dowell says, “I was scared all the time, like every day. I was constantly worried something could go wrong. We were so fragile and holding it together with bubble gum, duct tape and scrappiness.”

ANOTHER WAY

Brandy Bridgewater, whose daughter Azariah joined in sixth grade, says, “I remember praying if there’s another way, I’m willing to go another way.”

Azariah was attending a low performing zoned school and Bridgewater says she wasn’t being challenged. “I felt like it was failing us, and I wasn’t willing to sacrifice her future and so, I was considering taking her out of the school system completely to home school. Then I heard about KIPP. I called that day and talked to the front office and set up an appointment. The rest is history.”

At the start, our students were an average of two to three grade levels behind, which Dowell says gave their team the added motivation to keep pushing themselves and trying new things.

Through a personalized approach to teaching, aligned standards, a partnership approach with parents and a rigorous, college-preparatory curriculum, the founding class grew by leaps and bounds. At the time, there was no KIPP high school, so Dowell and the teachers worked to connect students with opportunities in Nashville and around the country.

Jackson attended Harpeth Hall, Azariah attended Exeter in New Hampshire and several KIPPsters went on to attend the University School of Nashville and 12 other local high schools. In 2017, the founding class of KIPPsters graduated college at more than double the rate of their peers.

Jackson is a first-generation college graduate and now in her third-year of teaching in San Antonio.

“I knew I wanted to teach since freshman year of high school. My first year at Harpeth Hall, I remember being reflective of what I had been through up until that point and thinking to myself, ‘A lot of people have given me a lot of resources and support, and I wouldn’t feel good if I didn’t turn around and give someone else those same resources.’ **(Continued, Next Page)**

(Continued) I was blessed to be able to go to KIPP and get the education I got. I have to give that to someone else and make sure others get this same experience.”

Since 2005, KIPP Nashville has grown to seven schools educating 2,300 KIPPsters and a staff of more than 300 talented educators from across the country — three of whom are still here from KIPP Nashville’s founding teaching team.

OPENING DOORS OF OPPORTUNITY

“Originally, I just wanted to open one school,” explains Dowell. “Our board chair at the time, Will Ed Settle, said we have a need to grow. We haven’t solved all our problems, but we have to spread what we know and keep striving to provide families with a better option.”

That encouraged me to think more broadly about KIPP and how we could impact more students in Nashville.

With its expansion into Antioch, Dowell sees new opportunities to reach more families through another five-school cluster, the same model which is now established in East and North Nashville.

“We want to do more for more students and do more for the kids who are with us,” says Dowell. “We want to keep getting better. We want to create nationally recognized excellence in our elementary, middle and high school model. And we want to do that at a scale over the next 15 years where we are reaching five-thousand kids. Once we do that, we’ll be poised to figure out how to get to 10-thousand students, more than one out of every ten students in Nashville public schools.”

KIPP Nashville schools are some of the top performing public schools in the city without admissions requirements and recognized as Tennessee Reward Schools. KIPP Nashville Collegiate High School graduates go on to some of the country’s most prestigious institutions, including Princeton University, Vanderbilt University, Morehouse College, Spelman College, Georgetown University, Howard University, University of Tennessee-Knoxville, Duke University, Fisk University and Wellesley College.

After Jackson’s class of 2013 graduated from college, Dowell says he felt a sense of happiness for the KIPPsters who will always hold a special place in his heart. But Dowell says he didn’t feel like he could say job well done, “I never felt the story ended with that class. I felt happy for our kids, but it never struck me as the end. The truth is, we’re never quite satisfied and we’re finding ways to make things better every day.”

And there may be no better reminder of that than Jackson’s five younger siblings, all of whom attend KIPP Nashville schools. ■



Azariah Bridgewater, KAN alumna, on her graduation day from Florida State University.



KIPP THROUGH COLLEGE

PERSISTENCE DOESN'T HAPPEN BY ACCIDENT
FEATURING LAUREN DENTON, COLLEGE PERSISTENCE COUNSELOR

It's a dreary winter day as Ms. Denton packs up her car and heads up I-24 West toward Clarksville.

Ms. Denton is driving to Austin Peay State University to check in on three KIPP Nashville alumni. Once she hits the highway, Ms. Denton touches base with each student to confirm their meeting times and starts to get excited about seeing them in person.

"Today we're talking about where they are in their classes and what their next few weeks look like before finals," she says. "We'll also be talking about class registration and the upcoming FAFSA application."

These regular face-to-face touchpoints are just one small part of Ms. Denton's work as a college persistence counselor.

Ms. Denton explains, "My goal is always to get a full picture of our students' financial, socialemotional and academic progress, plus give them good next steps. They should always be striving to move forward."

This persistence work is part of the KIPP Through College team at KIPP Nashville - making sure our students are supported in their journey to and through college. It's relational work that is based around building trust with our alumni, with the ultimate goal grounded

in helping our students persist from semester to semester through graduation.

"You can't force a relationship," says Ms. Denton. "Every time I interact with one of our current high school students, I'm thinking about creating that bond that will help me better serve them when they're on my case load after high school graduation."

Right now, Ms. Denton has 90 KIPP alumni on her case load in college, both in Nashville and around the country. Those within driving distance get personal visits - those too far away get monthly calls.

Chineerah, Ms. Denton's first student, sits down in a booth and launches right into how she's doing and what's been happening in her classes. Chineerah is a freshman at Austin Peay, adjusting to the expectations of college professors and the challenges of time management in a less structured environment.

Chineerah feels like she's got a leg up on college compared to some of her classmates. "I really feel like KIPP prepared me for college. After all the hard work in high school, I'm able to tackle bigger projects and understand how to outline my coursework. If I didn't know how to do that, I would be lost. And even though it sounds simple, if we hadn't been introduced to the idea of keeping an agenda in high school, I wouldn't know how to structure my day or my time."

There's the regular conversation about class work and next steps for preparing for finals and registering for next semester's classes. But Ms. Denton also asks about how Chineerah is settling in socially, whether she's signed up for any clubs or activities. It's these kinds of personal moments, **(Continued, Next Page)**



(Continued) coupled with the technical aspects of being in college, that Chineerah says makes this time so important.

“It’s nice to have somebody to talk to about my day other than my mom,” she laughs. “It means a lot to get a call from Ms. Denton and I really look forward to seeing her in person.”

Ms. Denton’s ability to connect with her students comes from a place of personal experience.

“I remember being in their shoes,” she says. “I didn’t have this type of person or opportunity in college. I had to figure it out on my own. Sometimes I imagine how much easier things would’ve been for me if I’d had access to something like this.”

As a freshman at the University of Arkansas, Ms. Denton remembers she had to get used to living in a community triple the size of her small home town.

To put it plainly, she describes the experience as culture shock and says at times, she didn’t know where to go or who to turn to with questions. It was overwhelming – a sensation she’s keenly aware of as she thinks of how her students are settling into their new environments.

“A common theme I hear from a lot of our students is figuring out how to advocate for themselves and getting over a fear they might have that asking for that help makes them sound silly. I can absolutely relate to that.”

While it may seem difficult to measure the persistence work, Ms. Denton keeps careful track of every interaction she has, noting everything from academic progress and social emotional wellbeing to financial situations. Each month, she’s building a holistic picture of how each student is doing, which in turn shapes next steps and guides her daily action items.

“It’s long-term work that can change minute to minute,” she explains. “You might leave a meeting feeling great and thinking this student is on the right track, but then something can change in the blink of an eye that could

jeopardize their ability to stay in college. You always have to be prepared to have tough conversations.”

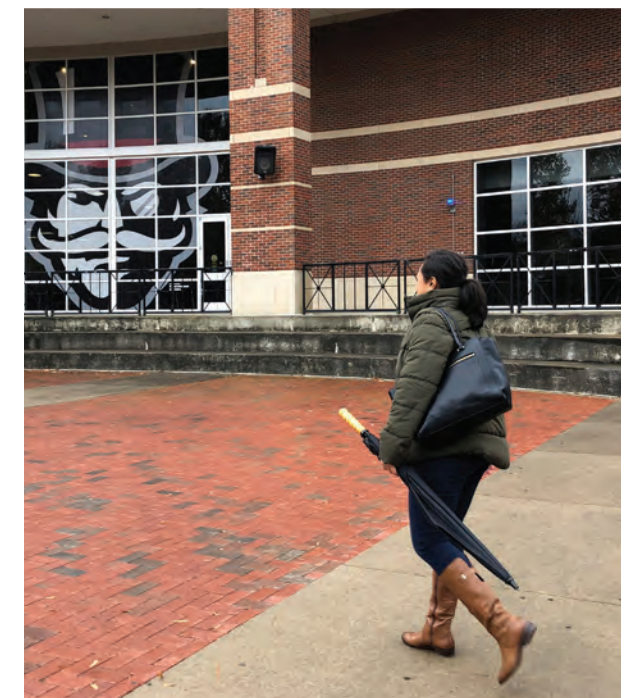
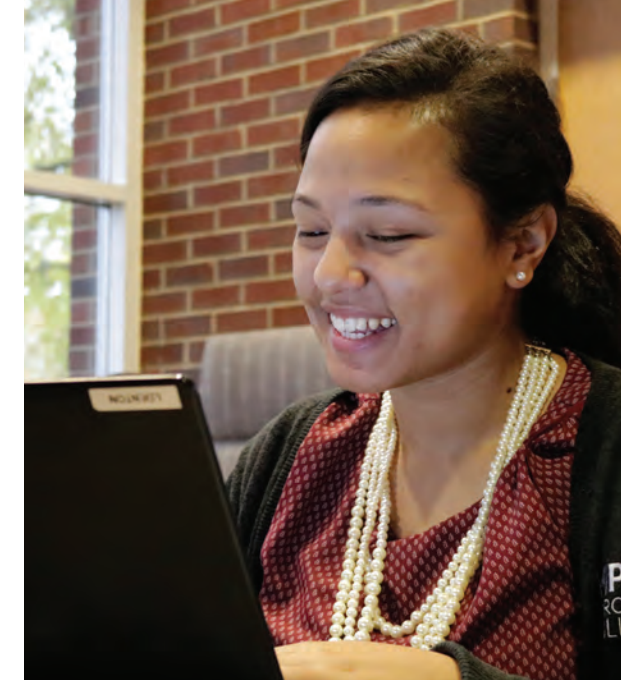
KIPP Nashville’s goal is for 79 percent of our alumni to graduate from college – that is the graduation percentage from the highest income quartile in the United States. For students from educationally underserved communities, that number goes down to 12 percent. Ms. Denton’s persistence work is part of what it takes to help our students reach that 79 percent goal.

Ms. Denton’s last appointment of the day is with Sabreonna, a sophomore at Austin Peay who’s studying pre-med biology and sociology.

“She keeps me on track,” says Sabreonna. “Sometimes I’m in my own world, but Ms. Denton makes sure I’m getting everything done for my financial aid and checks on my grades. Ms. Denton never judges me and gives great advice.”

Even though there is rarely any instant gratification in persistence work, Ms. Denton seizes the joy in the little “aha” moments when she sees her students figure something out they didn’t know before or take responsibility for the next step and plan for it without her help.

“I feel like I can start to breathe a little easier once I know my students have actually made their new campuses their home. For me, that looks like them getting involved outside of the academics, because college isn’t just about the classroom. Recently, one of my theatrical kids participated in a play on campus and won an award. When I visited another student, we kept getting stopped by all these people saying ‘hi’ to her as she toured me around. She was clearly so proud of the community she was building. These are the stories that keep me going.” ■



KIPP THROUGH COLLEGE

ARE OUR ALUMNI CLIMBING THE MOUNTAIN TO AND THROUGH COLLEGE?

Our KIPP Through College team currently supports 91 KIPP Nashville Collegiate High School graduates in college. Our KIPPsters attend 33 unique colleges, universities and technical schools around the country.

CLASS OF 2018/2019 ARE ON TRACK TO TRIPLE THE GRADUATION RATE OF THEIR PEERS.



COLLEGES ATTENDED INCLUDE



CLASS OF 2019 AT A GLANCE



20.7 AVG SCORE

50 STUDENTS

401 COLLEGE APPLICATIONS

268 COLLEGE ACCEPTANCES

100% GRADUATION RATE

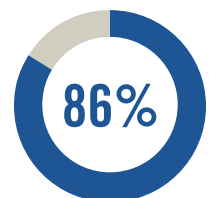
Average ACT scores:

54% scored above a 21

28% scored above a 24

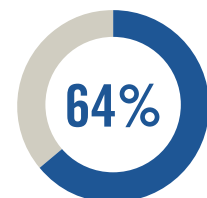
COLLEGE MATRICULATION AND PERSISTENCE

2018 (56 SENIORS)



matriculated to college

2019 (50 SENIORS)



persisted to sophomore year

Estimated College Completion:

12% Low-income

42% Class of 2018

40% Class of 2019



POSITIVE SCHOOL CULTURE

OUR EDUCATIONAL JOURNEY

BY TASNEEM TEWOGBOLA KIPP NASHVILLE PARENT

Our family has done it all: home-schooling, zoned school, magnet schools and now, charter schools. I have five daughters, four of whom are still in school. They all attend KIPP Nashville public charter schools.

We fell in love with KIPP for what it stands for (literally) and because it is truly a personal approach to education that our family had never experienced before. KIPP stands for “Knowledge Is Power Program” and when my husband and I heard that for the first time, we could not have agreed more. The personal touch started with our very first interaction. I will never forget getting a visit from Nikki Olszewski, KIPP Nashville College Prep’s school leader. She knocked on our door and told us about the middle school she was opening. She listened to us, took the time to get to know Yemurai, who is our oldest daughter and a current junior at KIPP Nashville Collegiate High School, and made us feel special.

That feeling is even stronger today than it was six years ago.

My youngest, Azizah, is in third grade at KIPP Nashville College Prep Elementary (KNCPE). She loves socializing and combining learning with her social skills. Azizah can be herself and feels genuinely seen and appreciated for who she is, right down to her hair. My daughter has black teachers who look like her and know how to pronounce her name. It may seem like a small thing, but in a world where many children feel like they have to disappear to fit into the main stream culture, my seven-year-old has a life inside and outside our home where she feels significant – as significant as any child should feel growing up.

My middle daughter, Zenani attends KIPP Nashville College Prep. She’s in the same building as Azizah, which in of itself is special. Zenani is in sixth grade and has friends and teachers who nurture her love of reading and math. She won the award for KIPPster of the Month recently and came home beaming.

Asali is in ninth grade, enjoys playing basketball and since her time at KIPP, has developed a strong sense of self-advocacy. Instead of letting me help with her homework, she insists she can just ask her teacher. She does and she’s comfortable doing so.

That brings me back to Yemurai. She spent her freshman year at a magnet school in Nashville, after deciding she wanted a different experience. Sophomore



“As any parent knows, every child is unique. It’s a joy watching my daughters learn and grow every day and seeing how KIPP is developing, nurturing and supporting them in different ways.”

Tasneem Twogbola | KIPP Nashville parent

year, she came back at KIPP. It was a powerful moment for me to bring her to Collegiate High School’s front office and see her get questions answered, and for her to get to make that choice. Because I didn’t have a choice about schools when I grew up.

For Yemurai, Collegiate has been a homecoming, of sorts. She’s a junior now and back with comfortable friends and teachers who give her just enough support that she feels okay stretching herself, while knowing there are loving people behind her ready to help. Right now, she’s excited about working toward applying to Spelman College.

At KIPP, there is intentionality in everything teachers and school leaders are doing, from elementary all the way through high school. I know this because I’m experiencing it across four different students and grade levels every day.

Over the years, I’ve watched each of my daughter’s teachers meet my children where they are.

The level of cultural competency in the classroom is unlike anything I’ve seen and gives me peace of mind when I send my kids off to school each day. We love KIPP and feel like we’ve found a community that serves as an extension of the values we cherish at home.

It brings me back to that moment in our living room, face-to-face with Ms. Olszewski, where we made promises to each other about committing to Yemurai’s education and success.

As Yemurai marches toward high school graduation, with three younger sisters watching her every move, and regularly reminding us that it’s “to and through” college, I know our family made the best decision we could have by choosing KIPP. ■

A DAY IN THE LIFE

FEATURING KRISTINA CLAYTON

What does it take to keep a school running smoothly? Someone who wears a lot of hats and can gracefully go from fixing a broken printer to managing an operating budget.

For a glimpse behind the scenes, we followed Kristina Clayton, Director of Operations at KIPP Nashville Collegiate High School, around during her day.



7:00 AM 🕒

MORNING MEETING

Teammates gather before doors open to students. Ms. Clayton runs through a few reminders before teachers head off to their classrooms to complete final preparations for the day.

7:15 AM 🕒

GREETING STUDENTS

Ms. Clayton welcomes KIPPsters to school and hands out a flier pumping up an attendance competition.



8:30 AM 🕒

OPERATIONS MEETING

Team meetings from across departments allow Ms. Clayton to keep tabs on what is happening and facilitate any necessary conversations.

(Continued, Next Page)





9:32 AM ⌚

HALLWAY TRANSITION

As students fill the hallways between classes, Ms. Clayton makes sure KIPPsters are heading to their next block quickly and in an orderly fashion.

10:05 AM ⌚

ONBOARDING

Ms. Clayton works with the new office manager, helping onboard her during her first few weeks at Collegiate.



9:00 AM ⌚

WORKTIME

While it's rare to be at her desk, Ms. Clayton takes time to knock out quick to-dos before heading back into the hallway.



11:15 AM / 1:25 PM

LUNCH DUTY

Ms. Clayton helps the cafeteria staff with cleanup. Once lunch ends, she walks with students as they go back to class.

(Continued, Next Page)



2:28 PM ⌚

STUDENT ASSISTANCE

A student may need help with a locker combination, which is where Ms. Clayton comes in and why she's often in the hallways during transition. Students know Ms. Clayton is their go-to.

1:30 PM ⌚

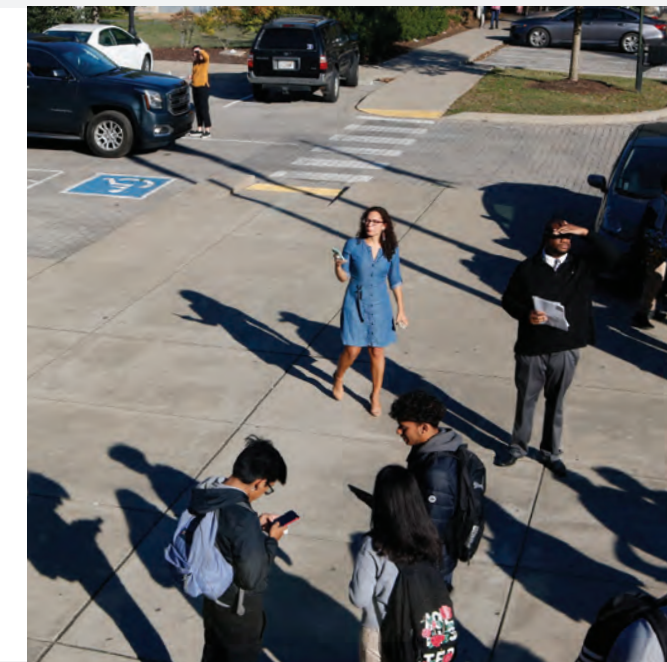
SUPPLY CHECK

At least once a week, Ms. Clayton checks in on the supplies in the two teacher workrooms, and replenishes wherever is necessary. She often finds herself doing minor copier repairs because a broken printer can throw a wrench in even the most prepared teacher's day!

3:30 PM ⌚

DISMISSAL

Ms. Clayton helps manage the flow of students and calls out names as parents drive up to pick up their student.



4:00 PM ⌚

CHEERLEADING PRACTICE

As coach, Ms. Clayton practices with the team several days a week after school and choreographs their routines. ■



ALUMNI PROFILES

THE NEXT GENERATION

HOW OUR ALUMNI ARE BLAZING THE TRAIL, LOOKING AHEAD AND LOOKING BACK ON THEIR TIME AS KIPPSTERS.

“KIPP helped prepare me academically. I arrived freshman year and could write a paper with my eyes closed, and I was grateful for that experience.

At first, it was hard to adjust to a more spread out class schedule, because I was used to taking all my classes back to back and then working on my assignments after school. Once I got used to it, it was nice to have that flexible time during the day to study or get other things done. KIPP also taught me how to manage my time and organize assignments, so I wasn't stressed out. I'm excited for sophomore year because I'm going to be living in a dorm that's more of an apartment style, and we'll have a kitchen. I'm excited about that because I love to cook and it saves me money!”

DeJaneané
Sophomore at University of Tennessee



“It's important to have something you're involved in that you love to do. It doesn't matter if you're staying in the same city or going to a new city. **Be a great student, but don't forget to experience the new places and people that surround you.**”

Jamil | Sophomore at Middle Tennessee State University



“The minute I stepped into classes, I realized I could do this. **My advice to KIPPsters entering college this fall is don't get discouraged. It will get hard before it gets easy.** But you will thrive, because you're a KIPPster and you are more prepared than you know.”

Kat | Sophomore at Rhodes College

“KIPP set me up with the fundamentals that have helped me progress through college. I know I can persevere. I'm excited to see where it's all going to take me, because there are a lot of new opportunities that I plan on grasping.”

William | Sophomore at Fisk University



“You didn't have to be a straight A student throughout your whole life to do well in college. **It's all about the hard work, time and dedication you put into it once you begin freshman year, because college is like a blank slate.** All the work I put in this last year has paid off.”

Pam | Sophomore at University Of Memphis

SPORTS AND ARTS

- ✔ Learning eagle pose? **Check.**
- ✔ Breaking your own personal record in the 3.1 mile race? **Check.**
- ✔ Presenting a piece of art to a Tennessee Governor? **Check.**

Our KIPPsters are proving the possible in and out of the classroom. From choir to art, cross country, basketball and soccer, our students have the opportunity to participate in a variety of enrichment opportunities.



Class of 2019 student, Isaiiah, presenting his self-portrait to former Governor Bill Haslam.



Students working on a still life project in Visual Arts.



KNCP students rehearsing in Mr. Brown's jazz band after school.



The KAN choir performing a medley of holiday songs at Asurion.



First graders warming up in Mrs. Moore's music class have a lot to smile about!



HAPPINESS ON A SIDEWALK

There's an hour time frame every morning and afternoon, in front of our Highland Heights campus on Douglas Avenue, where you can recharge your spirit. The battery power comes in the form of unwavering smiles, big waves and genuine laughter.

"Rain or shine, snow, whatever, I'm here."

Meet Mr. George, one of our crossing guards. It's a position he's proudly held with the Metro Nashville Police Department for the past two years right here at KIPP Nashville. Mr. George signed on after retiring from a job that he had held for 45 years. He's from South Pittsburg, Tennessee and attended college at Tennessee State University before continuing on at Trevecca Nazarene University.

"I took this job after retiring just to give me something to do, never realizing how rewarding it would be for me to interact with such wonderful teachers, administrators and students!"

Cars creep by in the school zone and Mr. George is a constant whirl of arms, his face crinkled into what seems like a permanent smile.

"Hey, hey, hey!" he shouts at a van with the windows rolled down. **(Continued, Next Page)**

(Continued) This level of enthusiasm is by design, something Mr. George says he set out to do from the very first minute he takes his position on the sidewalk each day.

"I try to engage everyone, and most of the time if I don't see someone, they'll see me and honk their horns and wave and get my attention."

Stand on the sidewalk next to Mr. George even for one minute and you'll see parents lowering their car windows so that their kids—even the ones in car seats—can wave at Mr. George.

Mr. George acknowledges that his first priority is the safety of the students, but beyond that, he's taken on another more informal role.

Each morning, he greets students with "Good morning" or "Happy Monday." If students are taking a test, he encourages them by offering, "Do your best today." At the end of the school day, Mr. George follows up on whether it was a good day and how did that test go?

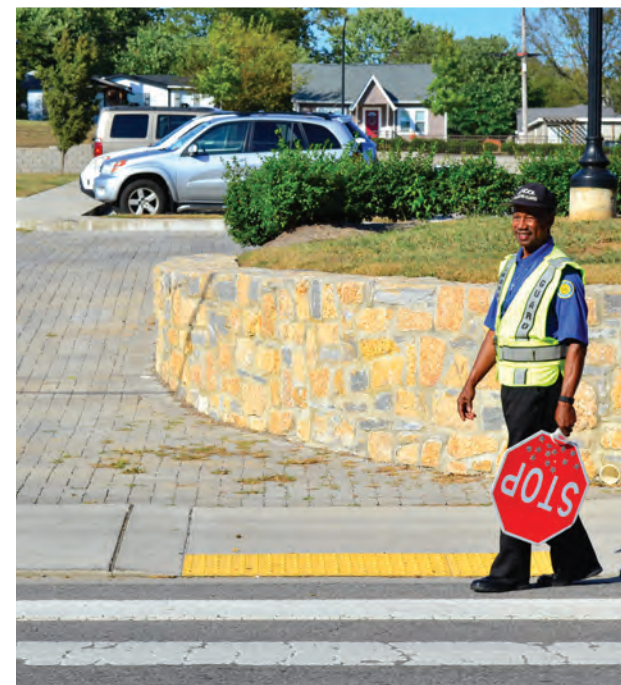
"I try with whatever means at my disposal to keep them motivated, to be happy and safe as they go to and from school."

It's the students' personalities, and the interactions he gets both outside and inside our school where he volunteers twice a week, that Mr. George says keep him coming back every day.

When he's not helping out in front of KIPP Academy Nashville and KIPP Nashville Collegiate High School, you can find him as an Elder serving as an associate minister to his local congregation.

"They think I'm doing something for them, but they're doing more for me than I am for them."

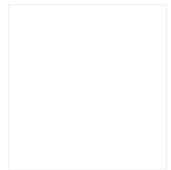
To that we say, right back at you, Mr. George! We salute you. ■



"I took this job after retiring just to give me something to do, never realizing how rewarding it would be for me to interact with such wonderful teachers, administrators and students!"

KIPP Nashville

P.O. Box 78126
Nashville, TN 37207



STAY IN TOUCH!

Sign up for our mailing list | info@kippnashville.org



@kipp_nashville



@KIPP_Nashville



/KIPP.Nashville.TN



We are growing some budding artists! Our [@kncpe_royalty](#) KIPPsters are working on self-portraits and decorating the portfolios they'll keep all their amazing creations in. 🎨



Group hugs are the best, right? We ❤️ our [@kipp_kirkpatrick](#) Cougars, and we'll see all our KIPPsters back next Tuesday!



"We celebrate Hispanic Heritage as a month to celebrate our roots and be proud of where we come from." - Vanessa, [@kippcollegiate](#) junior
[#HispanicHeritageMonth](#) [#TeamandFamily](#)



Thanks to Yasmeen, a KAN alumna, for giving our KIPP Antioch College Prep Middle School KIPPsters a special tour of where she's currently going to college at [@mtsu](#)! 🎓



College Persistence Counselor, Ms. Denton, is making visits to our KIPPsters as they get settled on their new campuses. Once a KIPPster, always a KIPPster! [#ToandThrough](#) [#TeamandFamily](#)

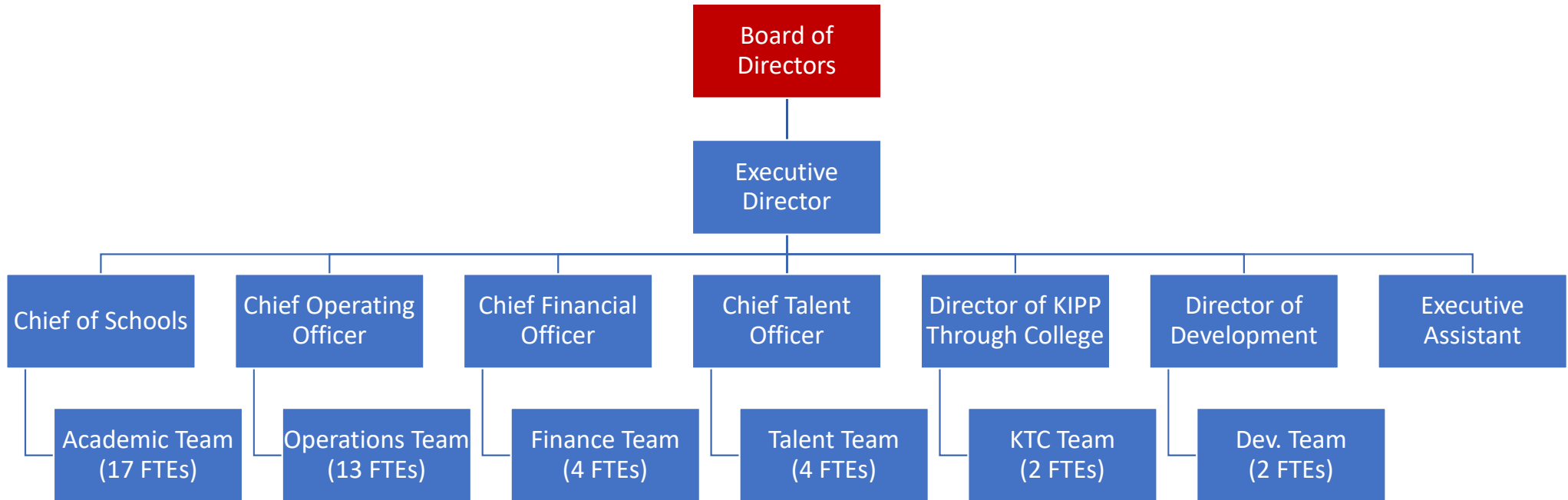


Congrats to the KAN Cross Country team for a historic performance! Shout-out to all the athletes, parents, and coaches who supported the team! [#TeamandFamily](#) 🏆

Attachment M

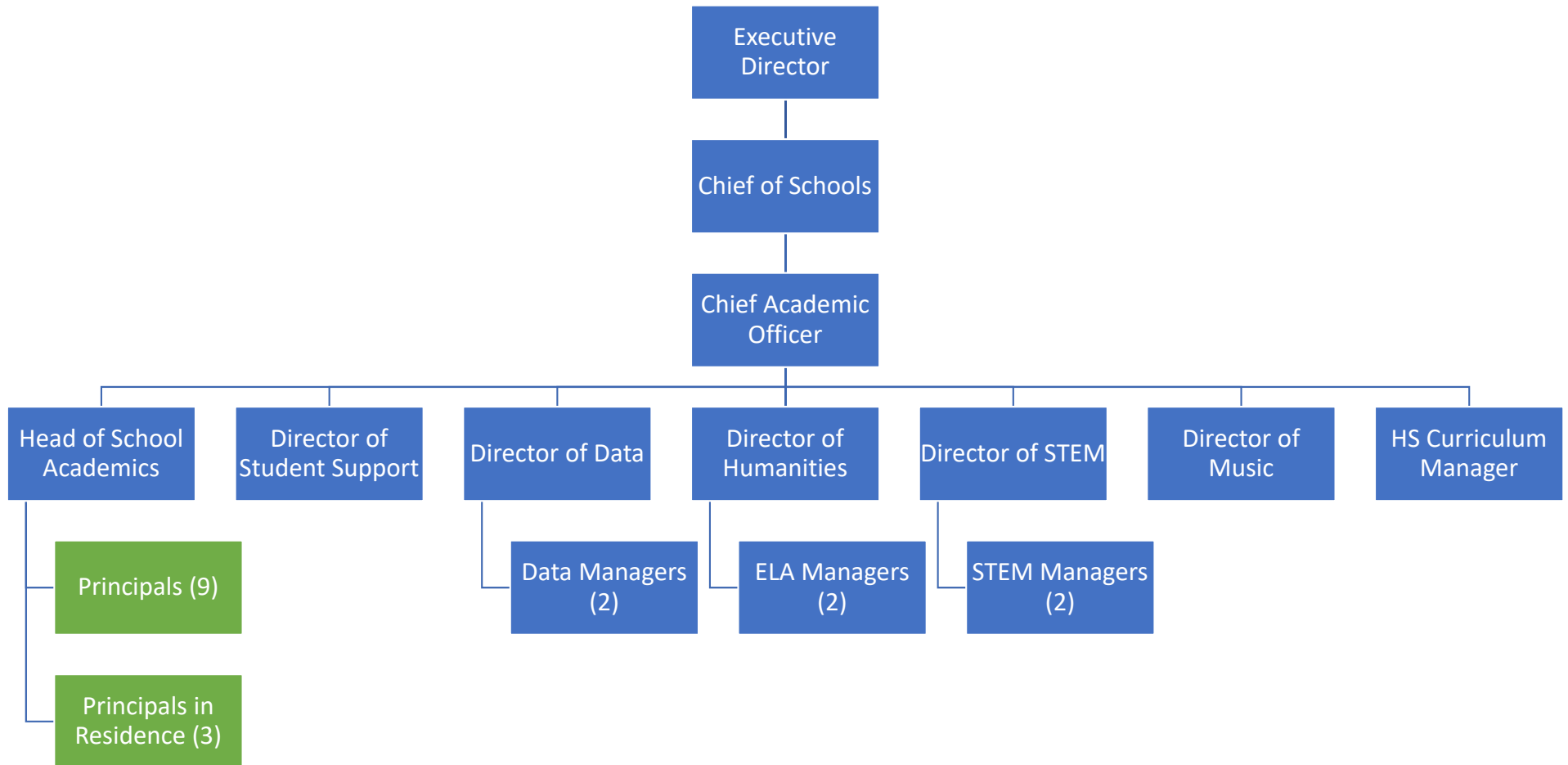
Network Organizational Chart

KIPP Nashville School Support Team – 2021-2022

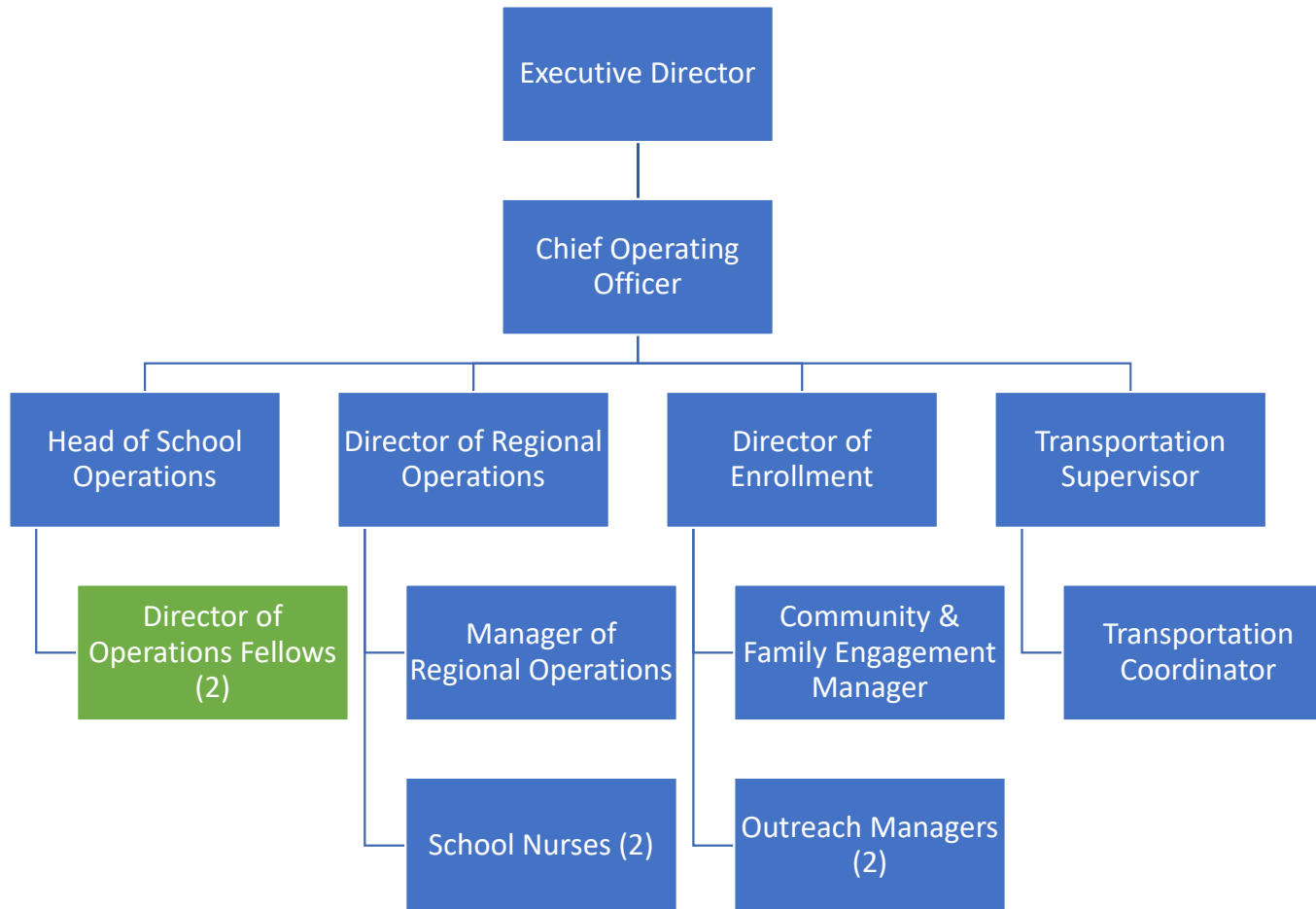


	KIPP Nashville Board of Directors
	KIPP Nashville School Support Team
	School-based Role

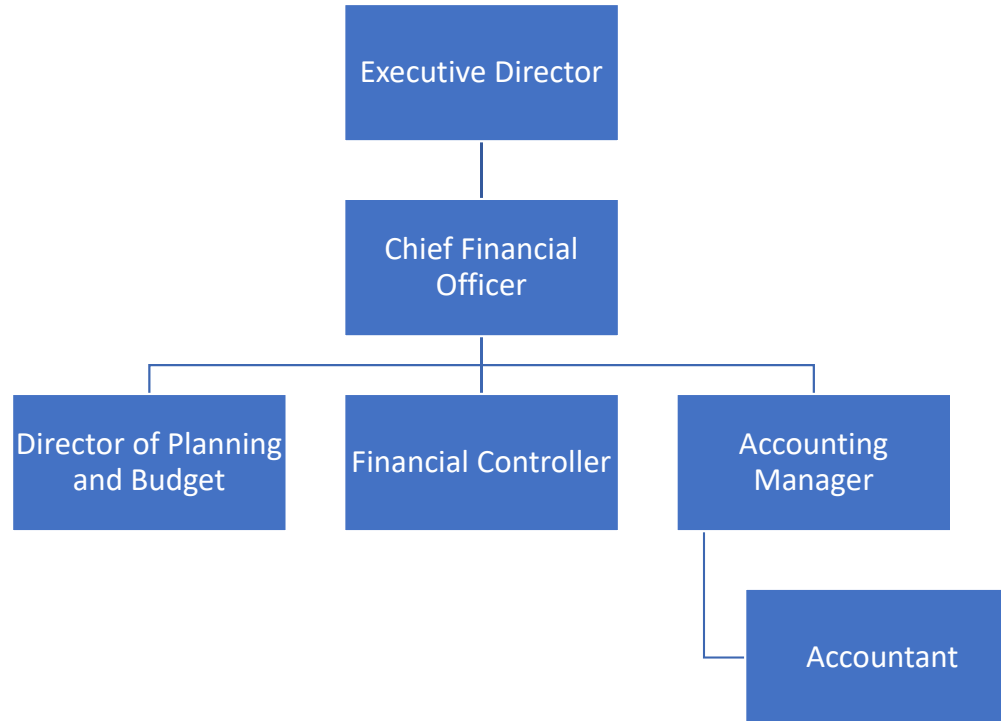
KIPP Nashville School Support Team – 2021-2022 (Academic Team)



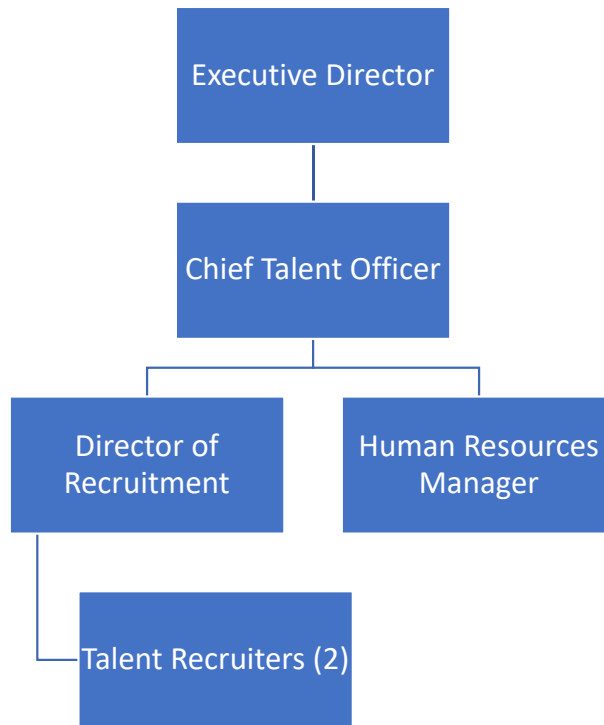
KIPP Nashville School Support Team – 2021-2022 (Operations Team)



KIPP Nashville School Support Team – 2021-2022 (Finance Team)



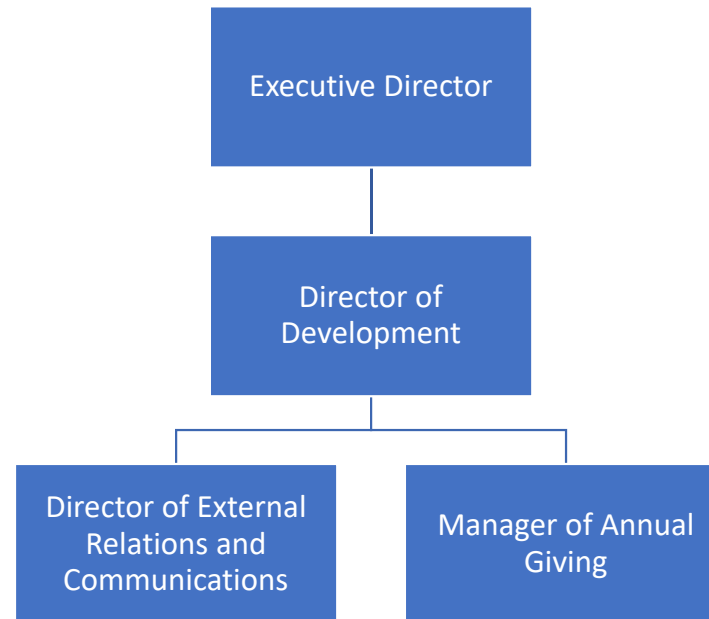
KIPP Nashville School Support Team – 2021-2022 (Talent Team)



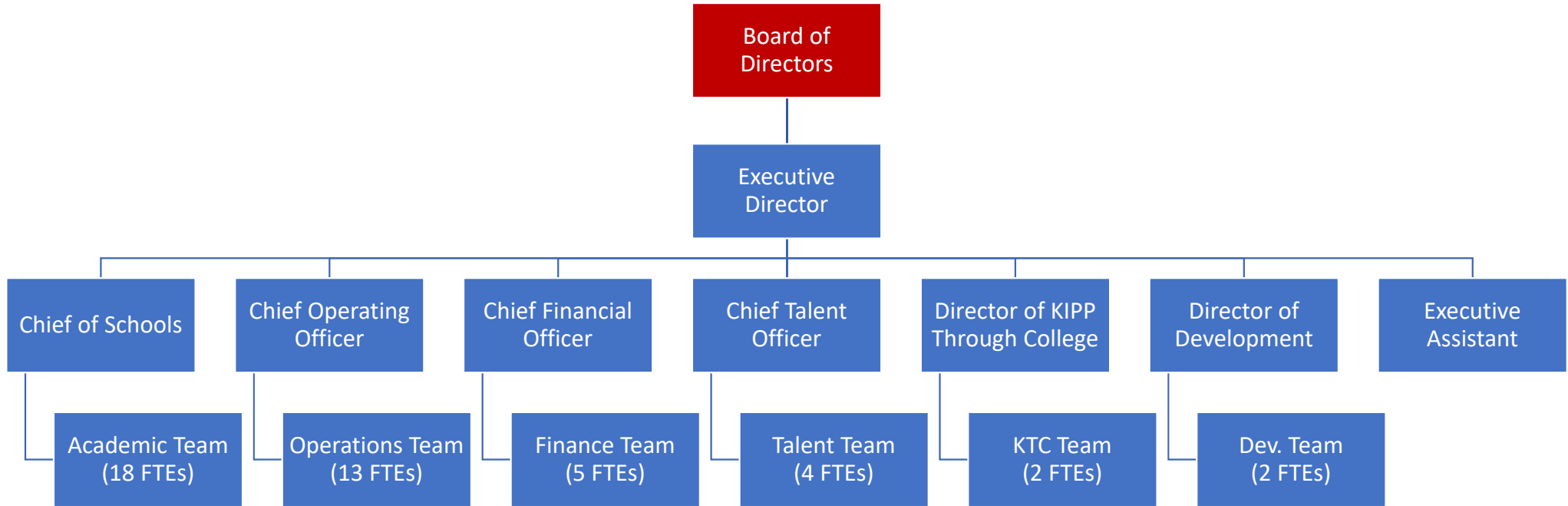
KIPP Nashville School Support Team – 2021-2022 (KTC Team)



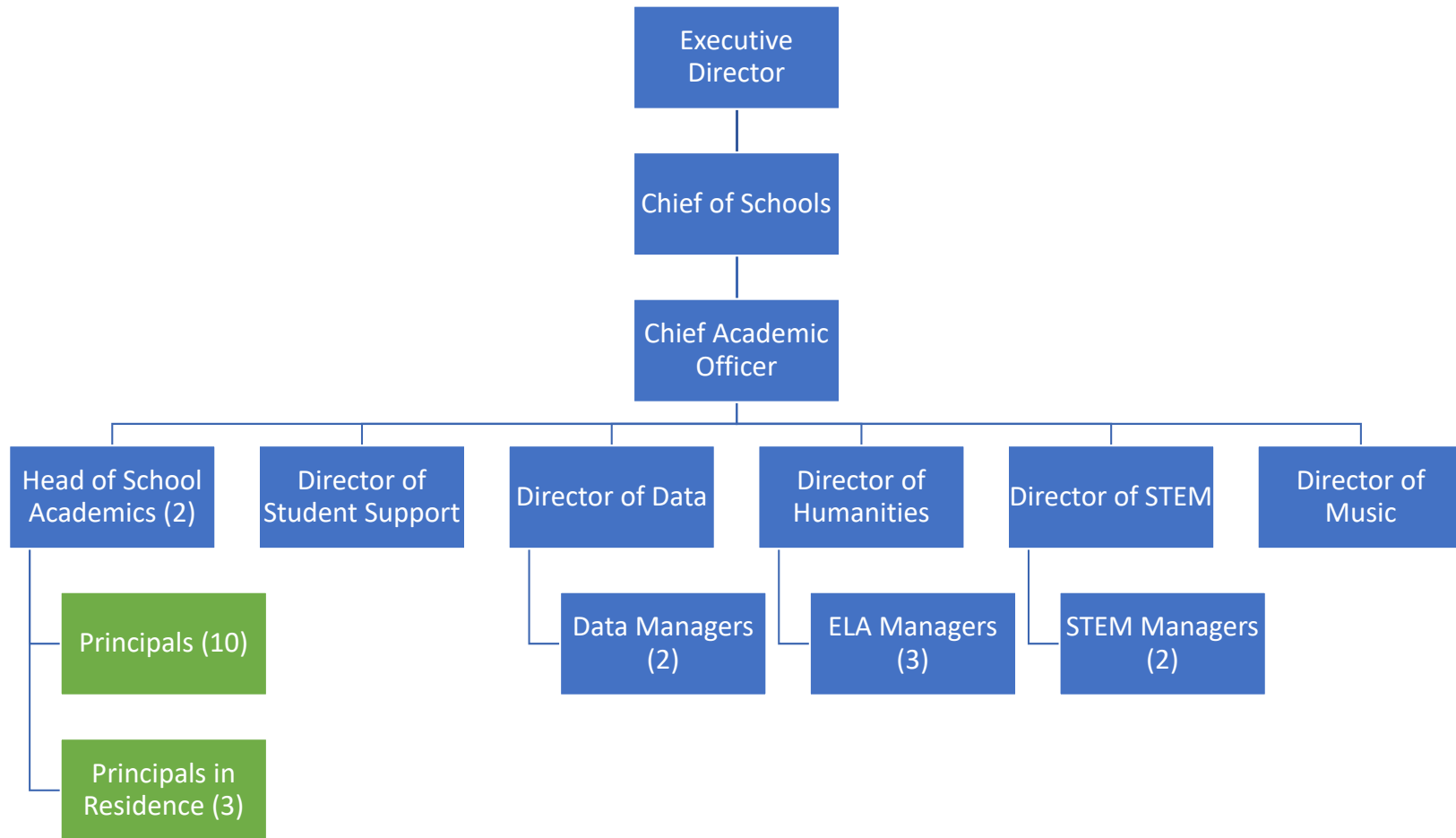
KIPP Nashville School Support Team – 2021-2022 (Development Team)



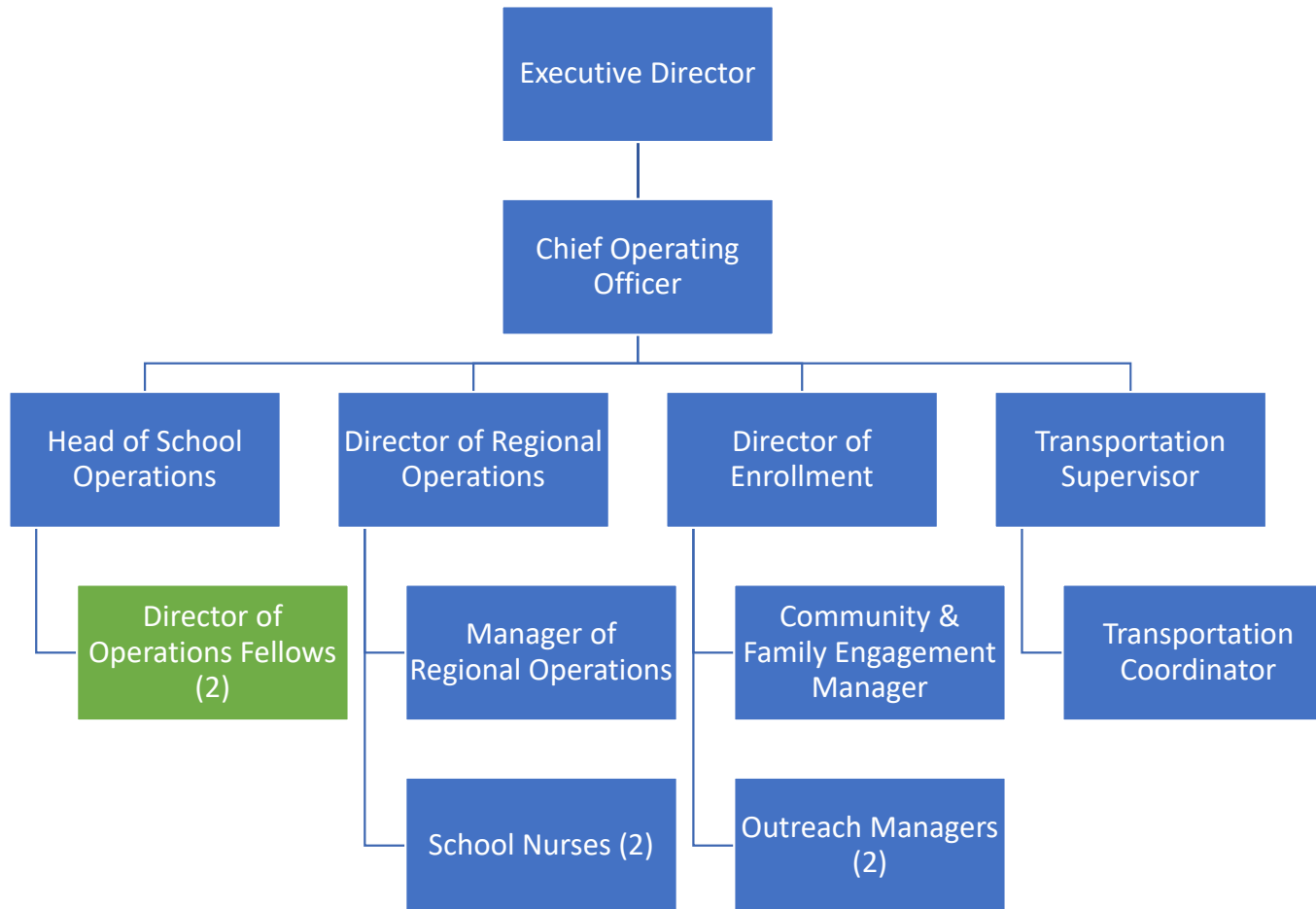
KIPP Nashville School Support Team – 2023-2024



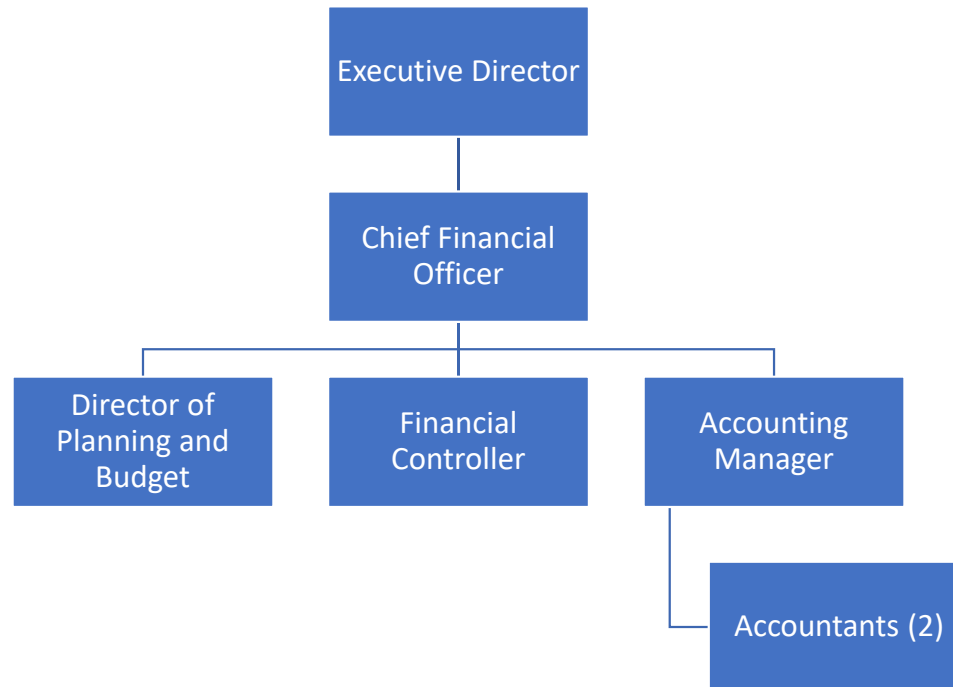
KIPP Nashville School Support Team – 2023-2024 (Academic Team)



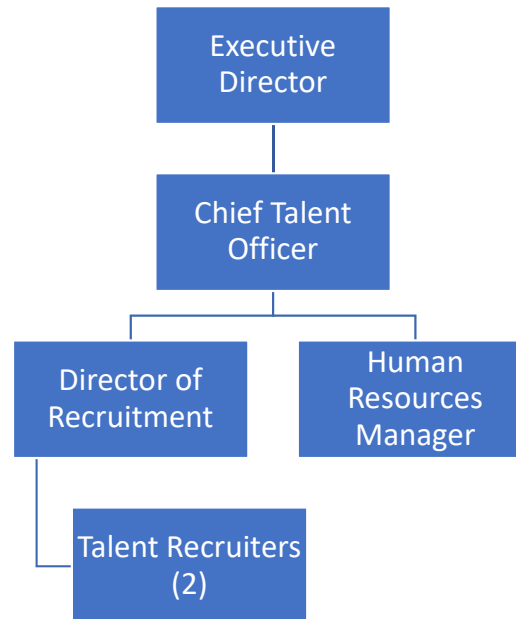
KIPP Nashville School Support Team – 2023-2024 (Operations Team)



KIPP Nashville School Support Team – 2023-2024 (Finance Team)



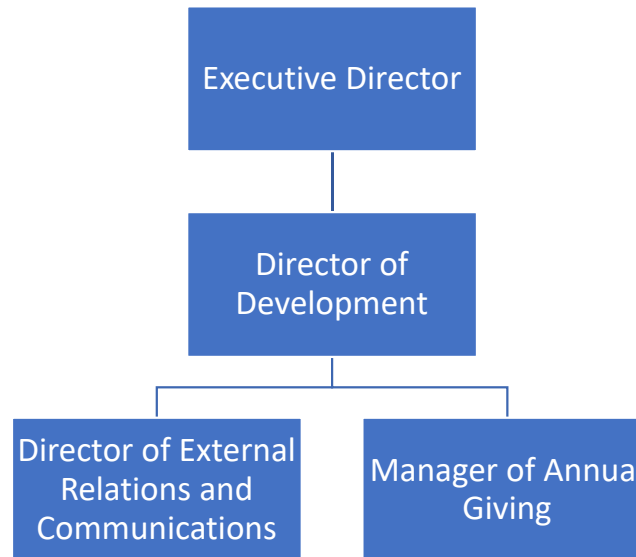
KIPP Nashville School Support Team – 2023-2024 (Talent Team)



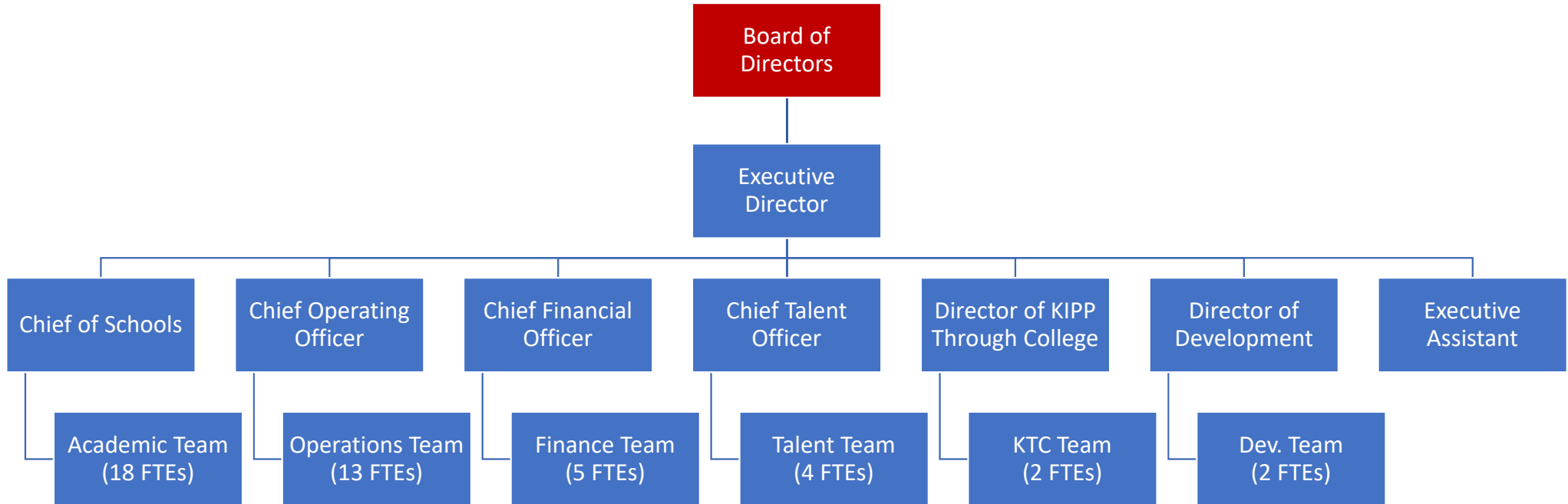
KIPP Nashville School Support Team – 2023-2024 (KTC Team)



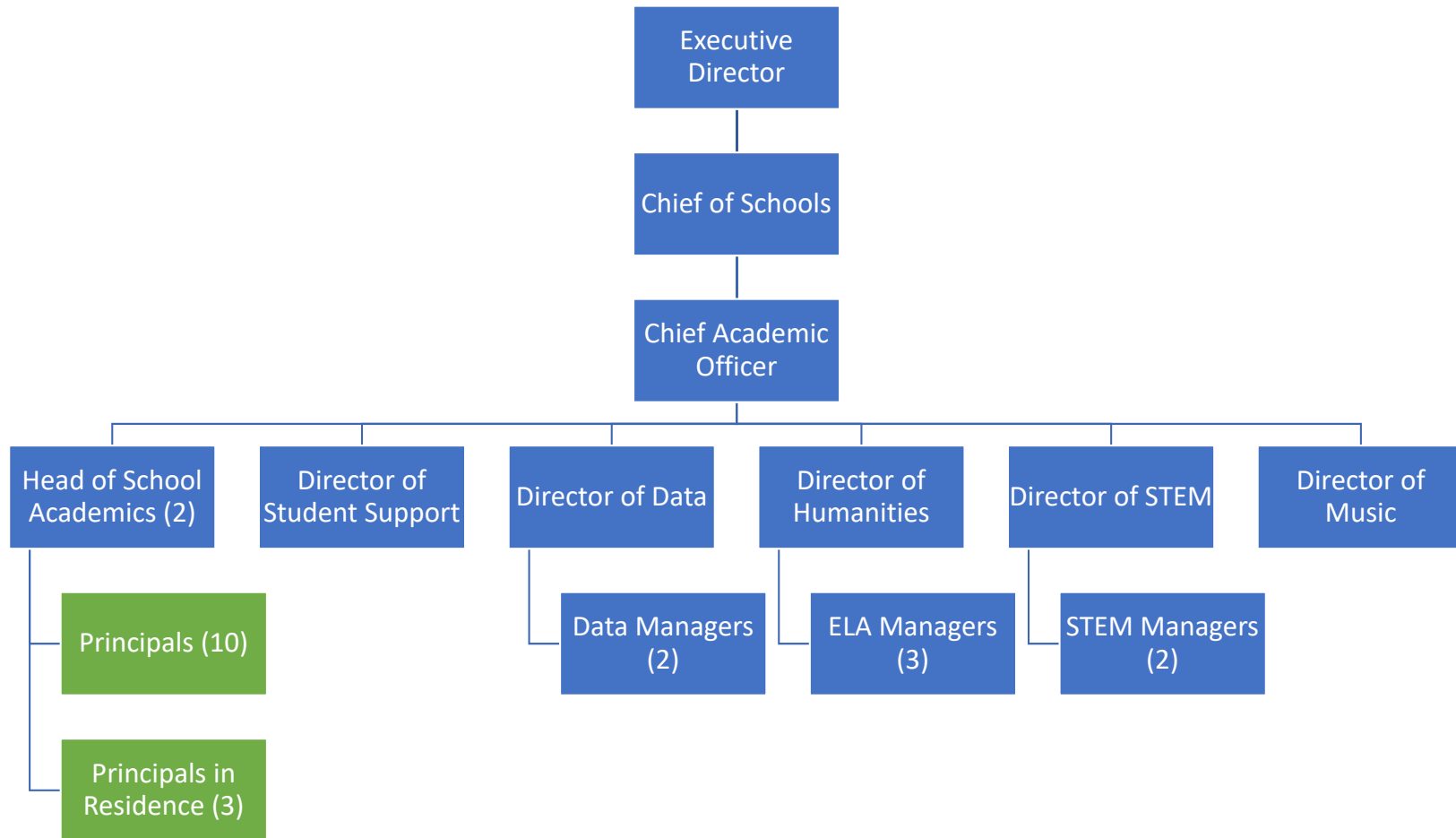
KIPP Nashville School Support Team – 2023-2024 (Development Team)



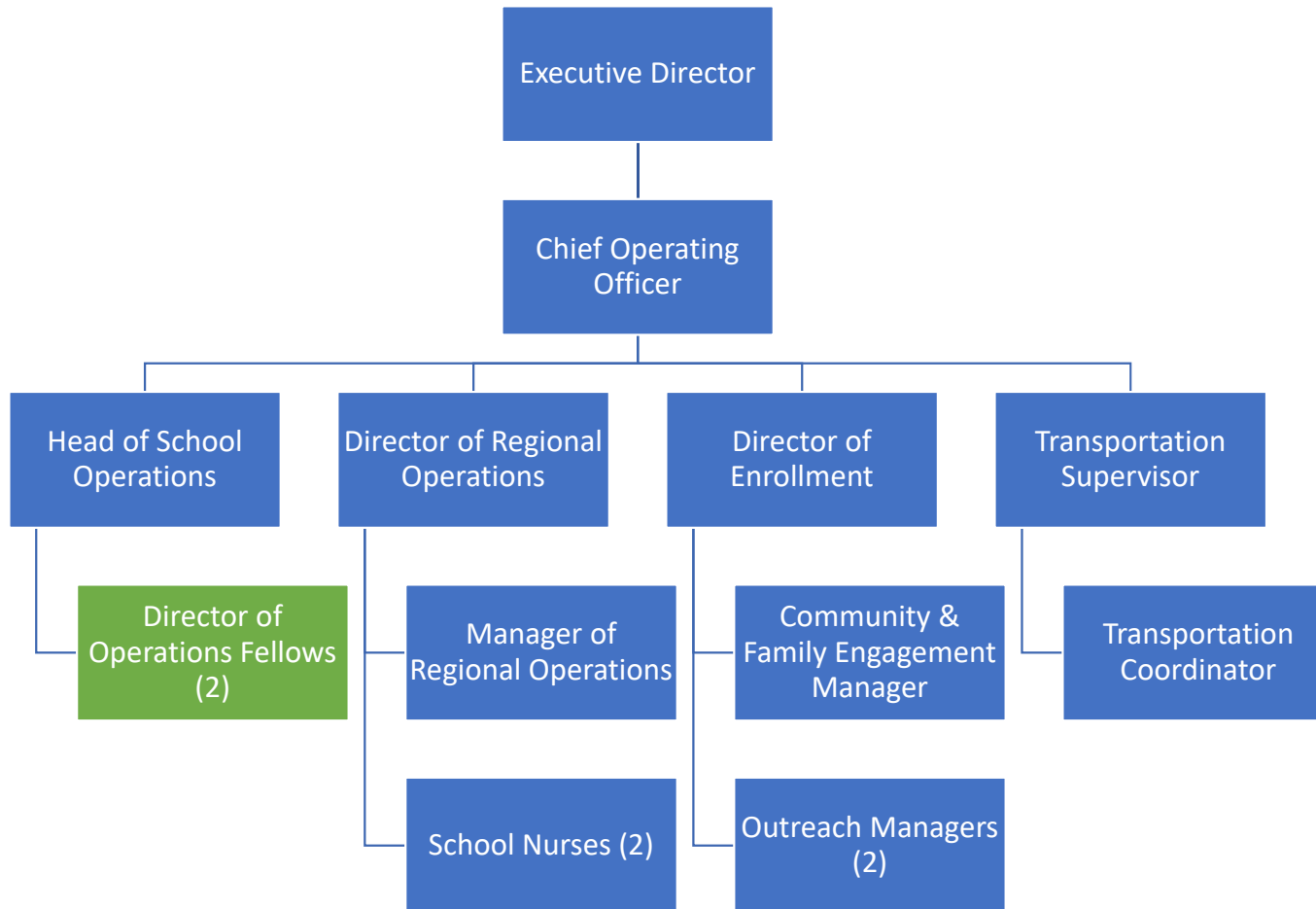
KIPP Nashville School Support Team – 2025-2026



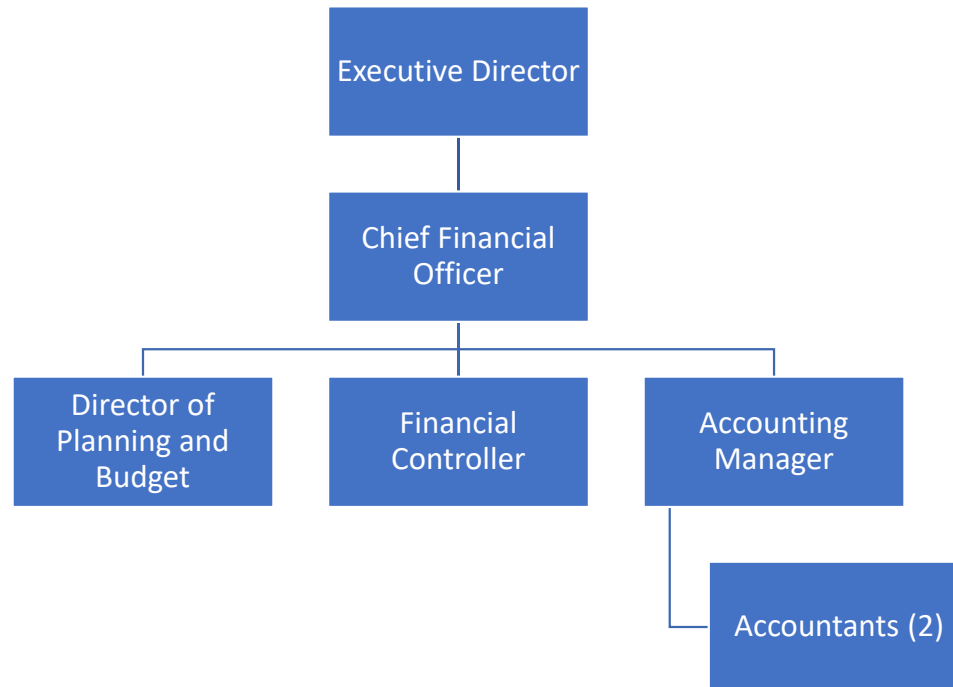
KIPP Nashville School Support Team – 2025-2026 (Academic Team)



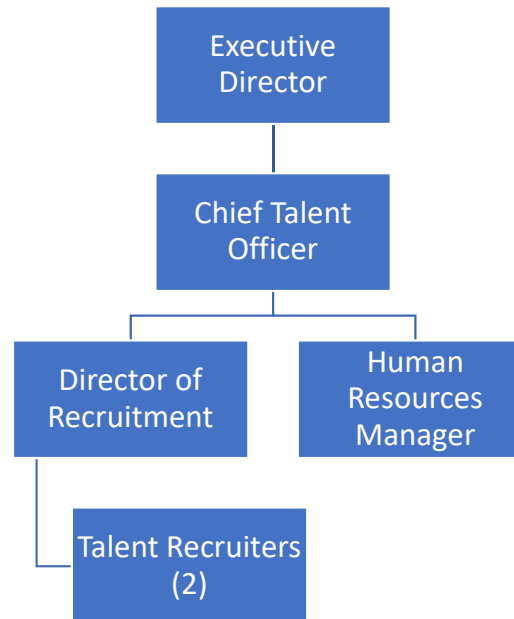
KIPP Nashville School Support Team – 2025-2026 (Operations Team)



KIPP Nashville School Support Team – 2025-2026 (Finance Team)



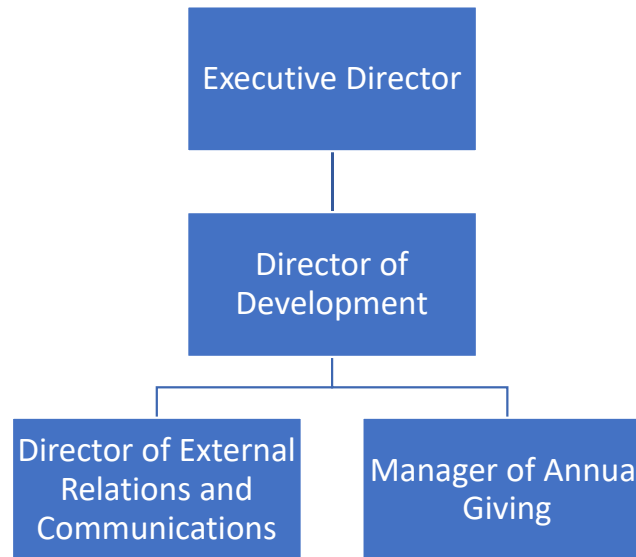
KIPP Nashville School Support Team – 2025-2026 (Talent Team)



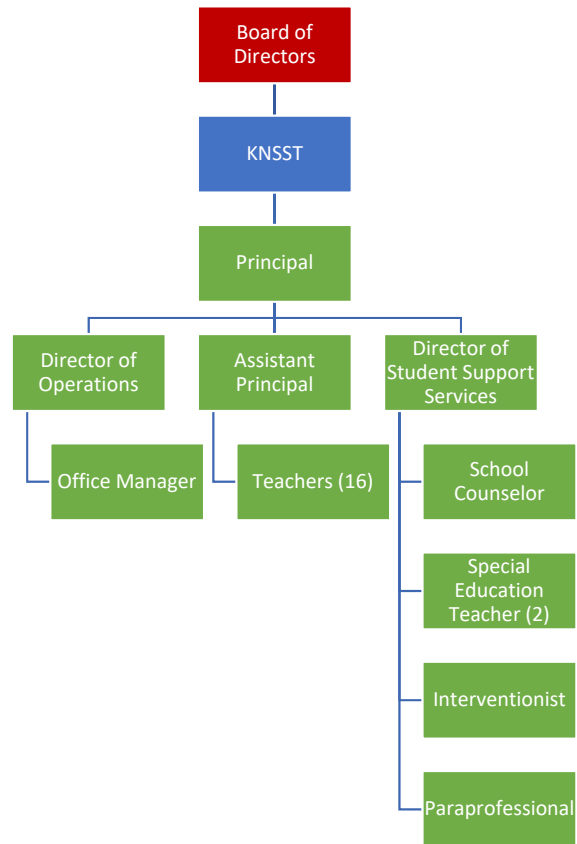
KIPP Nashville School Support Team – 2025-2026 (KTC Team)



KIPP Nashville School Support Team – 2025-2026 (Development Team)

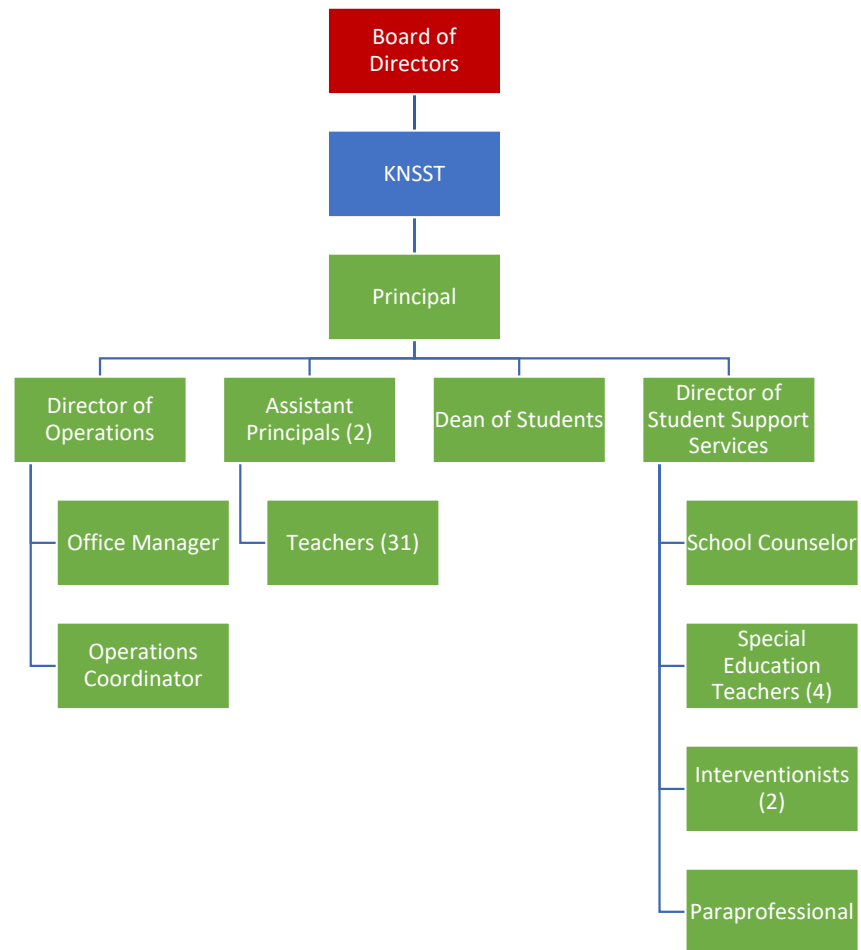


Elementary School Org Chart – Year 1

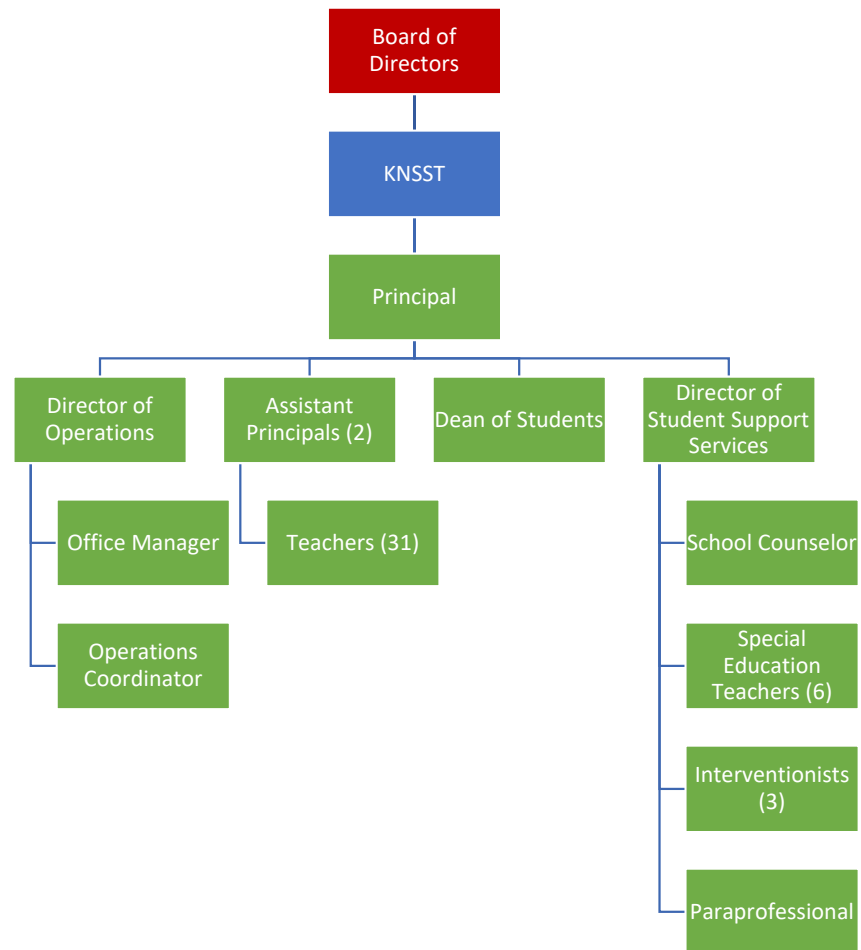


	KIPP Nashville Board of Directors
	KIPP Nashville School Support Team
	School-based Role

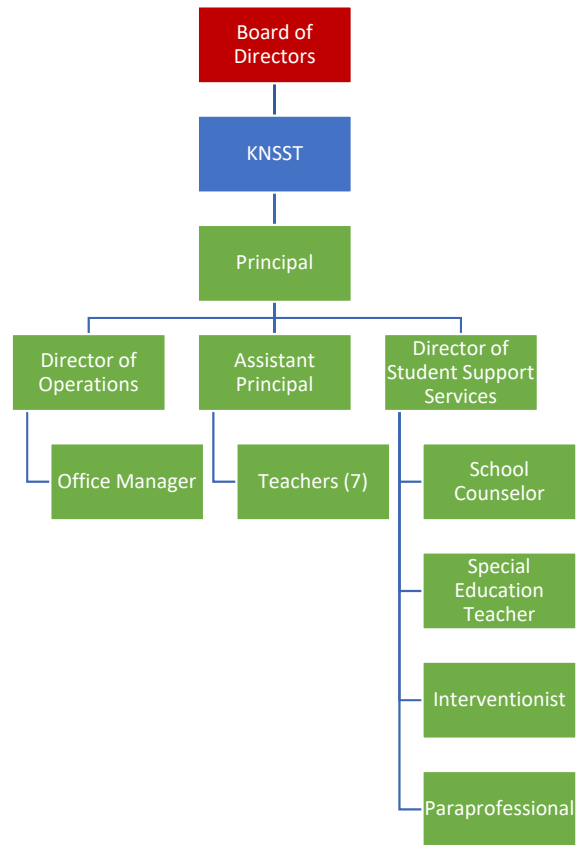
Elementary School Org Chart – Year 3



Elementary School Org Chart – Year 5

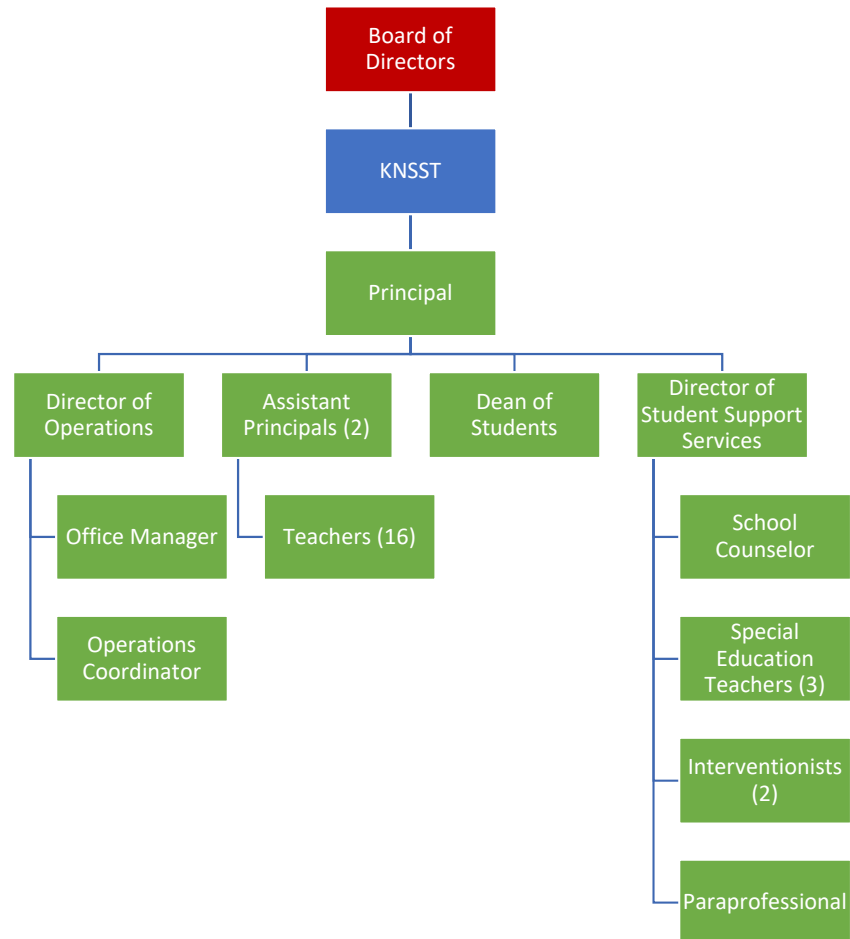


Middle School Org Chart – Year 1

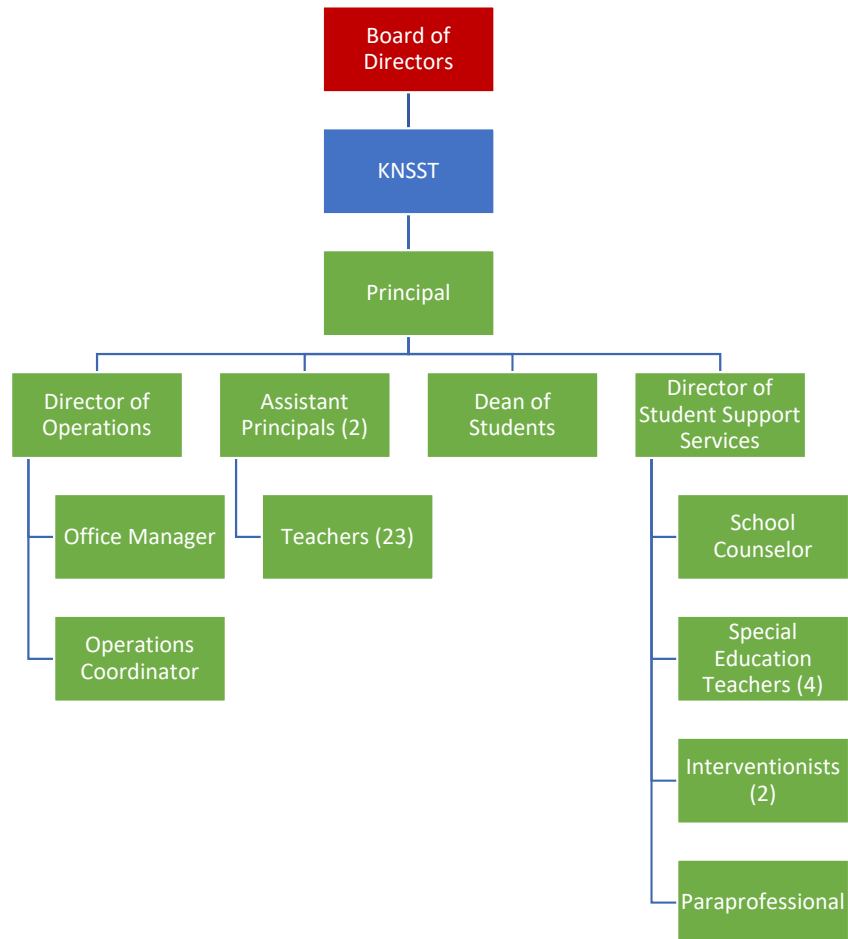


	KIPP Nashville Board of Directors
	KIPP Nashville School Support Team
	School-based Role

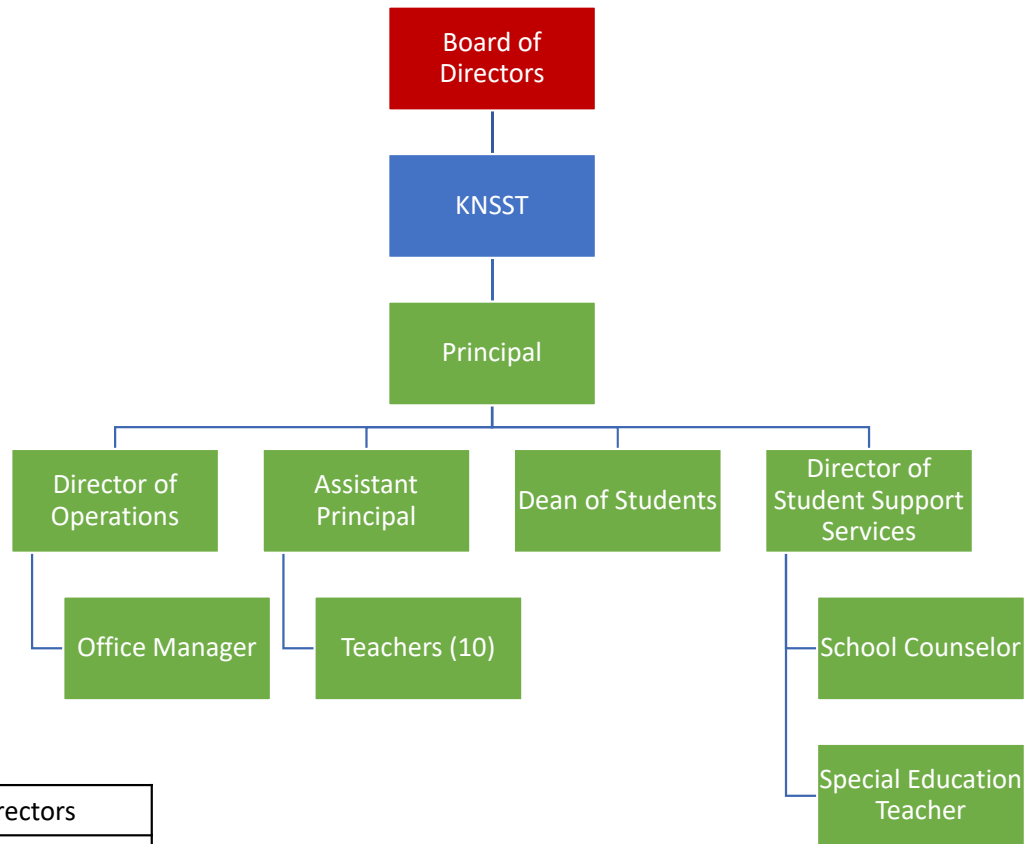
Middle School Org Chart – Year 3



Middle School Org Chart – Year 5

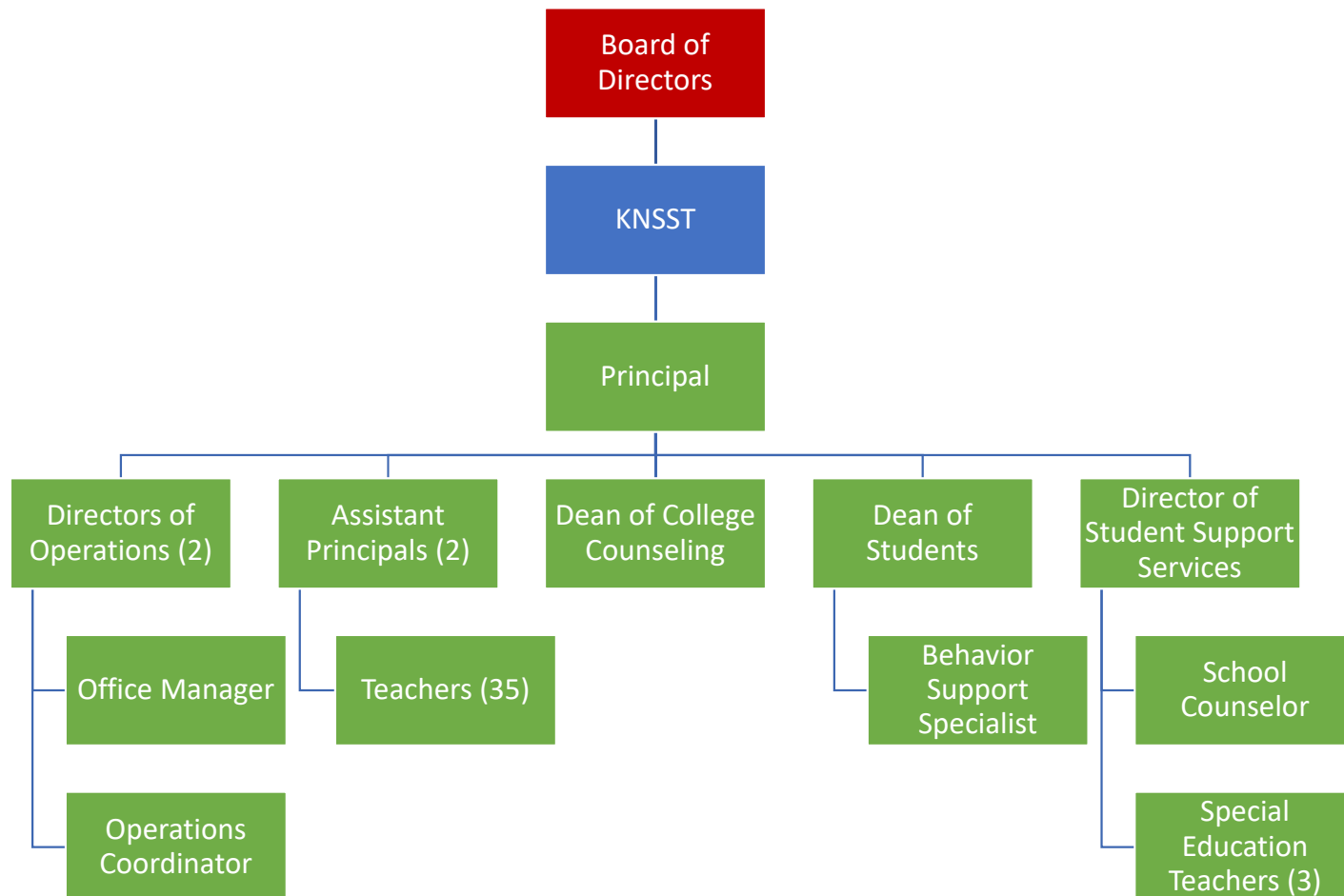


High School Org Chart – Year 1

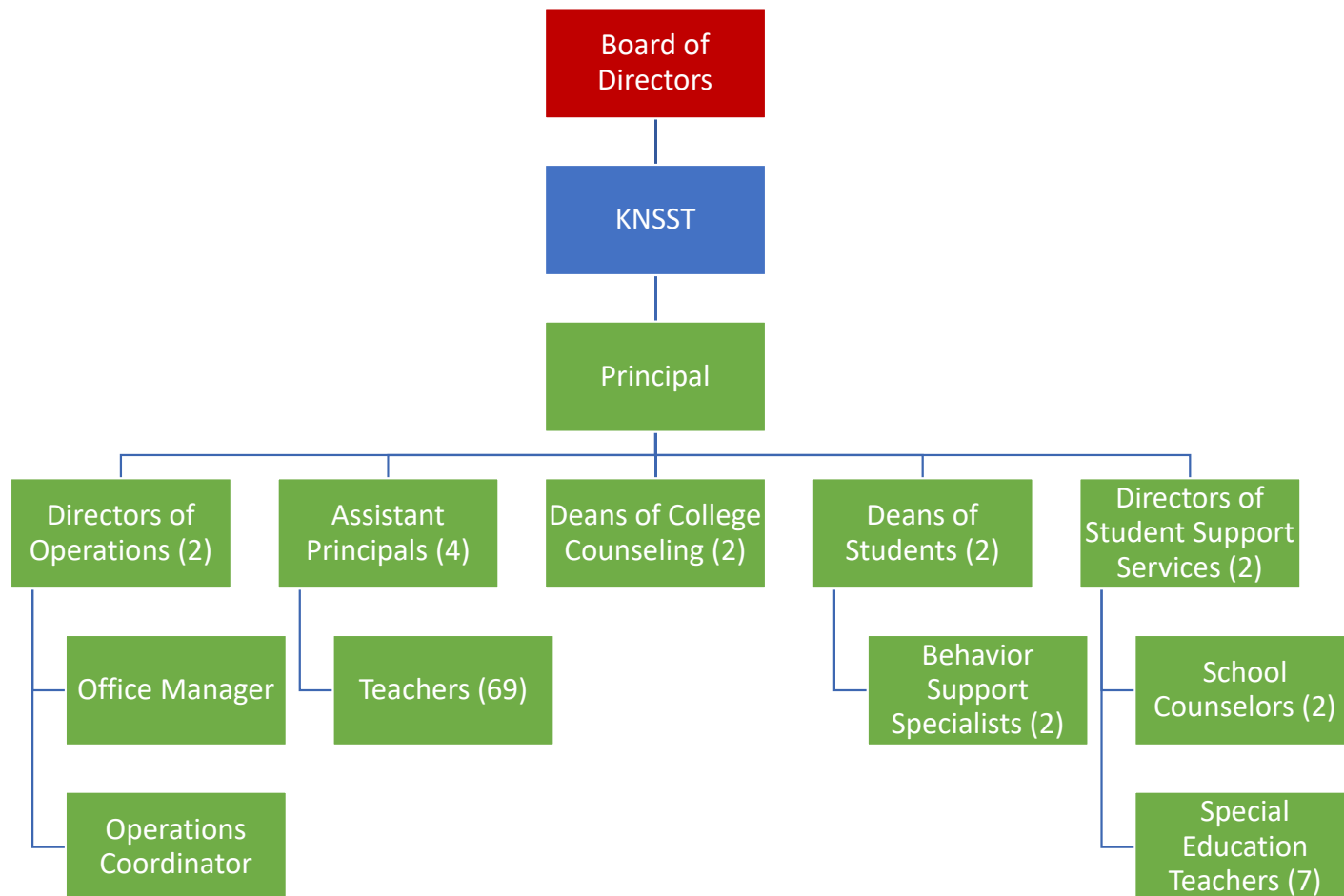


	KIPP Nashville Board of Directors
	KIPP Nashville School Support Team
	School-based Role

High School Org Chart – Year 3



High School Org Chart – Year 5



Attachment N

CMO Documentation

Attachment N: CMO Documentation

Not applicable; KIPP Nashville is not utilizing the services of a charter management organization.

Attachment O

Planning and Budget Worksheet

**KIPP Antioch College Prep High School
New Charter School Application Budget Template
Student Assumptions**

Enrollment Assumptions

Year 1	Year 2	Year 3	Year 4	Year 5
2023-24	2024-25	2025-26	2026-27	2027-28

Pre-Kindergarten (Informational Only)

0	0	0	0	0
---	---	---	---	---

Kindergarten

0	0	0	0	0
---	---	---	---	---

1st Grade

0	0	0	0	0
---	---	---	---	---

2nd Grade

0	0	0	0	0
---	---	---	---	---

3rd Grade

0	0	0	0	0
---	---	---	---	---

4th Grade

0	0	0	0	0
---	---	---	---	---

5th Grade

0	0	0	0	0
---	---	---	---	---

6th Grade

0	0	0	0	0
---	---	---	---	---

7th Grade

0	0	0	0	0
---	---	---	---	---

8th Grade

0	0	0	0	0
---	---	---	---	---

9th Grade

144	144	288	288	288
-----	-----	-----	-----	-----

10th Grade

0	144	144	288	288
---	-----	-----	-----	-----

11th Grade

0	0	144	144	288
---	---	-----	-----	-----

12th Grade

0	0	0	144	144
---	---	---	-----	-----

Total Enrollment (excluding Pre-Kindergarten)

144	288	576	864	1008
------------	------------	------------	------------	-------------

Change in Net Enrollment

144	144	288	288	144
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**KIPP Antioch College Prep High School
New Charter School Application Budget Template
Student Assumptions**

of Classes By Grade

	Year 1	Year 2	Year 3	Year 4	Year 5
Pre-Kindergarten (Informational Only)	0	0	0	0	0
Kindergarten	0	0	0	0	0
1st Grade	0	0	0	0	0
2nd Grade	0	0	0	0	0
3rd Grade	0	0	0	0	0
4th Grade	0	0	0	0	0
5th Grade	0	0	0	0	0
6th Grade	0	0	0	0	0
7th Grade	0	0	0	0	0
8th Grade	0	0	0	0	0
9th Grade	6	6	12	12	12
10th Grade	0	6	6	12	12
11th Grade	0	0	6	6	12
12th Grade	0	0	0	6	12
Total # of Classes	6	12	24	36	48
Change in Net # of Classes	6	6	12	12	12

**KIPP Antioch College Prep High School
New Charter School Application Budget Template
Student Assumptions**

**Other Key Assumptions
Enter Estimated Percentages**

SPED %	14%	14%	14%	14%	14%
SPED Count	20	40	81	121	141
ELL %	7%	7%	7%	7%	7%
ELL Count	10	20	40	60	71
Anticipated Paid %	23%	23%	23%	23%	23%
Anticipated Reduced %	40%	40%	40%	40%	40%
Anticipated Free %	37%	37%	37%	37%	37%
Anticipated Paid Count	33	66	133	198	232
Anticipated Reduced Count	58	115	230	346	403
Anticipated Free Count	53	107	213	320	373
Total Free and Reduced Count	111	222	443	666	776
School Days	180	180	180	180	180
Attendance Rate	97%	97%	97%	97%	97%

**KIPP Antioch College Prep High School
New Charter School Application Budget Template
Pre-Opening Budget**

Revenue Assumptions

Year 0
2022-23

Federal Revenues	Rate/Assumption	Amount	Assumption Notes
CSP Startup Grant	\$250,000	250,000	
Fundraising & Philanthropy			Detail any private funding sources
Other		\$600,000	
Other		\$0	
Other		\$0	
Other		\$0	
Other		\$0	
Total Revenues		850,000	

Additional Space to Provide Fundraising Details

**KIPP Antioch College Prep High School
New Charter School Application Budget Template
Pre-Opening Budget**

Compensation Assumptions

Year 0
2022-23

	FTE Count	Year 0 2022-23	Assumption Notes
Administrative Staff			
Principal/School Leader	1.00	\$90,000	
Assistant Principal	0.00	\$0	
Special Education Coordinator	0.00	\$0	
Deans, Directors	0.00	\$0	
Other (Specify in Assumptions)	0.00	\$0	
Total Administrative Compensation	1.00	90,000	
Instructional Staff			
Teachers	0.00	\$0	
Special Education Teachers	0.00	\$0	
Educational Assistants/Aides	0.00	\$0	
Elective Teachers	0.00	\$0	
Other (Specify in Assumptions)	0.00	\$0	
Total Instructional Compensation	0.00	-	
Non-Instructional Staff			
Clerical Staff	0.00	\$0	
Custodial Staff	0.00	\$0	
Operations	0.00	\$0	
Social Workers/Counseling	0.00	\$0	
Other (Specify in Assumptions)	0.00	\$0	
Total Non-Instructional Compensation	0.00	-	
Bonus		-	
Other Non FTE Compensation		-	
Other Non FTE Compensation		-	

**KIPP Antioch College Prep High School
New Charter School Application Budget Template
Pre-Opening Budget**

Other Non FTE Compensation



Total FTE Count

1.00

Total Compensation



**KIPP Antioch College Prep High School
New Charter School Application Budget Template
Pre-Opening Budget**

Employer Benefits & Tax Assumptions

Year 0

2022-23

Base Assumption

Assumption Notes

Social Security	6.20%	\$5,580	
Medicare	1.45%	\$1,305	
State Unemployment	\$400 per employee	\$400	
Disability/Life Insurance	0.00%	\$0	
Workers Compensation Insurance	0.50%	\$450	
Other Fringe Benefits	0.00%	\$0	
Medical Insurance	\$4,040	\$4,040	
Dental Insurance	\$120	\$120	
Vision Insurance	\$60	\$60	
Other Retirement	12.34%	\$11,106	

Total Employer Benefits & Taxes

23,061

**KIPP Antioch College Prep High School
New Charter School Application Budget Template
Pre-Opening Budget**

Operating Expenses

Year 0

2022-23

Contracted Services

Professional Development	\$0
Financial Services	\$0
Audit Services	\$0
Legal Fees	\$0
Copier Lease and Usage	\$0
Internet and Phone Service	\$0
Cell Phone Service	\$300
Payroll Services	\$0
Health Services	\$0
Transportation	\$0
IT Services	\$0
Contracted SPED Services	\$0
Insurance	\$0
Postal Charges	\$0
Bank Charges	\$0

Assumption Notes

\$0	
\$0	
\$0	
\$0	
\$0	
\$0	
\$300	
\$0	
\$0	
\$0	
\$0	
\$0	
\$0	
\$0	
\$0	

Supplies & Materials

Textbooks and Instructional Supplies	\$0
Education Software	\$0
Student Supplies	\$0
Faculty Supplies	\$0
Library Books	\$0
Testing & Evaluation	\$0
Student Laptops	\$0
Faculty Laptops	\$1,250
Office Supplies	\$0

\$0	
\$0	
\$0	
\$0	
\$0	
\$0	
\$0	
\$1,250	
\$0	

**KIPP Antioch College Prep High School
New Charter School Application Budget Template
Pre-Opening Budget**

Printing Paper	\$0	\$0	
Marketing Materials	\$0	\$0	
Student Uniforms	\$0	\$0	
Gifts & Awards - Students	\$0	\$0	
Gifts & Awards - Teachers and Staff	\$0	\$0	
Health Supplies	\$0	\$0	

**KIPP Antioch College Prep High School
New Charter School Application Budget Template
Pre-Opening Budget**

Facility Related Expenses

Rent	\$0
Utilities	\$0
Custodial	\$0
Waste	\$0
Faculty Furniture	\$0
Student Furniture	\$0
Internet/Network Equipment	\$0
Other Equipment	\$0
Building Decorum	\$0
Tenant Improvements	\$0
Other	\$0
Other	\$0
Other	\$0
Other	\$0
Other	\$0

\$0	
\$0	
\$0	
\$0	
\$0	
\$0	
\$0	
\$0	
\$0	
\$0	
\$0	
\$0	
\$0	
\$0	
\$0	

Other Charges

Staff Recruitment	\$0
Student Recruitment & Community Engagement	\$0
Parent & Staff Meetings	\$0
Authorizer Fee	\$0
Other	\$0

\$0	
\$0	
\$0	
\$0	
\$0	

Debt Service

Other	\$0
Other	\$0
Other	\$0
Other	\$0
Other	\$0

\$0	
\$0	
\$0	
\$0	
\$0	

Total Operating Expenses

1,550

**KIPP Antioch College Prep High School
New Charter School Application Budget Template
Pre-Opening Budget**

Total Expenses

114,611

KIPP Antioch College Prep High School
New Charter School Application Budget Template
Pre-Opening Cash Flow

Cash Flow Summary

	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
Beginning Cash	-	-	444,303	434,857	425,410	333,463	324,016	314,570	222,623	213,176	203,729	111,783	102,336		
Revenues															
Federal Revenues	250,000	-	-	-	62,500	-	-	62,500	-	-	62,500	-	62,500	250,000	-
Fundraising & Philanthropy	600,000	600,000	-	-	-	-	-	-	-	-	-	-	-	600,000	-
Total Revenues	850,000	600,000	-	-	62,500	-	-	62,500	-	-	62,500	-	62,500	850,000	-
Expenses															
Staffing	90,000	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	90,000	-	-
Employer Benefits & Taxes	23,061	1,922	1,922	1,922	1,922	1,922	1,922	1,922	1,922	1,922	1,922	1,922	23,061	-	-
Contracted Services	300	25	25	25	25	25	25	25	25	25	25	25	300	-	-
Supplies & Materials	1,250	1,250	-	-	-	-	-	-	-	-	-	-	1,250	-	-
Facility-Related Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Charges	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	114,611	10,697	9,447	9,447	9,447	9,447	9,447	9,447	9,447	9,447	9,447	9,447	114,611	-	-
Operating Income (Loss)	735,389	589,303	(9,447)	(9,447)	53,053	(9,447)	(9,447)	53,053	(9,447)	(9,447)	53,053	(9,447)	53,053	735,389	-
Changes in Accounts Receivable			-	-	-	-	-	-	-	-	-	-	-	-	-
Changes in Accounts Payable			-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Proceeds			-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Repayments			-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Activity	(145,000)	-	-	(145,000)	-	-	(145,000)	-	-	(145,000)	-	-	-	-	-
Ending Cash	444,303	434,857	425,410	333,463	324,016	314,570	222,623	213,176	203,729	111,783	102,336	155,389			

KIPP Antioch College Prep High School
 New Charter School Application Budget Template
 Pre-Opening Cash Flow

Details of Cash Flow

Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP

Revenues

Revenues

Assumption Notes

Federal Revenues

CSP Startup Grant	250,000	-	-	-	62,500	-	-	62,500	-	-	62,500	-	62,500	250,000	-	Quarterly reimbursement for CSP
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Fundraising & Philanthropy

Other	600,000	\$600,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	600,000	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	

Total Revenues

	850,000	600,000	-	-	62,500	-	-	62,500	-	-	62,500	-	62,500	850,000	-	
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KIPP Antioch College Prep High School
New Charter School Application Budget Template
Pre-Opening Cash Flow

Compensation

Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	

Compensation

	90,000	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	90,000	-	Assumption Notes
Principal/School Leader																
Assistant Principal																
Special Education Coordinator																
Deans, Directors																
Other (Specify in Assumptions)																
Total Administrative Compensation	90,000	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	90,000	-	

Instructional Staff

Teachers																
Special Education Teachers																
Educational Assistants/Aides																
Elective Teachers																
Other (Specify in Assumptions)																
Total Instructional Compensation																

Non-Instructional Staff

Clerical Staff																
Custodial Staff																
Operations																
Social Workers/Counseling																
Other (Specify in Assumptions)																
Total Non-Instructional Compensation																

Bonus

Bonus																
Other Non FTE Compensation																
Other Non FTE Compensation																
Other Non FTE Compensation																

Total Compensation

Total Compensation	90,000	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	90,000	-
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Employer Benefits & Taxes

Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	

Employer Benefits & Taxes

Social Security	5,580	\$465	\$465	\$465	\$465	\$465	\$465	\$465	\$465	\$465	\$465	\$465	\$465	5,580	-	Assumption Notes
Medicare	1,305	\$109	\$109	\$109	\$109	\$109	\$109	\$109	\$109	\$109	\$109	\$109	\$109	1,305	-	
State Unemployment	400	\$33	\$33	\$33	\$33	\$33	\$33	\$33	\$33	\$33	\$33	\$33	\$33	400	-	
Disability/Life Insurance		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		-	
Workers Compensation Insurance	450	\$38	\$38	\$38	\$38	\$38	\$38	\$38	\$38	\$38	\$38	\$38	\$38	450	-	
Other Fringe Benefits		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		-	
Medical Insurance	4,040	\$337	\$337	\$337	\$337	\$337	\$337	\$337	\$337	\$337	\$337	\$337	\$337	4,040	-	
Dental Insurance	120	\$10	\$10	\$10	\$10	\$10	\$10	\$10	\$10	\$10	\$10	\$10	\$10	120	-	
Vision Insurance	60	\$5	\$5	\$5	\$5	\$5	\$5	\$5	\$5	\$5	\$5	\$5	\$5	60	-	
Other Retirement	11,106	\$926	\$926	\$926	\$926	\$926	\$926	\$926	\$926	\$926	\$926	\$926	\$926	11,106	-	
Total Employer Benefits & Taxes	23,061	1,922	1,922	1,922	1,922	1,922	1,922	1,922	1,922	1,922	1,922	1,922	1,922	23,061	-	

KIPP Antioch College Prep High School
New Charter School Application Budget Template
Pre-Opening Cash Flow

Operating Expenses

Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP

Contracted Services

- Professional Development
- Financial Services
- Audit Services
- Legal Fees
- Copier Lease and Usage
- Internet and Phone Service
- Cell Phone Service
- Payroll Services
- Health Services
- Transportation
- IT Services
- Contracted SPED Services
- Insurance
- Postal Charges
- Bank Charges

	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Assumption Notes	
	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23		
Professional Development	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Professional Development
Financial Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Financial Services
Audit Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Audit Services
Legal Fees	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Legal Fees
Copier Lease and Usage	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Copier Lease and Usage
Internet and Phone Service	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Internet and Phone Service
Cell Phone Service	300	\$25	\$25	\$25	\$25	\$25	\$25	\$25	\$25	\$25	\$25	\$25	\$25	300	-	Cell Phone Service
Payroll Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Payroll Services
Health Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Health Services
Transportation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Transportation
IT Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	IT Services
Contracted SPED Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Contracted SPED Services
Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Insurance
Postal Charges	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Postal Charges
Bank Charges	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Bank Charges

Supplies & Materials

- Textbooks and Instructional Supplies
- Education Software
- Student Supplies
- Faculty Supplies
- Library Books
- Testing & Evaluation
- Student Laptops
- Faculty Laptops
- Office Supplies
- Printing Paper
- Marketing Materials
- Student Uniforms
- Gifts & Awards - Students
- Gifts & Awards - Teachers and Staff
- Health Supplies

	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Assumption Notes	
	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23		
Textbooks and Instructional Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Textbooks and Instructional Supplies
Education Software	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Education Software
Student Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Student Supplies
Faculty Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Faculty Supplies
Library Books	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Library Books
Testing & Evaluation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Testing & Evaluation
Student Laptops	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Student Laptops
Faculty Laptops	1,250	\$1,250	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	1,250	-	Faculty Laptops
Office Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Office Supplies
Printing Paper	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Printing Paper
Marketing Materials	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Marketing Materials
Student Uniforms	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Student Uniforms
Gifts & Awards - Students	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Gifts & Awards - Students
Gifts & Awards - Teachers and Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Gifts & Awards - Teachers and Staff
Health Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Health Supplies

KIPP Antioch College Prep High School
New Charter School Application Budget Template
Pre-Opening Cash Flow

Facility Related Expenses																	
Rent	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Rent
Utilities	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Utilities
Custodial	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Custodial
Waste	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Waste
Faculty Furniture	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Faculty Furniture
Student Furniture	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Student Furniture
Internet/Network Equipment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Internet/Network Equipment
Other Equipment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other Equipment
Building Decorum	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Building Decorum
Tenant Improvements	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Tenant Improvements
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other Charges																	
Staff Recruitment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Staff Recruitment
Student Recruitment & Community Engagement	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Student Recruitment & Community Engagement
Parent & Staff Meetings	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Parent Meetings
Authorizer Fee	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Staff Meetings
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Debt Service																	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Operating Expenses	1,550	1,275	25	25	25	25	25	25	25	25	25	25	25	25	1,550	-	
Total Expenses	114,611	10,697	9,447	9,447	9,447	9,447	9,447	9,447	9,447	9,447	9,447	9,447	9,447	9,447	114,611	-	

**KIPP Antioch College Prep High School
New Charter School Application Budget Template
Year 1-5 Staff Assumptions**

FTE Assumptions

	Year 1	Year 2	Year 3	Year 4	Year 5
Fiscal Year	2023-24	2024-25	2025-26	2026-27	2027-28
Enrollment	144	288	576	864	1008
# of Classes	6	12	24	36	48
Administrative Staff					
Principal/School Leader	1.00	1.00	1.00	1.00	1.00
Assistant Principal	1.00	2.00	2.00	3.00	4.00
Special Education Coordinator	0.00	0.00	1.00	2.00	2.00
Deans, Directors	2.00	2.00	4.00	6.00	6.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00
Total Administrative FTE	4.00	5.00	8.00	12.00	13.00
Instructional Staff					
Teachers	10.00	17.00	33.00	52.00	65.00
Special Education Teachers	1.00	2.00	4.00	6.00	8.00
Educational Assistants/Aides	0.00	0.00	0.00	0.00	0.00
Elective Teachers	1.00	2.00	3.00	4.00	5.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00
Total Instructional FTE	12.00	21.00	40.00	62.00	78.00
Non-Instructional Staff					
Clerical Staff	0.00	0.00	0.00	0.00	0.00
Custodial Staff	0.00	0.00	0.00	0.00	0.00
Operations	1.00	2.00	2.00	2.00	2.00
Social Workers/Counseling	1.00	1.00	1.00	2.00	2.00
Other (Specify in Assumptions)	0.00	0.00	1.00	2.00	2.00
Total Non-Instructional FTE	2.00	3.00	4.00	6.00	6.00
Total FTE	18.00	29.00	52.00	80.00	97.00

**KIPP Antioch College Prep High School
New Charter School Application Budget Template
Year 1-5 Staff Assumptions**

Compensation Assumptions

		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28	
Annual Increase		2.00%	1.50%	1.50%	1.50%	1.50%	
Cumulative Increase		102.00%	103.53%	105.08%	106.66%	108.26%	
Administrative Staff	Base Assumption						Assumption Notes
Principal/School Leader	\$98,039	100,000	101,500	103,022	104,568	106,136	
Assistant Principal	\$68,627	70,000	142,100	144,232	219,592	297,182	
Special Education Coordinator	\$68,966	-	-	72,471	147,116	149,323	
Deans, Directors	\$66,000	134,640	136,660	277,419	422,370	428,706	
Other (Specify in Assumptions)	\$0	-	-	-	-	-	
Total Administrative Compensation		304,640	380,259	597,144	893,647	981,347	
Instructional Staff							
Teachers	\$54,000	550,800	950,405	1,872,578	2,994,990	3,799,894	
Special Education Teachers	\$54,000	55,080	111,812	226,979	345,576	467,679	
Educational Assistants/Aides	\$0	-	-	-	-	-	
Elective Teachers	\$54,000	55,080	111,812	170,234	230,384	292,300	
Other (Specify in Assumptions)	\$0	-	-	-	-	-	
Total Instructional Compensation		660,960	1,174,030	2,269,792	3,570,950	4,559,873	
Non-Instructional Staff							
Clerical Staff	\$0	-	-	-	-	-	
Custodial Staff	\$0	-	-	-	-	-	
Operations	\$45,000	45,900	93,177	94,575	95,993	97,433	
Social Workers/Counseling	\$60,000	61,200	62,118	63,050	127,991	129,911	
Other (Specify in Assumptions)	\$54,000	-	-	56,745	115,192	116,920	
Total Non-Instructional Compensation		107,100	155,295	214,369	339,176	344,264	
Other Compensation		25,000	35,000	45,000	55,000	65,000	Stipend and relocation reimbursements
Other Compensation		-	-	-	-	-	
Other Compensation		-	-	-	-	-	
Other Compensation		-	-	-	-	-	
Total Compensation		1,097,700	1,744,585	3,126,305	4,858,773	5,950,483	

**KIPP Antioch College Prep High School
New Charter School Application Budget Template
Year 1-5 Staff Assumptions**

Employer Benefits & Tax Assumptions

		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28	Assumption Notes
Base Assumption							
Social Security	6.20%	\$68,057	\$108,164	\$193,831	\$301,244	\$368,930	
Medicare	1.45%	\$15,917	\$25,296	\$45,331	\$70,452	\$86,282	
State Unemployment	400.00	\$7,200	\$11,600	\$20,800	\$32,000	\$38,800	
Disability/Life Insurance	0.00%	\$0	\$0	\$0	\$0	\$0	
Workers Compensation Insurance	0.50%	\$5,488	\$8,723	\$15,632	\$24,294	\$29,752	
Other Fringe Benefits	0.00%	\$0	\$0	\$0	\$0	\$0	
Health Insurance							
Annual Increase		7.00%	7.00%	7.00%	7.00%	7.00%	
Cumulative Increase		107.00%	114.49%	122.50%	131.08%	140.26%	
Medical Insurance	\$4,040	\$70,700	\$115,140	\$208,060	\$321,180	\$389,860	
Dental Insurance	\$120	\$2,100	\$3,420	\$6,180	\$9,540	\$11,580	
Vision Insurance	\$60	\$1,050	\$1,710	\$3,090	\$4,770	\$5,790	
TCRS Certified Legacy	10.63%	\$0	\$0	\$0	\$0	\$0	
TCRS Certified Hybrid	9.00%	\$61,736	\$108,813	\$208,331	\$326,335	\$416,239	
TCRS Classified Legacy	0.00%	\$0	\$0	\$0	\$0	\$0	
TCRS Classified Hybrid	0.00%	\$0	\$0	\$0	\$0	\$0	
Other Classified Retirement	12.34%	\$50,809	\$66,087	\$100,141	\$152,130	\$163,580	
Other Retirement	0.00%	\$0	\$0	\$0	\$0	\$0	

**KIPP Antioch College Prep High School
New Charter School Application Budget Template
Year 1 Budget**

Revenue Assumptions

	Year 1
	2023-24
Annual Revenue Increase	0.00%
Cumulative Increase	100.00%

State Revenues

	Rate/Assumption		Assumption Notes
Basic Education Program	\$11,493	\$1,654,992	
BEP Transportation Component	\$0	\$0	
BEP Capital Outlay	\$230	\$33,100	
Other	\$0	\$0	
Other	\$0	\$0	

Federal Revenues

	\$0	\$0	
Title I	\$330	\$3,326.40	
Title II	\$0	\$0	
Title III	\$0	\$0	
NSLP	\$0	\$0	
E-Rate	\$0	\$0	
CSP Startup Grant	\$250,000	\$250,000	
Other	\$500	\$10,080.00	IDEA
Other	\$0	\$0	

School Activity Revenues

Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	

Fundraising & Philanthropy

**KIPP Antioch College Prep High School
New Charter School Application Budget Template
Year 1 Budget**

Other	\$300,000	\$300,000	Growth Campaign fundraising
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Total Revenues		2,251,498	

**KIPP Antioch College Prep High School
New Charter School Application Budget Template
Year 1 Budget**

Compensation

Year 1
2023-24

Administrative Staff	FTE Count		Assumption Notes
Principal/School Leader	1.00	100,000	
Assistant Principal	1.00	70,000	
Special Education Coordinator	0.00	-	
Deans, Directors	2.00	134,640	
Other (Specify in Assumptions)	0.00	-	
Total Administrative Compensation	4.00	304,640	
Instructional Staff			
Teachers	10.00	550,800	
Special Education Teachers	1.00	55,080	
Educational Assistants/Aides	0.00	-	
Elective Teachers	1.00	55,080	
Other (Specify in Assumptions)	0.00	-	
Total Instructional Compensation	12.00	660,960	
Non-Instructional Staff			
Clerical Staff	0.00	-	
Custodial Staff	0.00	-	
Operations	1.00	45,900	
Social Workers/Counseling	1.00	61,200	
Other (Specify in Assumptions)	0.00	-	
Total Non-Instructional Compensation	2.00	107,100	
Other Compensation		25,000	
Other Compensation		-	
Other Compensation		-	
Other Compensation		-	
Total Compensation		1,097,700	

**KIPP Antioch College Prep High School
New Charter School Application Budget Template
Year 1 Budget**

Employer Benefits & Taxes

Year 1

2023-24

Assumption Notes

Social Security	68,057	
Medicare	15,917	
State Unemployment	7,200	
Disability/Life Insurance	-	
Workers Compensation Insurance	5,488	
Other Fringe Benefits	-	
Medical Insurance	70,700	
Dental Insurance	2,100	
Vision Insurance	1,050	
TCRS Certified Legacy	-	
TCRS Certified Hybrid	61,736	
TCRS Classified Legacy	-	
TCRS Classified Hybrid	-	
Other Classified Retirement	50,809	
Other Retirement	-	

Total Employer Benefits & Taxes

283,058

**KIPP Antioch College Prep High School
New Charter School Application Budget Template
Year 1 Budget**

Operating Expenses

Year 1

2023-24

Contracted Services

Assumption Notes

Professional Development	\$1,200	\$21,600	per FTE
Financial Services	\$788	\$14,184	per FTE
Audit Services	\$318	\$5,724	per FTE
Legal Fees	\$51	\$918	per FTE
Copier Lease and Usage	\$58	\$12,971	per student; Copier lease, maintenance, and usage
Internet and Phone Service	\$10,600	\$10,600	per year
Cell Phone Service	\$300	\$5,400	per FTE
Payroll Services	\$85	\$1,530	per FTE
Health Services	\$0	\$0	
Transportation	\$0	\$0	
IT Services	\$20,000	\$20,000	per year
Contracted SPED Services	\$125	\$18,000	per student
Insurance	\$16,000	\$16,000	per year; Property insurance, General Liability, etc
Postal Charges	\$6	\$864	per student
Bank Charges	\$0	\$0	

Supplies & Materials

Textbooks and Instructional Supplies	\$60	\$8,640	per student
Education Software	\$23	\$3,312	per student
Student Supplies	\$45	\$6,480	per student
Faculty Supplies	\$10	\$1,440	per student
Library Books	\$0	\$0	per student
Testing & Evaluation	\$19	\$2,736	per student
Student Laptops	\$250	\$36,000	per student
Faculty Laptops	\$1,250	\$22,500	per FTE
Office Supplies	\$60	\$8,640	per student
Printing Paper	\$10,000	\$10,000	per student
Marketing Materials	\$2,900	\$2,900	per year
Student Uniforms	\$10	\$1,440	per student
Gifts & Awards - Students	\$22	\$3,168	per student; Student Culture

**KIPP Antioch College Prep High School
New Charter School Application Budget Template
Year 1 Budget**

Gifts & Awards - Teachers and Staff
Health Supplies

\$0	\$0	
\$0	\$0	

**KIPP Antioch College Prep High School
New Charter School Application Budget Template
Year 1 Budget**

Facility Related Expenses

Rent	\$0	\$0	
Utilities	\$95,000	\$95,000	per year
Custodial	\$80,000	\$80,000	per year; Custodial Svcs and Supplies
Waste	\$0	\$0	
Faculty Furniture	\$30,000	\$30,000	per year
Student Furniture	\$30,000	\$30,000	per year
Internet/Network Equipment	\$41,300	\$41,300	per year; Network Hardware (WAPS, Cabling, etc)
Other Equipment	\$0	\$0	
Building Decorum	\$11	\$1,584	per student
Tenant Improvements	\$0	\$0	
Other	\$20,000	\$20,000	per year; Building Maintenance
Other	\$55,000	\$55,000	per year; Deferred Maintenance
Other	\$0	\$0	per year; Annual Bus cost (Maintenance, Fuel, Weekday Expens
Other	\$0	\$0	
Other	\$0	\$0	

Other Charges

Staff Recruitment	\$0	\$0	
Student Recruitment & Community Engagement	\$2,900	\$2,900	per year
Parent & Staff Meetings	\$4	\$0	per student
Authorizer Fee	\$35,000	\$35,000	Capped at \$35k
Other	\$11,000	\$11,000	per year; KIPP Licensing Fee

Debt Service

Other	\$295,642	\$295,642	per year
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	

Total Operating Expenses

932,473

Total Expenses

2,313,230

**KIPP Antioch College Prep High School
New Charter School Application Budget Template
Year 1 Cash Flow**

Cash Flow Summary															
	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24
	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP
Beginning Cash	155,389	155,389	268,490	233,269	187,867	215,977	180,755	135,432	163,543	128,321	82,998	111,108	75,887		
Revenues															
State Revenues	1,688,092	140,674	140,674	140,674	140,674	140,674	140,674	140,674	140,674	140,674	140,674	140,674	140,674	1,688,092	-
Federal Revenues	263,406	840	840	840	64,172	840	840	64,172	840	840	64,172	840	64,172	263,406	-
School Activity Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Philanthropy	300,000	300,000	-	-	-	-	-	-	-	-	-	-	-	300,000	-
Total Revenues	2,251,498	441,514	141,514	141,514	204,846	141,514	141,514	204,846	141,514	141,514	204,846	141,514	204,846	2,251,498	-
Expenses															
Staffing	1,097,700	91,475	91,475	91,475	91,475	91,475	91,475	91,475	91,475	91,475	91,475	91,475	91,475	1,097,700	-
Employer Benefits & Taxes	283,058	23,588	23,588	23,588	23,588	23,588	23,588	23,588	23,588	23,588	23,588	23,588	23,588	283,058	-
Contracted Services	127,791	10,172	10,172	11,603	10,172	10,172	11,524	10,172	10,172	11,524	10,172	10,172	11,524	127,553	239
Supplies & Materials	107,256	80,442	2,438	2,438	2,438	2,438	2,438	2,438	2,438	2,438	2,438	2,438	2,438	107,256	-
Facility-Related Expenses	352,884	96,940	23,268	23,268	23,268	23,268	23,268	23,268	23,268	23,268	23,268	23,268	23,268	352,884	-
Other Charges	48,900	1,158	1,158	9,908	1,158	1,158	9,908	1,158	1,158	9,908	1,158	1,158	9,908	48,900	-
Debt Service	295,642	24,637	24,637	24,637	24,637	24,637	24,637	24,637	24,637	24,637	24,637	24,637	24,637	295,642	-
Total Expenses	2,313,230	328,413	176,736	186,917	176,736	176,736	186,837	176,736	176,736	186,837	176,736	176,736	186,837	2,312,992	239
Operating Income (Loss)	(61,732)	113,101	(35,221)	(45,402)	28,110	(35,221)	(45,323)	28,110	(35,221)	(45,323)	28,110	(35,221)	18,009	(61,493)	(239)
Changes in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Changes in Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Repayments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Activity	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	268,490	233,269	187,867	215,977	180,755	135,432	163,543	128,321	82,998	111,108	75,887	93,896			

KIPP Antioch College Prep High School
New Charter School Application Budget Template
Year 1 Cash Flow

Details of Cash Flow

Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP

Revenues

Revenues

Assumption Notes

State Revenues

Assumption Notes

Basic Education Program	1,654,992	\$137,916	\$137,916	\$137,916	\$137,916	\$137,916	\$137,916	\$137,916	\$137,916	\$137,916	\$137,916	\$137,916	\$137,916	1,654,992	-	
BEP Transportation Component	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
BEP Capital Outlay	33,100	\$2,758	\$2,758	\$2,758	\$2,758	\$2,758	\$2,758	\$2,758	\$2,758	\$2,758	\$2,758	\$2,758	\$2,758	33,100	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	

Federal Revenues

Title I	3,326	\$0	\$0	\$0	\$832	\$0	\$0	\$832	\$0	\$0	\$832	\$0	\$832	3,326	-	
Title II	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Title III	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
NSLP	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
E-Rate	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
CSP Startup Grant	250,000	\$0	\$0	\$0	\$62,500	\$0	\$0	\$62,500	\$0	\$0	\$62,500	\$0	\$62,500	250,000	-	
Other	10,080	\$840	\$840	\$840	\$840	\$840	\$840	\$840	\$840	\$840	\$840	\$840	\$840	10,080	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	

School Activity Revenues

Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	

Fundraising & Philanthropy

Other	300,000	\$300,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	300,000	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	

Total Revenues	2,251,498	441,514	141,514	141,514	204,846	141,514	141,514	204,846	141,514	141,514	204,846	141,514	204,846	2,251,498	-	
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KIPP Antioch College Prep High School
New Charter School Application Budget Template
Year 1 Cash Flow

Compensation														
Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP

Compensation

	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24
Principal/School Leader	100,000	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	100,000	-
Assistant Principal	70,000	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	70,000	-
Special Education Coordinator	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Deans, Directors	134,640	\$11,220	\$11,220	\$11,220	\$11,220	\$11,220	\$11,220	\$11,220	\$11,220	\$11,220	\$11,220	\$11,220	\$11,220	134,640	-
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Total Administrative Compensation	304,640	25,387	25,387	25,387	25,387	25,387	25,387	25,387	25,387	25,387	25,387	25,387	25,387	304,640	-

Assumption Notes

Instructional Staff

Teachers	550,800	\$45,900	\$45,900	\$45,900	\$45,900	\$45,900	\$45,900	\$45,900	\$45,900	\$45,900	\$45,900	\$45,900	\$45,900	550,800	-
Special Education Teachers	55,080	\$4,590	\$4,590	\$4,590	\$4,590	\$4,590	\$4,590	\$4,590	\$4,590	\$4,590	\$4,590	\$4,590	\$4,590	55,080	-
Educational Assistants/Aides	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Elective Teachers	55,080	\$4,590	\$4,590	\$4,590	\$4,590	\$4,590	\$4,590	\$4,590	\$4,590	\$4,590	\$4,590	\$4,590	\$4,590	55,080	-
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Total Instructional Compensation	660,960	55,080	55,080	55,080	55,080	55,080	55,080	55,080	55,080	55,080	55,080	55,080	55,080	660,960	-

Non-Instructional Staff

Clerical Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Custodial Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Operations	45,900	\$3,825	\$3,825	\$3,825	\$3,825	\$3,825	\$3,825	\$3,825	\$3,825	\$3,825	\$3,825	\$3,825	\$3,825	45,900	-
Social Workers/Counseling	61,200	\$5,100	\$5,100	\$5,100	\$5,100	\$5,100	\$5,100	\$5,100	\$5,100	\$5,100	\$5,100	\$5,100	\$5,100	61,200	-
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Total Non-Instructional Compensation	107,100	8,925	8,925	8,925	8,925	8,925	8,925	8,925	8,925	8,925	8,925	8,925	8,925	107,100	-

Other Compensation

Other Compensation	25,000	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	25,000	-
Other Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-

Total Compensation

Total Compensation	1,097,700	91,475	91,475	91,475	91,475	91,475	91,475	91,475	91,475	91,475	91,475	91,475	91,475	1,097,700	-
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Employer Benefits & Taxes

Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP

Social Security	68,057	\$5,671	\$5,671	\$5,671	\$5,671	\$5,671	\$5,671	\$5,671	\$5,671	\$5,671	\$5,671	\$5,671	\$5,671	68,057	-
Medicare	15,917	\$1,326	\$1,326	\$1,326	\$1,326	\$1,326	\$1,326	\$1,326	\$1,326	\$1,326	\$1,326	\$1,326	\$1,326	15,917	-
State Unemployment	7,200	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	7,200	-
Disability/Life Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Workers Compensation Insurance	5,488	\$457	\$457	\$457	\$457	\$457	\$457	\$457	\$457	\$457	\$457	\$457	\$457	5,488	-
Other Fringe Benefits	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Medical Insurance	70,700	\$5,892	\$5,892	\$5,892	\$5,892	\$5,892	\$5,892	\$5,892	\$5,892	\$5,892	\$5,892	\$5,892	\$5,892	70,700	-
Dental Insurance	2,100	\$175	\$175	\$175	\$175	\$175	\$175	\$175	\$175	\$175	\$175	\$175	\$175	2,100	-
Vision Insurance	1,050	\$88	\$88	\$88	\$88	\$88	\$88	\$88	\$88	\$88	\$88	\$88	\$88	1,050	-
TCRS Certified Legacy	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
TCRS Certified Hybrid	61,736	\$5,145	\$5,145	\$5,145	\$5,145	\$5,145	\$5,145	\$5,145	\$5,145	\$5,145	\$5,145	\$5,145	\$5,145	61,736	-
TCRS Classified Legacy	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
TCRS Classified Hybrid	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Classified Retirement	50,809	\$4,234	\$4,234	\$4,234	\$4,234	\$4,234	\$4,234	\$4,234	\$4,234	\$4,234	\$4,234	\$4,234	\$4,234	50,809	-
Other Retirement	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Total Employer Benefits & Taxes	283,058	23,588	23,588	23,588	23,588	23,588	23,588	23,588	23,588	23,588	23,588	23,588	23,588	283,058	-

Assumption Notes

**KIPP Antioch College Prep High School
New Charter School Application Budget Template
Year 1 Cash Flow**

Operating Expenses

Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP

Contracted Services

	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Assumption Notes	
	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24		
Professional Development	21,600	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800	21,600	-	Professional Development
Financial Services	14,184	\$1,182	\$1,182	\$1,182	\$1,182	\$1,182	\$1,182	\$1,182	\$1,182	\$1,182	\$1,182	\$1,182	\$1,182	14,184	-	Financial Services
Audit Services	5,724	\$0	\$0	\$1,431	\$0	\$0	\$1,352	\$0	\$0	\$1,352	\$0	\$0	\$1,352	5,486	239	Audit Services
Legal Fees	918	\$77	\$77	\$77	\$77	\$77	\$77	\$77	\$77	\$77	\$77	\$77	\$77	918	-	Legal Fees
Copier Lease and Usage	12,971	\$1,081	\$1,081	\$1,081	\$1,081	\$1,081	\$1,081	\$1,081	\$1,081	\$1,081	\$1,081	\$1,081	\$1,081	12,971	-	Copier Lease and Usage
Internet and Phone Service	10,600	\$883	\$883	\$883	\$883	\$883	\$883	\$883	\$883	\$883	\$883	\$883	\$883	10,600	-	Internet and Phone Service
Cell Phone Service	5,400	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	5,400	-	Cell Phone Service
Payroll Services	1,530	\$128	\$128	\$128	\$128	\$128	\$128	\$128	\$128	\$128	\$128	\$128	\$128	1,530	-	Payroll Services
Health Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Health Services
Transportation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Transportation
IT Services	20,000	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	20,000	-	IT Services
Contracted SPED Services	18,000	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	18,000	-	Contracted SPED Services
Insurance	16,000	\$1,333	\$1,333	\$1,333	\$1,333	\$1,333	\$1,333	\$1,333	\$1,333	\$1,333	\$1,333	\$1,333	\$1,333	16,000	-	Insurance
Postal Charges	864	\$72	\$72	\$72	\$72	\$72	\$72	\$72	\$72	\$72	\$72	\$72	\$72	864	-	Postal Charges
Bank Charges	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Bank Charges

Supplies & Materials

Textbooks and Instructional Supplies	8,640	\$6,480	\$196	\$196	\$196	\$196	\$196	\$196	\$196	\$196	\$196	\$196	\$196	8,640	-	Textbooks and Instructional Supplies
Education Software	3,312	\$2,484	\$75	\$75	\$75	\$75	\$75	\$75	\$75	\$75	\$75	\$75	\$75	3,312	-	Education Software
Student Supplies	6,480	\$4,860	\$147	\$147	\$147	\$147	\$147	\$147	\$147	\$147	\$147	\$147	\$147	6,480	-	Student Supplies
Faculty Supplies	1,440	\$1,080	\$33	\$33	\$33	\$33	\$33	\$33	\$33	\$33	\$33	\$33	\$33	1,440	-	Faculty Supplies
Library Books	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Library Books
Testing & Evaluation	2,736	\$2,052	\$62	\$62	\$62	\$62	\$62	\$62	\$62	\$62	\$62	\$62	\$62	2,736	-	Testing & Evaluation
Student Laptops	36,000	\$27,000	\$818	\$818	\$818	\$818	\$818	\$818	\$818	\$818	\$818	\$818	\$818	36,000	-	Student Laptops
Faculty Laptops	22,500	\$16,875	\$511	\$511	\$511	\$511	\$511	\$511	\$511	\$511	\$511	\$511	\$511	22,500	-	Faculty Laptops
Office Supplies	8,640	\$6,480	\$196	\$196	\$196	\$196	\$196	\$196	\$196	\$196	\$196	\$196	\$196	8,640	-	Office Supplies
Printing Paper	10,000	\$7,500	\$227	\$227	\$227	\$227	\$227	\$227	\$227	\$227	\$227	\$227	\$227	10,000	-	Printing Paper
Marketing Materials	2,900	\$2,175	\$66	\$66	\$66	\$66	\$66	\$66	\$66	\$66	\$66	\$66	\$66	2,900	-	Marketing Materials
Student Uniforms	1,440	\$1,080	\$33	\$33	\$33	\$33	\$33	\$33	\$33	\$33	\$33	\$33	\$33	1,440	-	Student Uniforms
Gifts & Awards - Students	3,168	\$2,376	\$72	\$72	\$72	\$72	\$72	\$72	\$72	\$72	\$72	\$72	\$72	3,168	-	Gifts & Awards - Students
Gifts & Awards - Teachers and Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Gifts & Awards - Teachers and Staff
Health Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Health Supplies

**KIPP Antioch College Prep High School
New Charter School Application Budget Template
Year 1 Cash Flow**

Facility Related Expenses

Rent	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Rent
Utilities	95,000	\$7,917	\$7,917	\$7,917	\$7,917	\$7,917	\$7,917	\$7,917	\$7,917	\$7,917	\$7,917	\$7,917	\$7,917	95,000	-	Utilities
Custodial	80,000	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	80,000	-	Custodial
Waste	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Waste
Faculty Furniture	30,000	\$22,500	\$682	\$682	\$682	\$682	\$682	\$682	\$682	\$682	\$682	\$682	\$682	30,000	-	Faculty Furniture
Student Furniture	30,000	\$22,500	\$682	\$682	\$682	\$682	\$682	\$682	\$682	\$682	\$682	\$682	\$682	30,000	-	Student Furniture
Internet/Network Equipment	41,300	\$30,975	\$939	\$939	\$939	\$939	\$939	\$939	\$939	\$939	\$939	\$939	\$939	41,300	-	Internet/Network Equipment
Other Equipment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other Equipment
Building Decorum	1,584	\$132	\$132	\$132	\$132	\$132	\$132	\$132	\$132	\$132	\$132	\$132	\$132	1,584	-	Building Decorum
Tenant Improvements	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Tenant Improvements
Other	20,000	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	20,000	-	Other
Other	55,000	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	55,000	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other

Other Charges

Staff Recruitment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Staff Recruitment
Student Recruitment & Community En	2,900	\$242	\$242	\$242	\$242	\$242	\$242	\$242	\$242	\$242	\$242	\$242	\$242	2,900	-	Student Recruitment & Community Engagement
Parent & Staff Meetings	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Parent Meetings
Authorizer Fee	35,000	\$0	\$0	\$8,750	\$0	\$0	\$8,750	\$0	\$0	\$8,750	\$0	\$0	\$8,750	35,000	-	
Other	11,000	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$917	11,000	-	

Debt Service

Other	295,642	24,637	24,637	24,637	24,637	24,637	24,637	24,637	24,637	24,637	24,637	24,637	24,637	295,642	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

Total Operating Expenses

	932,473	213,350	61,673	71,854	61,673	61,673	71,774	61,673	61,673	71,774	61,673	61,673	71,774	932,234	239
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Total Expenses

	2,313,230	328,413	176,736	186,917	176,736	176,736	186,837	176,736	176,736	186,837	176,736	176,736	186,837	2,312,992	239
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KIPP Antioch College Prep High School
New Charter School Application Budget Template
Year 2 Through 5 Budget

Revenue Assumptions

	Year 1	Year 2	Year 3	Year 4	Year 5
	2023-24	2024-25	2025-26	2026-27	2027-28
Annual Revenue Increase	0.00%	1.50%	1.50%	1.50%	1.50%
Cumulative Increase	100.00%	101.50%	103.02%	104.57%	106.14%

State Revenues

Assumption

Assumption Notes

Basic Education Program	\$0	1,654,992	\$3,261,122	\$6,620,077	\$10,079,068	\$11,935,296	
BEP Transportation Component	\$0	-	\$0	\$0	\$0	\$0	
BEP Capital Outlay	\$0	33,100	\$65,222	\$132,402	\$201,581	\$238,706	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	

Federal Revenues

Title I	\$330	3,326	\$6,653	\$13,306	\$19,958	\$23,285	
Title II	\$0	-	\$0	\$0	\$0	\$0	
Title III	\$0	-	\$0	\$0	\$0	\$0	
NSLP	\$0	-	\$0	\$0	\$0	\$0	
E-Rate	\$0	-	\$0	\$0	\$0	\$0	
CSP Startup Grant	\$0	250,000	\$250,000	\$0	\$0	\$0	
Other	\$500	10,080	\$20,160	\$40,320	\$60,480	\$70,560	
Other	\$0	-	\$0	\$0	\$0	\$0	

School Activity Revenues

Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	

Fundraising & Philanthropy

Other	\$0	300,000	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	

Total Revenues

2,251,498 3,603,157 6,806,105 10,361,088 12,267,847

**KIPP Antioch College Prep High School
New Charter School Application Budget Template
Year 2 Through 5 Budget**

Compensation

Year 1	Year 2	Year 3	Year 4	Year 5
2023-24	2024-25	2025-26	2026-27	2027-28

Administrative Staff

Assumption Notes

Principal/School Leader	100,000	101,500	103,022	104,568	106,136	
Assistant Principal	70,000	142,100	144,232	219,592	297,182	
Special Education Coordinator	-	-	72,471	147,116	149,323	
Deans, Directors	134,640	136,660	277,419	422,370	428,706	
Other (Specify in Assumptions)	-	-	-	-	-	
Total Administrative Compensation	304,640	380,259	597,144	893,647	981,347	

Instructional Staff

Teachers	550,800	950,405	1,872,578	2,994,990	3,799,894	
Special Education Teachers	55,080	111,812	226,979	345,576	467,679	
Educational Assistants/Aides	-	-	-	-	-	
Elective Teachers	55,080	111,812	170,234	230,384	292,300	
Other (Specify in Assumptions)	-	-	-	-	-	
Total Instructional Compensation	660,960	1,174,030	2,269,792	3,570,950	4,559,873	

Non-Instructional Staff

Clerical Staff	-	-	-	-	-	
Custodial Staff	-	-	-	-	-	
Operations	45,900	93,177	94,575	95,993	97,433	
Social Workers/Counseling	61,200	62,118	63,050	127,991	129,911	
Other (Specify in Assumptions)	-	-	56,745	115,192	116,920	
Total Non-Instructional Compensation	107,100	155,295	214,369	339,176	344,264	

Other Compensation	25,000	35,000	45,000	55,000	65,000	
Other Compensation	-	-	-	-	-	
Other Compensation	-	-	-	-	-	
Other Compensation	-	-	-	-	-	

Total Compensation	1,097,700	1,744,585	3,126,305	4,858,773	5,950,483	
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**KIPP Antioch College Prep High School
New Charter School Application Budget Template
Year 2 Through 5 Budget**

Operating Expenses

	Year 1	Year 2	Year 3	Year 4	Year 5
	2023-24	2024-25	2025-26	2026-27	2027-28
Annual Expense Increase	0.00%	1.50%	1.50%	1.50%	1.50%
Cumulative Increase	100.00%	101.50%	103.02%	104.57%	106.14%

Contracted Services

		Year 1	Year 2	Year 3	Year 4	Year 5	Assumption Notes
		2023-24	2024-25	2025-26	2026-27	2027-28	
Professional Development	\$1,200	21,600	\$34,800	\$62,400	\$96,000	\$116,400	per FTE
Financial Services	\$788	14,184	\$22,852	\$40,976	\$63,040	\$76,436	per FTE
Audit Services	\$318	5,724	\$9,222	\$16,536	\$25,440	\$30,846	per FTE
Legal Fees	\$51	918	\$1,479	\$2,652	\$4,080	\$4,947	per FTE
Copier Lease and Usage	\$58	12,971	\$26,081	\$42,785	\$63,969	\$72,321	per student; Copier lease, maintenance, and usage
Internet and Phone Service	\$10,600	10,600	\$10,759	\$10,920	\$11,084	\$11,250	per year
Cell Phone Service	\$300	5,400	\$8,700	\$15,600	\$24,000	\$29,100	per FTE
Payroll Services	\$85	1,530	\$2,465	\$4,420	\$6,800	\$8,245	per FTE
Health Services	\$0	-	\$0	\$0	\$0	\$0	
Transportation	\$0	-	\$0	\$0	\$0	\$0	
IT Services	\$20,000	20,000	\$20,300	\$20,605	\$20,914	\$21,227	per year
Contracted SPED Services	\$125	18,000	\$36,000	\$72,000	\$108,000	\$126,000	per student
Insurance	\$16,000	16,000	\$16,240	\$16,484	\$16,731	\$16,982	per year; Property insurance
Postal Charges	\$6	864	\$1,728	\$3,456	\$5,184	\$6,048	per student
Bank Charges	\$0	-	\$0	\$0	\$0	\$0	

Supplies & Materials

		Year 1	Year 2	Year 3	Year 4	Year 5	Assumption Notes
		2023-24	2024-25	2025-26	2026-27	2027-28	
Textbooks and Instructional Supplies	\$60	8,640	\$17,280	\$34,560	\$51,840	\$60,480	per student
Education Software	\$23	3,312	\$6,624	\$13,248	\$19,872	\$23,184	per student
Student Supplies	\$45	6,480	\$12,960	\$25,920	\$38,880	\$45,360	per student
Faculty Supplies	\$10	1,440	\$2,880	\$5,760	\$8,640	\$10,080	per student
Library Books	\$0	-	\$0	\$0	\$0	\$0	per student
Testing & Evaluation	\$19	2,736	\$5,472	\$10,944	\$16,416	\$19,152	per student
Student Laptops	\$250	36,000	\$36,000	\$72,000	\$108,000	\$72,000	per student
Faculty Laptops	\$1,250	22,500	\$13,750	\$28,750	\$57,500	\$35,000	per FTE
Office Supplies	\$60	8,640	\$17,280	\$34,560	\$51,840	\$60,480	per student
Printing Paper		10,000	\$12,500	\$15,000	\$17,500	\$17,500	per year
Marketing Materials	\$2,900	2,900	\$2,944	\$2,988	\$3,032	\$3,078	per year
Student Uniforms	\$10	1,440	\$2,880	\$5,760	\$8,640	\$10,080	per student
Gifts & Awards - Students	\$22	3,168	\$6,336	\$12,672	\$19,008	\$22,176	per student; Student Culture
Gifts & Awards - Teachers and Staff	\$0	-	\$0	\$0	\$0	\$0	
Health Supplies	\$0	-	\$0	\$0	\$0	\$0	

KIPP Antioch College Prep High School
New Charter School Application Budget Template
Year 2 Through 5 Budget

Facility Related Expenses

Rent	\$0	-	\$0	\$0	\$0	\$0	
Utilities	\$95,000	95,000	\$96,425	\$97,871	\$99,339	\$100,830	per year
Custodial	\$80,000	80,000	\$81,200	\$82,418	\$83,654	\$84,909	per year; Custodial Svcs and Supplies
Waste	\$0	-	\$0	\$0	\$0	\$0	
Faculty Furniture	\$30,000	30,000	\$30,450	\$30,907	\$31,370	\$31,841	per year
Student Furniture	\$30,000	30,000	\$30,450	\$30,907	\$31,370	\$31,841	per year
Internet/Network Equipment	\$41,300	41,300	\$20,000	\$20,000	\$43,187	\$20,000	per year; Network Hardware (WAPS, Cabling, etc) refresh
Other Equipment	\$0	-	\$0	\$0	\$0	\$0	
Building Decorum	\$11	1,584	\$1,608	\$1,608	\$1,608	\$1,608	
Tenant Improvements	\$0	-	\$0	\$0	\$0	\$0	
Other	\$20,000	20,000	\$20,300	\$20,605	\$20,914	\$21,227	per year; Building Maintenance
Other	\$55,000	55,000	\$55,825	\$56,662	\$57,512	\$58,375	per year; Deferred Maintenance
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	

Other Charges

Staff Recruitment	\$0	-	-	-	-	-	
Student Recruitment & Community Engagement	\$2,900	2,900	2,944	2,988	3,032	3,078	per year
Parent & Staff Meetings	\$4	-	-	-	-	-	per student
Authorizer Fee		35,000	35,000	35,000	35,000	35,000	per year
Other	\$11,000	11,000	11,000	11,000	11,000	11,000	per year; KIPP Licensing Fee

Debt Service

Other	\$0	295,642	536,081	874,691	1,102,706	1,262,194	
Other	\$0	-	-	-	-	-	
Other	\$0	-	-	-	-	-	
Other	\$0	-	-	-	-	-	
Other	\$0	-	-	-	-	-	

Total Operating Expenses

932,473	1,248,814	1,835,651	2,367,103	2,560,275
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Total Expenses

2,313,230	3,440,593	5,757,688	8,457,371	10,008,330
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KIPP Antioch College Prep High School
 New Charter School Application Budget Template
 Year 0 & Years 1 through 5 Summary

Revenue Assumptions

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Starting Fund Balance	-	735,389	673,657	836,221	1,884,638	3,788,355
State Revenues	-	1,688,092	3,326,344	6,752,479	10,280,649	12,174,002
Federal Revenues	250,000	263,406	276,813	53,626	80,438	93,845
School Activity Revenues	-	-	-	-	-	-
Fundraising & Philanthropy	600,000	300,000	-	-	-	-
Total Revenues	850,000	2,251,498	3,603,157	6,806,105	10,361,088	12,267,847
Staffing	90,000	1,097,700	1,744,585	3,126,305	4,858,773	5,950,483
Employer Benefits & Taxes	23,061	283,058	447,194	795,732	1,231,495	1,497,572
Contracted Services	300	127,791	190,626	308,833	445,242	519,803
Supplies & Materials	1,250	107,256	136,906	262,162	401,168	378,570
Facility-Related Expenses	-	352,884	336,258	340,978	368,955	350,630
Other Charges	-	48,900	48,944	48,988	49,032	49,078
Debt Service	-	295,642	536,081	874,691	1,102,706	1,262,194
Total Expenses	114,611	2,313,230	3,440,593	5,757,688	8,457,371	10,008,330
Net Income	735,389	(61,732)	162,564	1,048,417	1,903,717	2,259,517
Ending Fund Balance	735,389	673,657	836,221	1,884,638	3,788,355	6,047,872

Attachment P

Budget Narrative

Attachment P: Budget Narrative

As Attachment P, present a budget narrative including detailed descriptions of budget assumptions, revenue, and expenditure projections reflecting proposed growth over time. In this section include:

a. A plan for compliance with state and federal accounting and reporting requirements;

KIPP Nashville accounting and financial reporting adheres to Generally Accepted Accounting Principles (GAAP), which is issued by the Governmental Accounting Standards Board (GASB). Our accounting provider utilizes GAAP procedures for month-end and year-end accounting close and our auditor completes the KIPP Nashville audit in accordance with GASB for its financial and internal control audit and the U.S. Office of Management and Budget Uniform Guidance to ensure compliance with significant Federal fund programs.

b. How the proposed budget is adequate to ensure your proposed school model can be implemented fully and how it supports your theory of action concerning student achievement;

The proposed budget shows a trend of an improving net income as KACP-HS reaches full scale in FY29 and the establishment of a strong fund balance in the out years. In the growth stages as the school reaches full scale, KACP-HS will utilize funds raised from the KIPP Nashville growth campaign to ensure that the academic and operational model can be sufficiently employed and that the school does not have any monthly cash flow shortages.

c. An explanation of student enrollment and BEP projections;

Enrollment Assumptions					
	Year 1	Year 2	Year 3	Year 4	Year 5
	2023-24	2024-25	2025-26	2026-27	2027-28
9th Grade	144	144	288	288	288
10th Grade	0	144	144	288	288
11th Grade	0	0	144	144	288
12th Grade	0	0	0	144	144
Total Enrollment	144	288	576	864	1,008
Projected BEP Rate	\$11,493	\$11,666	\$11,841	\$12,018	\$12,199

KACP-HS will commence its academic program in FY24 with a 9th grade and subsequently grow by one grade each year. We assume that in we will fully backfill any open seats which is an assumption based on the demand of KIPP Nashville Collegiate High School and an extensive waitlist at our current KIPP Antioch College Prep Middle School. Once KACP-HS reaches full enrollment in FY29, we project the school will have ~1,150 students.

Our BEP assumptions are based on the current rate (as of December 2019) of \$10,723. In FY21 and FY22, we project that the BEP rate will increase by 2% per annum, which is conservative relative to the ~4% BEP rate growth that schools have seen the past three years. Starting in FY23, we conservatively reduced the BEP rate increase to 1.5% per annum.

- d. **An explanation of all anticipated funding sources, including grants, state, federal, and local per-pupil eligibility, other government resources, private fundraising, eRate, student fees, donations, etc.;**

Sources of Funding
State Revenue
Basic Education Program
Basic Education Program – Capital Outlay
Federal Revenue
Title I
IDEA
CSP Startup Grant
Fundraising
Growth Campaign Fundraising

Prior to Year 0, KACP-HS will apply for the federal Charter School Planning grant through the KIPP Foundation. This grant will be issued through a competitive process. The KIPP Foundation has been very successful in winning this grant for new KIPP charter schools across the country, and we were awarded this grant for KIPP Nashville College Prep Middle School, KIPP Kirkpatrick Elementary Schools, KIPP Antioch College Prep Elementary School, and KIPP Antioch College Prep Middle School. The revenue model assumes the grant will be received in three annual installments of \$250K, starting in FY21.

The primary source of recurring school funding will come from the BEP program and BEP Capital Outlay program. Excluding the CSP funding and any fundraising amounts, this will account for a large majority of total school funding. The school also anticipates the receipt of both Federal Title and IDEA funding.

To date, KIPP’s efforts in Nashville have been actively supported by several foundations including the Scarlett Family Foundation, the Sam Fleming Foundation, the Care Foundation, and the Clarcor Foundation. In addition, a number of highly supportive individuals have each given over \$100K in the last several years. Finally, local corporations including Asurion have become close partners in helping to fund KIPP Nashville’s mission. This support has positioned the organization to raise over \$500,000 a year to fund the ongoing operations of KIPP Nashville and KIPP Nashville has also embarked on a \$25M fundraising growth campaign to fund the organization’s growth over the next five years. Based on the existing base of donors and the cash requirements to fund the start-up costs of KACP-HS during the growth stages as the school builds to capacity, KIPP Nashville is confident with ensuring that it has the necessary contingency funding to support and execute against the educational model and rich set of programs required to deliver on its mission.

- e. An explanation of all anticipated expenditures including salaries and benefits, yearly pay increases, instructional materials and supplies, equipment and furniture, technology for both student and instructional use, professional development, special education services, student activities and field trips, contracted services (ex. CMO, audit, payroll, IT, etc.), rent and utilities, office supplies and equipment, management fees, capital, contingency and insurance reserve funds;

Below is an explanation of the assumptions regarding the anticipated significant expenditures for KACP-HS:

- **Salaries and Benefits:**

- Excluding debt service, Salaries and Benefits account for ~70% of total expenses. In Year 0, we anticipate hiring one Principal and subsequently adjusting the administrative and operational staffing structure accordingly with growth (i.e. Dean/Director level positions) while increasing student-interfacing positions proportionately with enrollment increases (i.e. Teachers, Special Education, Interventionists, etc.). We are using a 2% Cost of Living Adjustment (COLA) factor in FY22 and adjusting that down to 1.5% in the out years, in line with our revenue COLA factors.
- In aggregate, benefits—including FICA, SUI, Workers Compensation, Health insurance, and TCRS/Metro Government retirement benefits—are ~25% of compensation for KACP-HS, which is in line with our other KIPP
- Nashville schools. In addition, KIPP Nashville Regional costs from our School Support Team will be allocated on a per student basis to each school within the KIPP Nashville network. Once KACP-HS reaches full scale, this allocation will be in excess of \$500K.

- **Contracted Services:**

- Professional Development: The school has budgeted \$1,200 per staff member per year.
 - Financial Services: The school has budgeted \$788 per staff member per year for a back office accounting provider; at full scale, this amount is projected to be ~\$28K annually.
 - Audit Services: The school has budgeted \$318 per staff member per year for our auditor; at full scale, this amount is projected to be ~\$11K annually.
 - Copier Lease and Usage: The school has budgeted \$58 per student related to copier usage (and paper usage) per year. We also included an assumption that the need for copiers increases proportionately with enrollment growth.
 - IT Services: KACP-HS will outsource its IT services. We have assumed that this will be \$20,000 per year, increasing by COLA.
 - Contracted SpEd Services: KACP-HS will outsource its special education support to a provider. We have budgeted \$175 per student, which at full scale equates to \$66K annually for Contracted SpEd.
- Insurance: The school has budgeted \$16K per annum for insurance, which includes General Liability and Property Insurance, amongst other policies.

- **Supplies and Materials:**

- Textbooks: The school has budgeted \$60 per new student for textbooks, with the assumption that textbooks will need to be refreshed every five years.
- Education Software: The school has budgeted \$23 per student for education software.
- Student Laptops: The school has budgeted \$250 per new student for student laptops, with the assumption that the refresh cycle for laptops occurs every three years.
- Faculty Laptops: The school has budgeted \$1,250 per new FTE for faculty laptops, with the assumption that the refresh cycle for laptops occurs every three years.
- Office Supplies: The school has budgeted \$60 per student for Office Supplies.

- Gifts and Awards—Students: As part of the school’s School Culture, the school has budgeted \$22 per student for Gifts and Awards.
- **Facilities:**
 - Utilities: The school has budgeted \$95K, increasing by COLA each year, for utilities.
 - Custodial: The school has budgeted \$80K, increasing by COLA each year, for custodial services.
 - Faculty Furniture: The school has budgeted \$30K, increasing by COLA, for the purchase and replacement of faculty furniture.
 - Student Furniture: The school has budgeted \$30K, increasing by COLA, for the purchase and replacement of student furniture.
 - Internet/Network Equipment: The school has budgeted \$40K in Year 1—and for the refresh cycle—and \$20K during years when equipment is not being refreshed or facilities are expanding; the refreshes include installation and replacement of network equipment, including wireless access points, cabling, etc. The school has budgeted \$580K in Year 0 for hardware infrastructure related to facilities investments; this will be financed with both the CSP startup grant and fundraising dollars from the KIPP Nashville Growth Campaign.
 - Building Maintenance: The school has budgeted \$20K per annum, increasing by COLA, for recurring building maintenance.
 - Deferred Maintenance: The school has budgeted \$55K, increasing by COLA, for deferred maintenance with the expectation of creating a facilities fund reserve for any one-time capital improvements needed for owned facilities.
 - Depreciation: Depreciation related to our capital and facility investments is not currently included in the charter application.
- **Other:**
 - Authorizer Fee: The school has budgeted ~\$35K per annum for its annual authorizer fee.
- **Debt Service:**
 - The school has assumed that it will buy a facility in FY23 and that there will be a commensurate amount of interest expense per annum.

f. The systems, processes, and policies by which the organization and school will manage accounting, purchasing, payroll, and audits. Include any draft policies on financial controls, etc.;

KIPP Nashville’s fiscal policies and procedures are included in Attachment F.

g. How the school will provide an independent annual audit of organizational and school level financial and administrative operations;

The school has contracted with an auditor to complete the financial and internal control audit for the school to be submitted to its authorizer by December 31 each year.

h. Your team's individual and collective qualifications and capacity for implementing the financial plan successfully;

Dan Gennaoui, Chief Financial Officer

Dan Gennaoui serves as the current CFO for KIPP Nashville. He was previously the Chief Operating Officer at KIPP Nashville. Prior to joining KIPP, Dan managed operations for six elementary schools in Brooklyn, NY as part of Uncommon Schools. Dan is also a former middle school teacher having taught in the Bronx, NY and New Orleans, LA. Dan earned his MBA from Columbia Business School and has a master's degree from Bank Street College of Education. He earned his bachelor's degree from Cornell University.

Katie Foley, Financial Controller

Katie Foley serves as the financial controller at KIPP Nashville, working to ensure compliance and accurate reporting of financial matters and federal funding. Before KIPP, Katie was an accounting lead of charter school and healthcare clients at LBMC W Squared, managing the outsourced monthly financial statement presentation, and was also an assurance staff at EY. Katie earned her bachelor's degree in accounting and marketing and a master's degree in accounting from The University of Alabama and is a Certified Public Accountant.

Tosin Okunoren, Director of Planning and Budget

Tosin spent 2+ years in public accounting with KPMG and Cherry Bekaert working as an auditor with clients ranging from startup companies to Fortune 500 companies and 5+ years in Corporate Finance working for ServiceMaster and Hilton Worldwide. Most recently, he worked with EdTec as a Client Manager where he provided financial consultation to charter schools ranging from 15 students to 1,000 students. Tosin received his MBA from Babson College, BBA from Georgia State University, and is a CPA in the state of Georgia.

i. The roles and responsibilities of the school's administration and governing board for school finances and distinguish between each;

All KIPP schools are part of the same KIPP Nashville 501(c)(3) and therefore share the same governing board, the KIPP Nashville Board of Directors. Each school's budget is managed by a school-based Director of Operations and overseen and guided by the SST finance team. The CFO directly reports to the Executive Director and the is a Board-directed Finance Committee, to which the CFO reports six times per year. The CFO reports to the Board of Directors four times per year.

j. The school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected;

The school has access to a \$2.5M line of credit that it can utilize for any projected cash flow shortage. Regionally, KIPP Nashville has embarked on an aggressive growth campaign as it expands and has raised committed funds of \$15M out of its goal of \$25M that KACP-HS will have access to; a portion of these fundraising dollars will be deployed during the growth stages of the school.

k. The Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening;

The school has access to a \$2.5M line of credit that it can utilize for any projected cash flow shortage. Regionally, KIPP Nashville has embarked on an aggressive growth campaign as it expands and has raised committed funds of \$15M out of its goal of \$25M that KACP-HS will have access to; a portion of these fundraising dollars will be deployed during the growth stages of the school.

l. How one or more high needs student with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated; and

The school budget includes significant levels of services for high needs students including a paraprofessional. Were the needs to exceed to current budgeted allotment, the KIPP team would pull upon a shared fund through specifically for special needs students.

m. If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., include a statement on how you will choose the vendors and how you will oversee their activities to ensure fidelity and compliance.

In FY21 and beyond, KIPP Nashville intends to outsource payroll and the annual audit which is required to be completed by an independent third party. All vendors will be chosen in compliance with state law utilizing the proper RFP processes.

Attachment Q

Network Budget

Attachment R

Student Achievement/Growth Results



KIPP: Nashville

Academic Results

KIPP Kirkpatrick Elementary

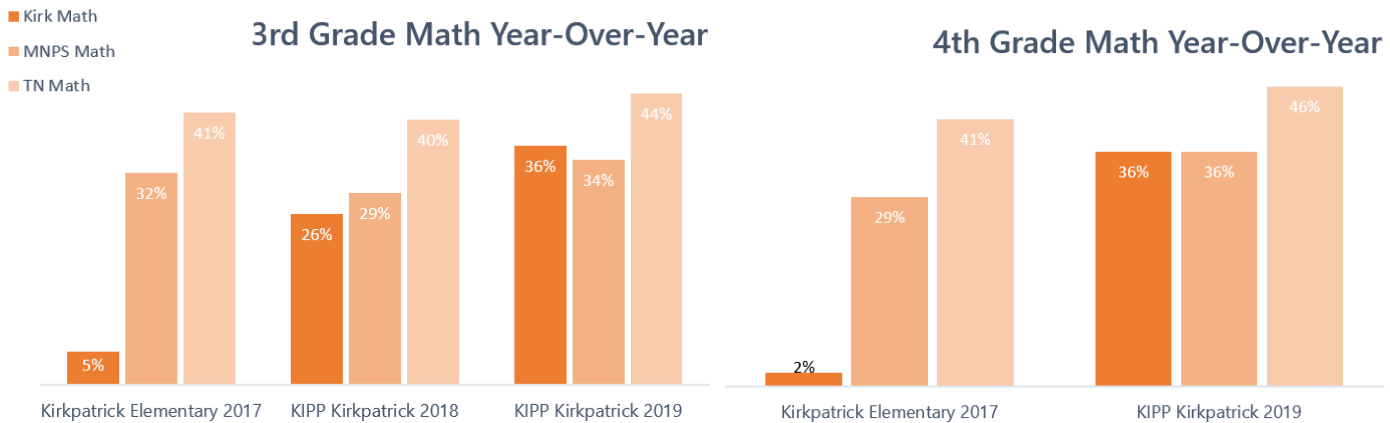
1000 Sevier St. Nashville, TN 27206

Est. 2015 - 5th year of operation in 2019-2020

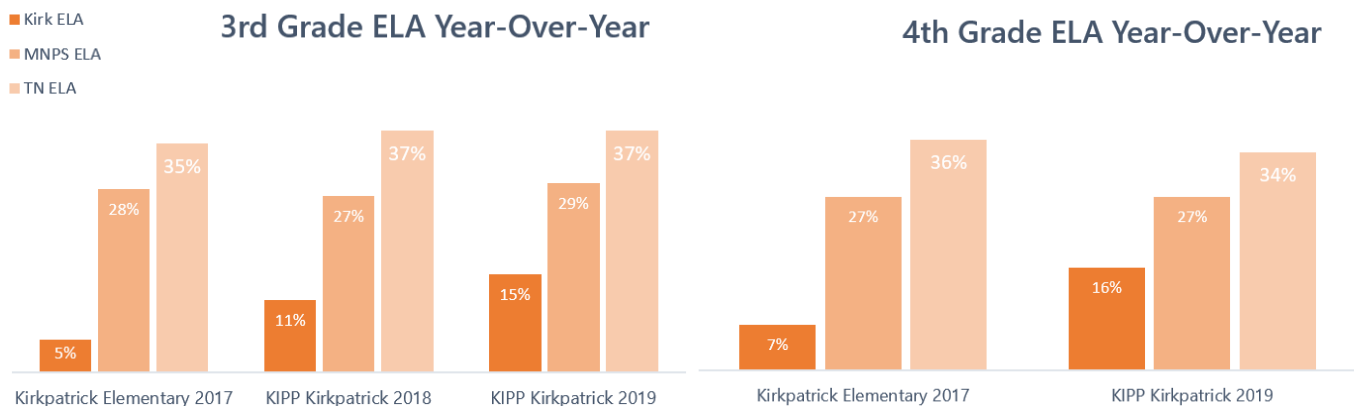
Principal: Amy Galloway
agalloway@kippnashville.org

Academic Results

KIPP Kirkpatrick Elementary has demonstrated significant growth in the transition from Kirkpatrick Enhanced Option to KIPP Kirkpatrick Elementary. In two years of operating 3rd grade, KIPP Kirkpatrick TNReady mastery/on track performance on the Math assessment grew from 5% to 36%, outperforming the average performance of MNPS schools. In the 1st year operating 3rd grade, KIPP Kirkpatrick TNReady Math performance grew from 2% to 36%, matching the performance of MNPS schools.



KIPP Kirkpatrick is also making progress in ELA performance. On the TNReady ELA assessment, Kirkpatrick 3rd graders have grown from 5% to 15% on track/mastered in the span of 2 years. Kirkpatrick 4th graders grew from 7% on track/mastered to 16% in 1 year.



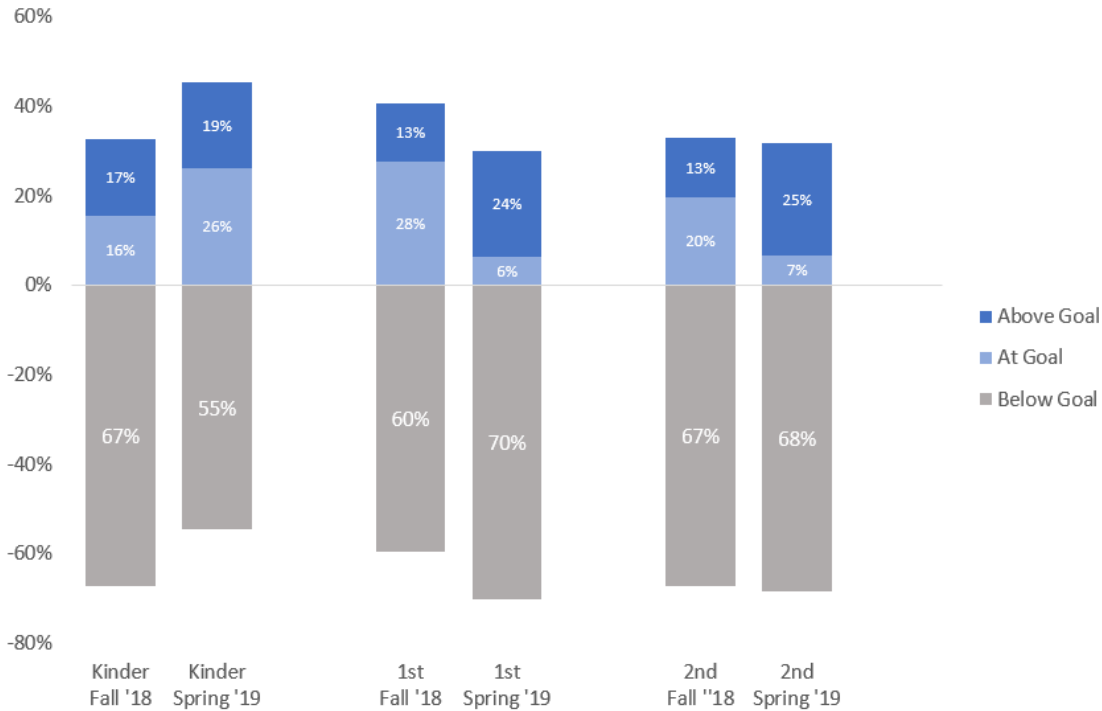
KIPP Nashville College Prep Elementary

3410 Knight Dr. Nashville, TN 37207
 Est. 2017 – 3rd year of operation in 2019-2020

Principal: Tiffany Russ
 truss@kippnashville.org

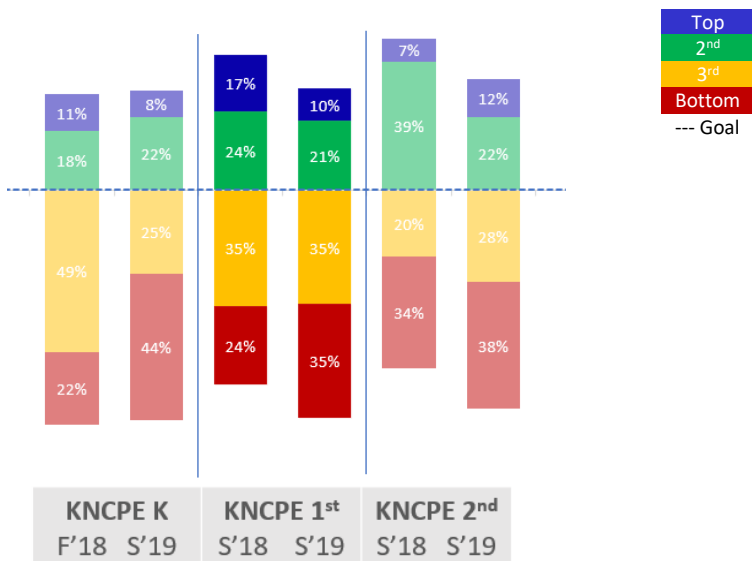
Academic Results

2018-2019 KNCPE STEP Reading Level Mastery Data



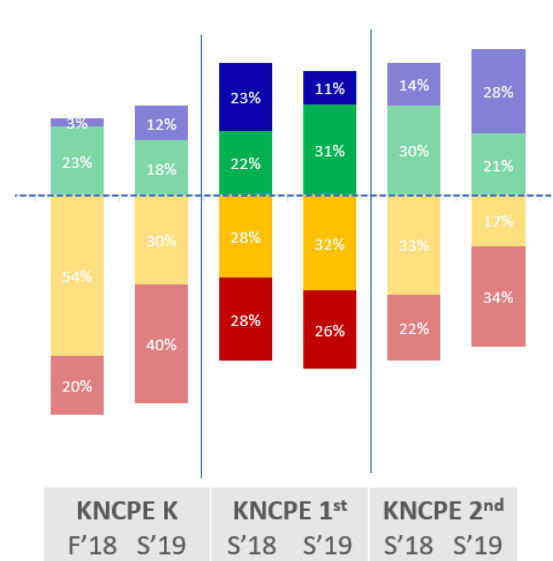
2018-2019 KNCPE MAP Reading Growth

Fall '18 to Spring '19 and Spring '18 to Spring '19



2018-2019 KNCPE MAP Math Growth

Fall '18 to Spring '19 and Spring '18 to Spring '19



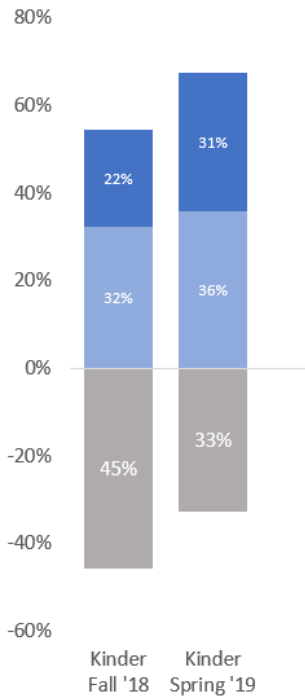
KIPP Antioch College Prep Elementary

3655 Murfreesboro Pike, Antioch, TN 37013
Est. 2018 - 2nd year of operation in 2019-2020

Principal: Molly Ramsey
mramsey@kippnashville.org

Academic Results

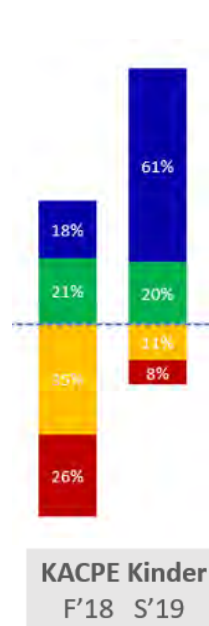
2018-2019 KACPE STEP Reading Level Mastery Data



2018-2019 KACPE MAP Reading Growth Fall '18 to Spring '19



2018-2019 KACPE MAP Math Growth Fall '18 to Spring '19



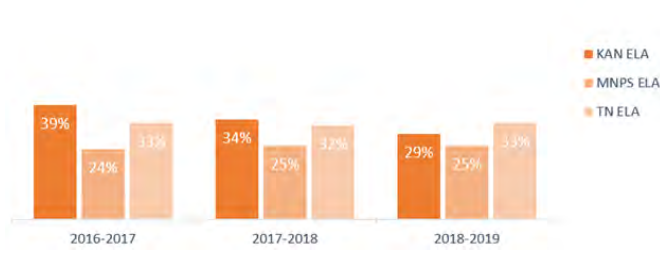
KIPP Academy Nashville

123 Douglas Ave. Nashville, TN 37207
 Est. 2005 - 15th year of operation in 2019-2020

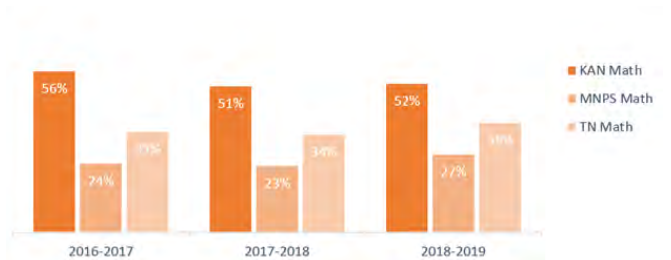
Principal: Hada Flores
 hflores@kippnashville.org

Academic Results

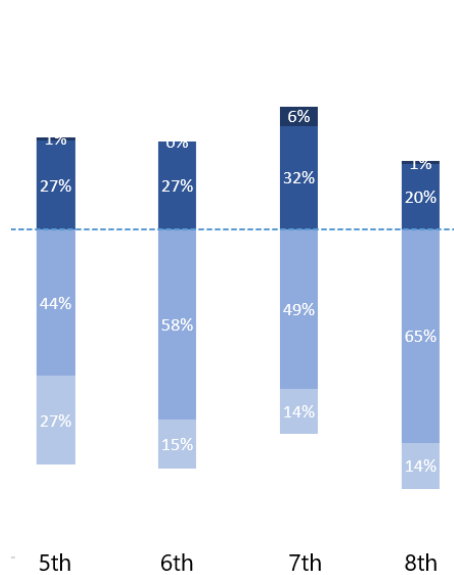
KAN ELA TNReady Year-Over-Year



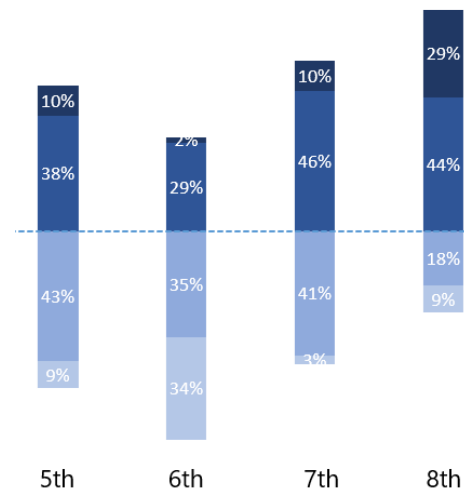
KAN Math TNReady Year-Over-Year



KAN ELA TNReady Performance 2019



KAN Math TNReady Performance 2019



Mastered
 On Track
 Below
 Approaching
 Goal Line

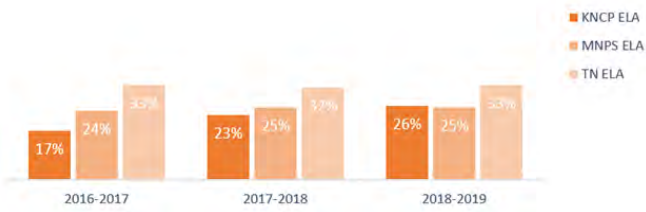
KIPP Nashville College Prep

3410 Knight Dr. Nashville, TN 37207
 Est. 2013 - 7th year of operation in 2019-2020

Principal: Kerianne Ryan
 kryan@kippnashville.org

Academic Results

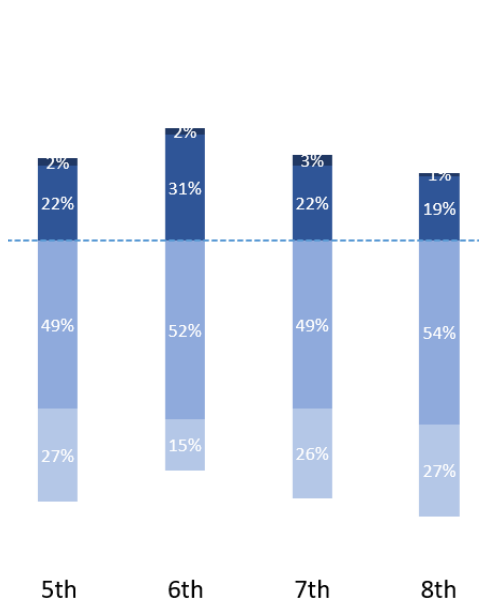
KNCP ELA TNReady Year-Over-Year



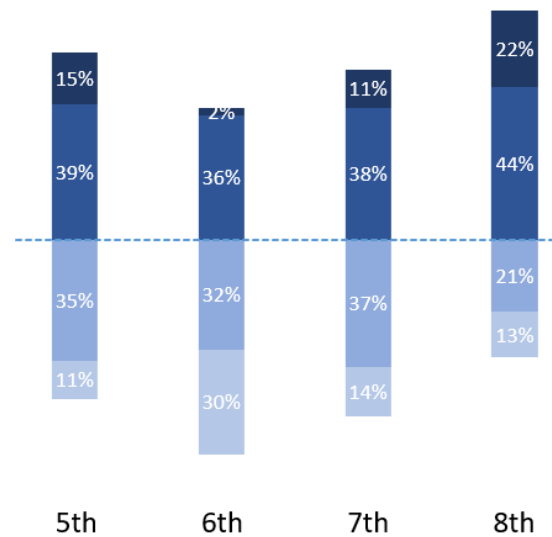
KNCP Math TNReady Year-Over-Year



KNCP ELA TNReady Performance 2019



KNCP Math TNReady Performance 2019



Mastered
 On Track
 Below
 Approaching
 Goal Line

KIPP Nashville Collegiate High School

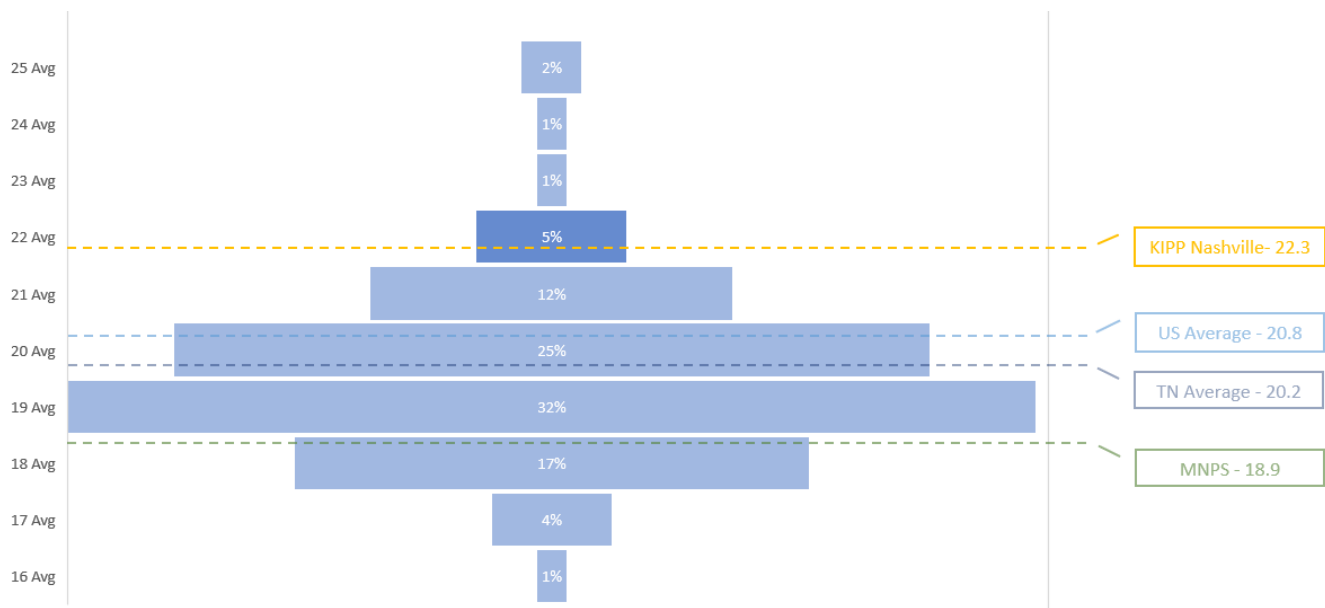
123 Douglas Ave. Nashville, TN 37207
Est. 2014 – 6th year of operation in 2019-2020

Principal: Marc Gauthier
mgauthier@kippnashville.org

Academic Results

Class of 2018 ACT Data

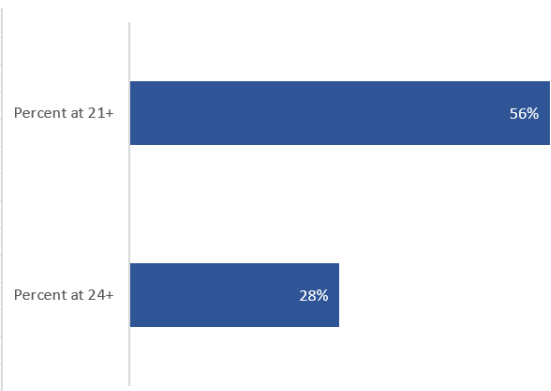
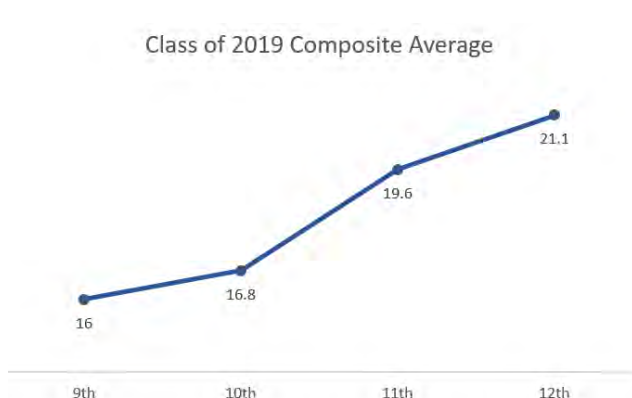
The chart below shows the percentage of counties in Tennessee at each composite score level on the ACT. KIPP Nashville Collegiate High School's class of 2018 scored a composite average of 22.3. KNCHS outperformed the US Average, TN Average, and MNPS Average, performing in the top 9% of all counties in Tennessee.



Class of 2019 ACT Data

KIPP Nashville Collegiate High School's class of 2019 grew a composite average of 5.1 points from 9th grade to 12th grade. The class of 2019 composite average was 21.1, higher than 82% of TN high schools. 56% of the class scored a 21 or higher on the ACT, outperforming 88% of high schools in Tennessee.

Class of 2019 Composite Average



Attachment S

Portfolio Summary Template

School Name	Year Opened	City	State	Grades Served	Total Enrollment	Demographics and Socioeconomics						
						% African American	% Hispanic	% White	% Other Race/Ethnicity	% FRPL	% SPED	% ELL
KIPP Kirkpatrick Elementary	2015	Nashville	TN	K-4	406	87%	3%	5%	4%	100%	13%	1%
KIPP Nashville College Prep Elementary	2017	Nashville	TN	K-3 (growing to K-4)	333	87%	8%	3%	2%	100%	11%	5%
KIPP Antioch College Prep Elementary	2018	Antioch	TN	K-1 (growing to K-4)	287	38%	25%	12%	26%	43%	9%	17%
KIPP Academy Nashville	2005	Nashville	TN	5-8	377	51%	44%	3%	2%	92%	14%	13%
KIPP Nashville College Prep Middle	2013	Nashville	TN	5-8	361	81%	12%	3%	4%	91%	16%	3%
KIPP Antioch College Prep Middle	2019	Antioch	TN	5 (growing to 5-8)	132	42%	31%	3%	23%	46%	12%	8%
KIPP Nashville Collegiate High School	2014	Nashville	TN	9-12	420	64%	33%	2%	2%	78%	14%	7%

School Name	School Contact Information			
	Contact Name	Contact Title	Contact Email	Contact Phone
KIPP Kirkpatrick Elementary	Amy Galloway	Principal	agalloway@kippnashville.org	(615) 226-4484
KIPP Nashville College Prep Elementary	Tiffany Russ	Principal	truss@kippnashville.org	(615) 226-4484
KIPP Antioch College Prep Elementary	Molly Ramsey	Principal	mramsey@kippantioch.org	(615) 226-4484
KIPP Academy Nashville	Hada Flores	Principal	hflores@kippnashville.org	(615) 226-4484
KIPP Nashville College Prep Middle	Kerianne Ryan	Principal	kryan@kippnashville.org	(615) 226-4484
KIPP Antioch College Prep Middle	Nikki Olszewski	Principal	nolszewski@kippantioch.org	(615) 226-4484
KIPP Nashville Collegiate High School	Marc Gauthier	Principal	mgauthier@kippnashville.org	(615) 226-4484

School Name	Authorizer Contact Information				
	Authorizing Organization	Contact Name	Contact Title	Contact Email	Contact Phone
KIPP Kirkpatrick Elementary	Metro Nashville Public School	Dennis Queen	Executive Director of District Charter Schools	Dennis.Queen@mnps.org	(615) 259-8674
KIPP Nashville College Prep Elementary	Metro Nashville Public School	Dennis Queen	Executive Director of District Charter Schools	Dennis.Queen@mnps.org	(615) 259-8674
KIPP Antioch College Prep Elementary	Tennessee State Board of Education	Tess Stovall	Director of Charter Schools	Tess.Stovall@tn.gov	(615) 770-1190
KIPP Academy Nashville	Metro Nashville Public School	Dennis Queen	Executive Director of District Charter Schools	Dennis.Queen@mnps.org	(615) 259-8674
KIPP Nashville College Prep Middle	Metro Nashville Public School	Dennis Queen	Executive Director of District Charter Schools	Dennis.Queen@mnps.org	(615) 259-8674
KIPP Antioch College Prep Middle	Tennessee State Board of Education	Tess Stovall	Director of Charter Schools	Tess.Stovall@tn.gov	(615) 770-1190
KIPP Nashville Collegiate High School	Metro Nashville Public School	Dennis Queen	Executive Director of District Charter Schools	Dennis.Queen@mnps.org	(615) 259-8674

Attachment T

School Reports/LEA Evaluations



Annual Authorizer Report

Tennessee State Board of Education

January 1, 2020

Contact:

Ali Gaffey
Deputy Director of Charter Schools

Ali.Gaffey@tn.gov

615-837-5142



Letter from the Executive Director

In 2014, the Tennessee General Assembly adopted a law establishing the State Board of Education (“State Board”) as an appellate authorizer of charter schools. At the time, we didn’t yet know what to expect in this new role, but we were eager to dig into the work. We knew we had a lot to learn, but we also recognized the unique opportunity to provide more high quality school options to students who may not otherwise have them.

In August 2017, the State Board celebrated the opening of its first charter school, Bluff City High School, operated by Green Dot Public Schools in Memphis. One year later, our charter school portfolio grew to provide greater choice and opportunity to students in Nashville with the opening of KIPP Antioch College Prep Elementary in August 2018 and again this August with KIPP Antioch College Prep Middle.

One of the State Board’s overarching priorities is to insist that all students have access to high quality schools regardless of ZIP code, prior achievement, or demographics. One way we strive to fulfill this priority is by increasing families’ access to high-quality charter schools in our state. Our State Board members and staff understand that the approval of a high-quality charter application is the first step to expanding quality options for students, and that we must hold applicants to a high bar to ensure students receive the education they deserve.

A lot has happened since the first review of our schools’ applications – hard work, smart planning, and a lot of collaboration – much of which is reflected in this report. Our annual report presents Bluff City High School and KIPP Antioch College Prep Elementary’s academic, fiscal, and operational performance for the 2018-19 school year. These findings are based on the State Board’s approved charter school performance framework and are consistent with the best practices for transparent authorizing in [State Board Policy 6.111 – Quality Charter Authorizing Standards](#), which the State Board established in 2018, pursuant to T.C.A. § 49-13-108, and regularly evaluates.

We are extremely pleased that the data continues to show our students are growing and our hope is that this strong start sets the foundation for future success. We are proud of the work of our students and staff across all of our schools and will continue to work closely with them to ensure they are supported from the district level to provide a high-quality education to all the students we serve.

I would like to thank our State Board members and staff for their continued dedication to our priority of insisting that all students have access to high-quality schools regardless of ZIP code, prior achievement, or demographics. We look forward to celebrating the continued successes of our schools.

A handwritten signature in blue ink, appearing to read "Sara Morrison".

Dr. Sara Morrison, Ed.D.

Executive Director, State Board of Education



About the Tennessee State Board of Education

The State Board of Education is composed of eleven members — one from each of Tennessee’s nine congressional districts, plus a student member and the executive director of the Tennessee Higher Education Commission, who serves as an ex-officio, non-voting member. Dr. Sara Heyburn Morrison serves as the Executive Director of the Board. All members are appointed by the Governor and confirmed by the General Assembly. Board members serve five-year terms; the student member serves a one-year term.

Mr. Nick Darnell – 1st Congressional District

Mr. Mike Edwards – 2nd Congressional District

Mr. Bob Eby – 3rd Congressional District, Vice Chairman

Mr. Gordon Ferguson – 4th Congressional District

Ms. Elissa Kim – 5th Congressional District

Ms. Lillian Hartgrove – 6th Congressional District, Chairman

Mr. Nate Morrow – 7th Congressional District

Mr. Larry Jensen – 8th Congressional District

Mr. Darrell Cobbins – 9th Congressional District

Mr. Mike Krause – Ex Officio, Executive Director, Tennessee Higher Education Commission

Vacant — Student Member

Dr. Sara Heyburn Morrison – Executive Director, Tennessee State Board of Education

Appellate Authorizer of Charter Schools

In 2014, the Tennessee General Assembly adopted the law establishing the State Board as an appellate authorizer of charter schools. Pursuant to Tennessee Code Annotated (“T.C.A.”) § 49-13-108(b)(4), if the State Board of Education finds that a local school board’s decision to deny an application of a charter school was contrary to the best interests of the pupils, school district, or community, the State Board may approve the application for a charter school. If the charter school is located in a Local Education Agency (LEA) that has a priority school on the current or last preceding priority school list, the State Board will be the chartering authority of the school. The school will then be evaluated and held accountable to the State Board of Education’s [Charter School Performance Framework](#) unless the LEA and the charter school agree that the charter school will be overseen and monitored by the LEA, pursuant to T.C.A. § 49-13-142(b)(3). Since 2014, the State Board has authorized three charter schools: one in Memphis, Tennessee and two in Nashville, Tennessee.

The State Board's first authorized charter school, Bluff City High School, opened in Memphis, Tennessee for the 2017-18 school year. Operated by Green Dot Public Schools Tennessee, Bluff City High School opened with 9th graders in 2017 and will serve grades 9-12 when fully expanded. Additionally, the State



Board's second and third authorized charter schools, operated by KIPP Nashville, opened in 2018 and 2019, respectively. KIPP Antioch College Prep Elementary School opened for the 2018-19 school year and will serve grades K-4 when fully expanded. KIPP Antioch College Prep Middle School opened in August 2019 and will serve grades 5-8 when fully expanded.

Our Charter Authorizing Mission

To meet the requirements of T.C.A. § 49-13-108, the State Board develops an annual Master Plan that outlines its vision for Tennessee students. In order to achieve this vision, the State Board established a number of strategic priorities. As part of those strategic priorities, the State Board is committed to ensuring that all students and families in Tennessee have access to high-quality school options.

Core Principles

With regard to its authorizing functions, the mission of the State Board is to increase families' access to high-quality charter schools. The State Board will carry out this mission by upholding the core principles set forth in [State Board Policy 6.200](#).

1. *Core Authorizing Principles.* The State Board will, in all of its endeavors, be guided by the following three core authorizing principles: maintaining high standards for charter schools; upholding charter school autonomy, and protecting student and public interests.

2. *Maintaining High Standards.* To maintain high standards, the State Board will:

- a) Set high standards for the approval of charter schools in its portfolio.
- b) Maintain high standards for the charter schools it oversees.
- c) Hold charter schools accountable for, over time, meeting the performance standards and targets set forth in their charter agreements on a range of measures and metrics.
- d) Close all charter schools in its portfolio that fail to meet the standards and targets set forth in law and under their charter agreements.

3. *Upholding School Autonomy.* To uphold school autonomy, the State Board will:

- a) Honor and preserve the independence of its charter schools' governing boards.
- b) Preserve core school autonomies related to educational programming, financial, personnel, school culture, and scheduling decisions.
- c) Assume responsibility, not for the success or failure of individual charter schools in its portfolio, but for holding schools accountable for their performance.
- d) Focus on school accountability for outcomes rather than inputs and processes.
- e) Minimize, within state and federal law, administrative and compliance burdens on charter schools in its portfolio.

4. *Protecting Student and Public Interests.* The well-being and best interests of students will be the fundamental value informing all State Board actions and decisions.



- a) The State Board will hold its charter schools accountable for fulfilling fundamental public education obligations to all students, including:
 - i. Non-selective, nondiscriminatory access to all eligible students;
 - ii. Fair treatment of all students in admissions and disciplinary actions; and
 - iii. Appropriate services for all enrolled students in accordance with the law.
- b) The State Board will hold its charter schools accountable for fulfilling fundamental obligations to the public, including that schools provide the following:
 - i. Sound governance, management, and stewardship of public funds; and
 - ii. Public information and operational transparency in accordance with the law.
- c) When granting a charter and providing oversight to a State Board authorized charter school, the State Board will:
 - i. As part of its mission, focus on chartering high-quality charter schools;
 - ii. Demonstrate clarity, consistency, and public transparency in its authorizing policies, practices, and decisions;
 - iii. Maintain effective and efficient public stewardship of its public resources;
 - iv. Comply with all applicable laws and regulations; and
 - v. Employ ethical conduct in all activities.
- d) The State Board will support parents' and students' abilities to make informed choices about educational options by providing clear, accurate, and timely information related to performance of the charter schools in the State Board's portfolio.



About the Annual Report

Each year, the State Board of Education produces an Annual Report for each charter school it oversees. The report summarizes each school's academic, financial, and organizational performance based on the State Board's [Performance Framework](#). For each measure in this report, the school receives one of the ratings described below.

RATING	DESCRIPTION
Exceeds Standard	The school is exceeding expectations and showing exemplary performance. This rating only applies to academic performance.
Meets Standard	The school is performing well and meeting expectations for performance.
Does Not Meet Standard	The school has failed to meet minimum expectations for performance.
Falls Far Below Standard	The school falls far below the stated expectations and/or significant concern(s) are noted. The failures are material and significant to the viability to the school.

The State Board is committed to providing high-quality education for the public schools students in Tennessee. The purpose of the Annual Report is to:

1. Provide timeline information to the charter school on its performance relative to the standards and expectations established by federal and state law, State Board rules, and the charter agreement;
2. Identify the school's strengths and any areas needing improvement; and
3. Provide information that enables the community and the public to understand the school's performance, including its fulfillment of public obligations.



ANTIOCH COLLEGE PREP

School Name	KIPP Antioch College Prep Elementary School
Address	3655 Murfreesboro Pike, Antioch, TN 37013
Phone	(615) 226-4484, option 7
Website	https://kippnashville.org/
School Leader	Molly Ramsey, mramsey@KIPPNashville.org
School Mission	KIPP Antioch College Prep Elementary School (KACPE) is a free, open-enrollment public charter school located in South Nashville. KACPE is grounded in the promise that we make to our families, students, and community that through educating with love, equity, and excellence, our students will be leaders who impact change for themselves, our communities, and our world. The culture of our school is made up of all of the individual choices, actions, and words that collectively shape the experience of every person who enters our community.
Operating Status	Open and operating
Year Opened	2018
Grades Served in 2019-20	K, 1 (growing to K-4)
Enrollment in 2019-20	295 students
Contracted Services	n/a
Approved Waivers	View here



A Message from the KIPP Antioch College Prep Elementary

On August 6, 2018, KIPP Antioch College Prep Elementary School opened its doors to a fully enrolled founding kindergarten class and a waitlist topping 100 students. During that summer, in those living rooms and on those front porches, we laid the foundation for our school. KIPP Antioch College Prep Elementary is a school that embraces our students' culture, lifts our families up, and supports and develops our teachers, while setting and maintaining a high bar for academic excellence.

A few highlights of note:

- 97% of our students stayed with us during the school year.
- 100% of families expressed satisfaction in our school through an online survey.
- Student growth on ELA and math MAP assessments far exceeded KIPP Nashville network goals and ranked among the top 10 out of 85 other KIPP elementary schools across the United States.

At KIPP Antioch College Prep Elementary School, our charge isn't just to *teach* – it is to foster in our KIPPsters a love of learning and, in doing so, light the fire that will sustain them on the path to and through college and life beyond.

With Gratitude,

Molly Trenkamp Ramsey

KIPP Antioch College Prep Elementary School Principal

I. Academic Performance & School Culture
MEETS STANDARD

This section provides an overview of the school’s performance in the 2018-19 school year based on a variety of academic measures the school is accountable for achieving, as established by applicable federal and state law and the charter agreement.

INDICATORS AND MEASURES	SCHOOL PERFORMANCE	RATING
STUDENT ACHIEVEMENT		
Absolute performance in ELA	N/A	N/A
Absolute performance in math	N/A	N/A
Growth	N/A	N/A
Chronic Absenteeism	2.9% chronically absent	Exceeds Standard
COMPARATIVE PERFORMANCE		
School comparative performance to Metro Nashville Public Schools (“MNPS”) in ELA	N/A	N/A
School comparative performance to MNPS in math	N/A	N/A
SCHOOL CULTURE		
Out of School Suspension rate	3.3%	Meets Standard
Student attrition rate	11.8%	Exceeds Standard
Teacher retention rate	69% retention	Does Not Meet

II. Financial Performance
OVERALL RATING PENDING

This section provides an overview of the school’s performance in the 2018-19 school year and recent historical trends based on financial measures the school is accountable for achieving, as established by applicable federal and state law and the charter agreement. These measures provide information about the school’s financial health and sustainability.

INDICATORS AND MEASURES	RATING
NEAR TERM FINANCIAL HEALTH	
Current Ratio	<i>Results Pending</i>
Unrestricted Days Cash	<i>Results Pending</i>
Enrollment Variance	Meets Standard
Debt Default	<i>Results Pending</i>
FINANCIAL SUSTAINABILITY	
Total Margin	<i>Results Pending</i>
Debt to Asset Ratio	<i>Results Pending</i>
Cash Flow	<i>Results Pending</i>
Debt Service Coverage Ratio	<i>Results Pending</i>

III. Organizational Performance
OVERALL RATING PENDING

Charter schools are required to meet certain regulatory requirements and responsibilities as established by applicable state and federal law and their charter agreements. This section reports the school's overall performance in the 2018-19 school year based on fulfilling legal requirements and fiduciary/public stewardship responsibilities, and other measures relevant to organizational health and performance.

INDICATORS AND MEASURES	RATING
EDUCATION PROGRAM COMPLIANCE	
Charter Terms	Meets Standard
Compliance with Education Requirements	Meets Standard
Students with Disabilities Rights	Meets Standard
English Language Learner Rights	Meets Standard
FINANCIAL MANAGEMENT AND OVERSIGHT	
Financial Reporting and Compliance Reporting	<i>Results Pending</i>
Generally Accepted Accounting Principles	<i>Results Pending</i>
GOVERNANCE AND REPORTING	
Governance Requirements	Meets Standard
Accountability of Management	N/A
Reporting Requirements	Meets Standard
STUDENT AND EMPLOYEE RIGHTS AND REQUIREMENTS	
Rights of Students	Meets Standard
Attendance	Meets Standard
Credentialing	Meets Standard
Employment Rights	Meets Standard
Background Checks	Meets Standard
SCHOOL ENVIRONMENT	
Facilities and Transportation	Meets Standard
Health and Safety	Meets Standard
Information Handling	Meets Standard
ADDITIONAL OBLIGATIONS	
All Other Obligations	Meets Standard



ANTIOCH COLLEGE PREP

School Name	KIPP Antioch College Prep Middle School ¹
Address	3655 Murfreesboro Pike, Antioch, TN 37013
Phone	(615) 226-4484, option 7
Website	https://kippnashville.org/
School Leader	Nicole Olszewski, nolszewski@KIPPNashville.org
School Mission	To cultivate in its students the character and academic skills needed to succeed in rigorous high schools and colleges, and to become productive citizens in the world beyond.
Operating Status	Open and Operating
Year Opened	2019
Grades Served in 2019-20	5 (growing to 5-8)
Enrollment in 2019-20	132 students
Contracted Services	n/a
Approved Waivers	View here

¹ KIPP Antioch College Prep Middle School opened in August 2019 and will receive its first evaluation on the State Board's Performance Framework at the end of the 2019-20 school year.

Attachment U

School Financials

KIPP NASHVILLE
AUDITED FINANCIAL STATEMENTS
JUNE 30, 2019

Operating Tennessee Public Charter Schools:
KIPP ACADEMY NASHVILLE
KIPP NASHVILLE COLLEGE PREP
KIPP NASHVILLE COLLEGIATE HIGH SCHOOL
KIPP KIRKPATRICK ELEMENTARY SCHOOL
KIPP NASHVILLE COLLEGE PREP ELEMENTARY SCHOOL
KIPP ANTIOCH COLLEGE PREP ELEMENTARY SCHOOL
KIPP ANTIOCH COLLEGE PREP MIDDLE SCHOOL

KIPP NASHVILLE

Table of Contents

INTRODUCTORY SECTION.....	1	
INDEPENDENT AUDITOR’S REPORT.....	2 - 4	
MANAGEMENT’S DISCUSSION AND ANALYSIS (UNAUDITED).....	5 - 9	
BASIC FINANCIAL STATEMENTS		
Government-wide financial statements		
Statement of net position	10	
Statement of activities.....	11	
Fund financial statements		
Balance sheet - governmental funds	12 - 13	
Statement of revenues, expenditures and changes in fund balances - governmental funds	14 - 15	
Notes to financial statements	16 - 44	
REQUIRED SUPPLEMENTARY INFORMATION		
Schedule of the proportionate share of the net pension liability (asset)	45 - 46	
Schedule of employer contributions	47	
OTHER INFORMATION		
Schedule of expenditures of federal awards and state financial assistance	48	
Schedule of changes in long-term debt by individual issue	49	
Combining balance sheet - nonmajor governmental funds	50	
Combining statement of revenues, expenditures and changes in fund balances - nonmajor governmental funds.....	51	
Schedule of assets, liabilities and fund balances by school.....	52 - 58	
Schedule of revenues, expenditures and changes in fund balances by school.....	59 - 65	
Notes to schedules by school.....	66	
INDEPENDENT AUDITOR’S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH <i>GOVERNMENT AUDITING STANDARDS</i>		67 - 68
INDEPENDENT AUDITOR’S REPORT ON COMPLIANCE FOR THE MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE		69 - 70
SCHEDULE OF FINDINGS AND QUESTIONED COSTS	71	
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS.....	72	

KIPP NASHVILLE
INTRODUCTORY SECTION

BOARD OF DIRECTORS

Jim Flautt, Chair
Cynthia Arnholt
Elizabeth Dennis
Chris Dowdy
Camiqueka Fuller
J. Andrew (Drew) Goddard
Kent Kirby
Rick Martin

Jeff McGruder
William Seibels
Will Ed Settle
Brad Smith
Perian Strang
McArthur Van Osdale
Rob Wilson

LEADERSHIP TEAM

Randy Dowell
Anika Baltimore
Berry Brooks
Dan Gennaoui
Kristin Godt

Meghan Mitchell
Nancy Livingston
Sarah Malanchuk
Lindsay Wright

Amy Galloway

Christa Thomas

Hada Flores

Nikki Miller Olszewski

Marc Gauthier

Molly Ramsey

Executive Director
Director of Finance
Director of Development
Chief Operating Officer
Director of Talent Recruiting &
Selection
Chief Academic Officer
Chief of Schools
Director of Student Support
Director, Talent Management &
Development
School Leader - KIPP Kirkpatrick
Elementary
School Leader - KIPP Nashville
College Prep Elementary
School Leader - KIPP Academy
Nashville
School Leader - KIPP Nashville
College Prep
School Leader - KIPP Nashville
Collegiate High School
School Leader – KIPP Antioch
College Prep Elementary



Independent Auditor's Report

To the Board of Directors
KIPP Nashville
Nashville, Tennessee

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of KIPP Nashville, as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise KIPP Nashville's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.



Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of KIPP Nashville as of June 30, 2019, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 5 through 9 and the schedule of the proportionate share of the net pension liability (asset) and schedule of employer contributions on pages 45 through 47 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise KIPP Nashville's basic financial statements. The introductory section on page 1, the schedule of changes in long-term debt by issuance on page 49, the combining nonmajor fund financial statements on pages 50 through 51, and the schedule of assets, liabilities and fund balances by school, schedule of revenues, expenditures and changes in fund balances by school on pages 52 through 65 are presented for purposes of additional analysis and are not a required part of the basic financial statements. The schedule of expenditures of federal awards and state financial assistance is presented for purposes of additional analysis as required by Title 2 U.S. *Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* and the State of Tennessee, and is also not a required part of the basic financial statements.



The combining nonmajor fund financial statements, the schedule of changes in long-term debt by issuance, the schedule of assets, liabilities and fund balances by school, the schedule of revenues, expenditures and changes in fund balances by school, and the schedule of expenditures of federal awards and state financial assistance are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining nonmajor fund financial statements, the schedule of changes in long-term debt by issuance, the schedule of assets, liabilities and fund balances by school, the schedule of revenues, expenditures and changes in fund balances by school, and the schedule of expenditures of federal awards and state financial assistance are fairly stated in all material respects in relation to the basic financial statements as a whole.

The introductory section has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide assurance on it.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 23, 2019, on our consideration of KIPP Nashville’s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Kipp Nashville’s internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering KIPP Nashville’s internal control over financial reporting and compliance.

Nashville, Tennessee
December 23, 2019

KIPP NASHVILLE
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)

Our discussion and analysis of the annual financial performance of KIPP Nashville (the "Organization") provides an overview of the Organization's financial activities for the fiscal year ended June 30, 2019 as compared to 2018. This section should be read in conjunction with the financial statements, which follow this section.

FINANCIAL HIGHLIGHTS

The Organization's governmental activities total assets increased by \$23,693,681 in fiscal year 2019, or 133.3%, while total revenues increased by \$7,004,002 or 32.9%. The Organization's governmental activities total program costs (student instruction and services) for 2019 increased \$3,220,129 or 22.4%. Overall, the 2019 change in net position, an increase of \$5,139,566, was \$2,840,825 more than the increase of \$2,298,741 in the prior year.

For the General Purpose School Fund, there was a net increase in fund balance of \$6,868,154. The General Purpose School Fund's fund balance at fiscal year-end was \$12,501,332.

OVERVIEW OF THE FINANCIAL STATEMENTS

This financial report consists of a series of financial statements, notes to those statements, required supplementary information, and supplementary information. The statements are organized so that the reader can understand the Organization as a whole and then proceed to a detailed look at specific financial activities of the Organization.

REPORTING THE ORGANIZATION AS A WHOLE

In general, users of these financial statements want to know if the Organization is in a better or worse financial position as a result of the year's activities. The Statement of Net Position and Statement of Activities report information about the Organization as a whole and about the Organization's activities in a manner that helps to answer that question. These statements include all assets, deferred outflows of resources, liabilities and deferred inflows of resources using the accrual basis of accounting. Under the accrual basis, all of the current year's revenue and expenses are taken into consideration regardless of when cash is received or paid. The statements start on page 10.

The Statement of Net Position reports the Organization's net position (total assets plus deferred outflow of resources less total liabilities less deferred inflows of resources). The Organization's net position balance at year-end represents available resources for sustainability of current level of operations as well as for funding of future growth. The Statement of Activities reports the change in net position as a result of activity during the year. The Statement of Activities aids the user in determining the direction of the Organization's financial health during the year. Users will want to consider non-financial factors as well as the financial data in arriving at a conclusion regarding the overall health of the Organization.

KIPP NASHVILLE
MANAGEMENT’S DISCUSSION AND ANALYSIS (UNAUDITED)

The Organization’s fund financial statements, the Balance Sheet and the Statement of Revenues, Expenditures and Changes in Fund Balances, begin on page 12. These statements provide detailed information about the Organization’s most significant funds, not the Organization as a whole. Funds are established by the Organization as required to help manage money for particular purposes and for compliance with various donor and grant provisions.

The Organization’s funds are categorized as “governmental funds.” Governmental funds focus on how money flows into and out of the funds and the balances left at year-end that are available for spending in future periods. Fund financial statements are reported using an accounting method called “modified accrual” accounting, which measures cash and other financial assets that can readily be converted to cash. This basis of accounting is different from the accrual basis used in the government - wide financial statements to report on the Organization as a whole. The relationship between governmental activities, as reported in the Statement of Net Position and the Statement of Activities, and governmental funds, as reported in the Balance Sheet and the Statement of Revenues, Expenditures and Changes in Fund Balances is reconciled in the basic financial statements on pages 13 and 15.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

The Organization’s assets and deferred outflow of resources exceeded the Organization’s liabilities and deferred inflows of resources at the close of the fiscal year, resulting in net position of \$15,759,158. The Organization’s net position includes \$14,245,047 of cash and investments, \$695,910 of which is subject to external restrictions that limit how the amounts may be used for the upcoming school year. An additional \$230,190 is restricted to an endowment scholarship fund. The remainder of the cash is available to meet the Organization’s ongoing operating activities and growth strategy.

As of June 30, 2019, the Organization had invested a total of \$24,327,272 in capital assets. This investment includes land, building and improvements, instructional and support furniture, instructional computers for teachers, mobile student computer labs, maintenance equipment, buses, and construction in progress on building construction for KIPP Antioch College Prep Elementary and Middle Schools and KIPP Nashville College Prep Elementary and Middle Schools.. Construction is expected to be completed during fiscal year 2020. KIPP Antioch College Prep Elementary and Middle Schools are currently operating in a building leased at 5221 Hickory Hollow Parkway in Antioch, Tennessee. The Organization expects additional property and equipment investments in the 2019-2020 school year, as student enrollment increases and construction is completed. During 2018, the Organization purchased the building located at 3410 Knight Drive. KIPP Academy Nashville, KIPP Nashville Collegiate High and Kipp Nashville College Prep Elementary are all housed at this location. In addition to the Antioch location, during the 2019 fiscal year, the Organization leased educational space (Highland Heights, 123 Douglas Ave., Nashville, TN 37207) from Metropolitan Government Services for KIPP Academy Nashville and KIPP Nashville Collegiate High. The lease term ends June 30, 2024. The Organization’s fourth school, KIPP Kirkpatrick Elementary launched during the fall of 2015. The Organization leases educational space for this school (Kirkpatrick Enhanced Option Elementary, 1000 Sevier St., Nashville, TN 27306) from Metropolitan Nashville Public Schools through fiscal year 2025. Additional information on property and equipment is located in the notes to the financial statements.

KIPP NASHVILLE
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)

A schedule of the Organization's net position as of June 30, 2019 and 2018, is as follows:

	<u>2019</u>	<u>2018</u>
Cash and cash equivalents	\$14,014,857	\$ 7,139,026
Investments	230,190	216,085
Receivables	2,010,055	360,682
Other assets	882,919	322,746
Capital assets	<u>24,327,272</u>	<u>9,733,073</u>
Total assets	<u>41,465,293</u>	<u>17,771,612</u>
Deferred outflow of resources	<u>1,763,912</u>	<u>1,528,445</u>
Accounts payable and accrued expenses	2,419,242	1,581,778
Other liabilities	<u>21,915,014</u>	<u>5,614,657</u>
Total liabilities	<u>24,334,256</u>	<u>7,196,435</u>
Deferred inflows of resources	<u>3,135,791</u>	<u>1,484,030</u>
Net position:		
Net investment in capital assets	2,921,372	5,253,498
Restricted	341,934	216,085
Unrestricted	<u>12,495,852</u>	<u>5,150,009</u>
Total net position	<u>\$15,759,158</u>	<u>\$10,619,592</u>

The Organization's total net position increased by \$5,139,566 during the 2019 fiscal year. The increase in the Organization's net position indicates that the Organization had more incoming revenues than outgoing expenses during the year.

Total revenues for fiscal year 2019 increased to \$28,316,779, an increase of 32.9% when compared to fiscal year 2018. Revenues generated from government grants, governmental funds, and KIPP foundation grants were \$23,647,281 during the 2019 fiscal year, an increase of \$5,485,773, or 30.2% when compared to 2018. Contributions from individuals and organizations of \$4,267,753 an increase of \$1,292,763 or 43.5% when compared to 2018 due primarily to continued support from existing individual and corporate donors and the identification of new donors. In addition, MNPS district funding increased 32.8% when compared to 2018. The main driver of this increase was the increased enrollment at existing and new schools. Finally, federal funding increased 12.6% when compared to 2018, primarily due to new grants and increased funding due to opening a new school.

Total expenses were \$23,177,213 during the 2019 fiscal year, an increase of \$4,163,177 when compared to 2018. The majority of this increase is directly related to increased enrollment at the schools.

KIPP NASHVILLE
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)

The increase in net position of \$5,139,566 in 2019 is \$2,840,825 more than the increase in net position of \$2,298,741 in 2018.

A schedule of the Organization's revenues and expenses for the years ended June 30, 2019 and 2018, is as follows. The schedule is for the Organization as a whole, not for the governmental funds.

	<u>2019</u>	<u>2018</u>
Revenues		
Contributions	\$ 4,267,753	\$ 2,974,990
District funding	20,806,659	15,662,791
Federal and state grants	2,840,622	2,498,717
Interest and investment income	100,657	43,072
Other	<u>301,088</u>	<u>133,207</u>
Total revenues	<u>28,316,779</u>	<u>21,312,777</u>
Expenses		
Instructional	1,802,867	1,353,188
Occupancy	1,788,551	1,237,331
Office	751,867	560,755
Organizational development	201,323	228,099
Service fees	869,322	577,531
Employee compensation	16,304,167	13,885,288
Staff development	408,858	331,232
Transportation	302,534	172,576
Depreciation	<u>747,724</u>	<u>668,036</u>
Total expenses	<u>23,177,213</u>	<u>19,014,036</u>
Change in net position	<u>\$ 5,139,566</u>	<u>\$ 2,298,741</u>

FINANCIAL ANALYSIS OF THE ORGANIZATION'S FUNDS

The Organization's funds, as presented on the Balance Sheet on page 12, report a combined fund balance of \$12,731,522. The majority of the Organization's total funds are in the General Purpose School Fund, which is the chief operating fund of the Organization. The Organization has two other major funds, the Restricted Contribution Fund and Federal and State Grants Fund.

Due to the different basis of accounting, there is a difference between the amounts reported under the Organization's funds and the amounts reported as government-wide. For the year ended June 30, 2019, the differences consist of capital assets, pension amounts, and long-term debt, which are not reported in the Organization's governmental funds.

KIPP NASHVILLE
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)

CAPITAL ASSETS AND DEBT

During 2019, the Organization invested \$24,327,272 in capital assets. Depreciation expense totaled \$747,724 in 2019. Further information regarding capital assets can be found in Note D to the financial statements.

During 2019, the Organization borrowed \$23,601,797 to fund construction on KIPP Antioch College Prep Elementary and Middle Schools and refinance certain debt. Payments on previously outstanding debt totaled \$7,038,286. Further information on debt obligations can be found in Note E.

The Organization has several construction and other commitments regarding its educational facilities. These items are described in Note L to the financial statements.

STUDENT ENROLLMENT FACTORS AND NEXT YEAR'S BUDGET

Fiscal year 2020 enrollment is projected to be approximately 2,395 students for KIPP Nashville across seven campuses: KIPP Academy Nashville (serving grades 5-8), KIPP Nashville College Prep (also serving grades 5-8), KIPP Nashville Collegiate High (serving grades 9-12), KIPP Kirkpatrick (serving grades K-4), KIPP Nashville College Prep Elementary (serving grades K-3), KIPP Antioch College Prep Elementary School (serving grade K-1) and in fiscal year 2020, KIPP will also launch KIPP Antioch College Prep Middle School opening with 5th grade.

The Organization anticipates that total Basic Education Program (BEP) funding will increase because of increased enrollment. Additionally, the Organization expects per pupil BEP funding to be increase from the 2018-19 school year based on state budget information. For fiscal year 2020, the organization expects to continue its strong fundraising efforts for non-governmental funds. KIPP believes a continued focus on the existing donor base, the annual community fundraising breakfast, the identification of new individual donors, and a Board of Directors commitment will help the Organization continue its strong fundraising efforts. These non-governmental resources are an important funding source to fill the current funding gap of KIPP Nashville and to fuel the strategic growth plans for KIPP Nashville.

For fiscal year 2020, in addition to serving KIPP's current student population of 1,963 students, KIPP plans to invest in the Organization's long-term growth plan for opening new KIPP schools in Nashville. These investments will include hiring additional staff, increasing professional development, and making general and administrative expenditures specific to the further development and execution of the KIPP Nashville strategic growth plan.

CONTACTING THE SCHOOL'S FINANCIAL MANAGEMENT

This financial report is designed to provide our students' parents, Davidson County taxpayers, donors, creditors, grant funding authorities and agencies tasked with oversight of Metropolitan Nashville Public Schools with a general overview of the Organization's finances and to demonstrate the accountability for the money it receives. For questions about this report or additional financial information, contact the Organization's Financial Controller, Katie Foley, at 3410 Knight Drive, Nashville, TN 37207, by telephone at (615) 226-4484 or email kfoley@KIPPnashville.org.

KIPP NASHVILLE
STATEMENT OF NET POSITION
JUNE 30, 2019

	Governmental Activities
ASSETS	
Cash and cash equivalents	\$ 14,014,857
Investments	230,190
Receivables	2,010,055
Other current assets	254,807
Net pension asset	516,368
Capital assets, net	24,327,272
Restricted assets:	
TCRS Stabilization Reserve Trust	111,744
Total assets	41,465,293
 DEFERRED OUTFLOWS OF RESOURCES	
Pensions	1,763,912
 LIABILITIES	
Accounts payable	1,775,937
Accrued expenses	643,305
Advance contributions and grants	107,364
Long-term debt, due within one year	363,213
Long-term debt, due in more than one year	21,042,687
Net pension liability	401,750
Total liabilities	24,334,256
 DEFERRED INFLOWS OF RESOURCES	
Contributions for future periods	1,363,525
Pensions	1,772,266
Total deferred inflows of resources	3,135,791
 NET POSITION	
Net investment in capital assets	2,921,372
Restricted	341,934
Unrestricted	12,495,852
Total net position	\$ 15,759,158

See accompanying notes to financial statements.

KIPP NASHVILLE
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2019

GOVERNMENTAL ACTIVITIES:	Total	Functions		
		Student Instruction and Services	Administration	Fundraising
EXPENSES				
Instructional	\$ 1,802,867	\$ 1,802,867	\$ -	\$ -
Occupancy	1,788,551	1,520,268	268,283	-
Office	751,867	714,274	37,593	-
Organizational development	201,323	-	-	201,323
Professional services and fees	869,322	173,864	695,458	-
Employee compensation	16,304,167	12,228,125	4,076,042	-
Staff development	408,858	388,415	20,443	-
Transportation	302,534	302,534	-	-
Depreciation	747,724	448,634	299,090	-
Total expenses	23,177,213	17,578,981	5,396,909	201,323
PROGRAM REVENUES				
Operating grants and contributions	2,468,052	2,468,052	-	-
Capital grants and contributions	372,570	372,570	-	-
Net program expenses	20,336,591	\$ 14,738,359	\$ 5,396,909	\$ 201,323
GENERAL REVENUES				
Contributions	4,267,753			
District funding	20,806,659			
Other	301,088			
Interest and investment income	100,657			
Total general revenues	25,476,157			
CHANGE IN NET POSITION	5,139,566			
NET POSITION, June 30, 2018	10,619,592			
NET POSITION, June 30, 2019	\$ 15,759,158			

See accompanying notes to financial statements.

KIPP NASHVILLE
BALANCE SHEET
GOVERNMENTAL FUNDS
JUNE 30, 2019

	General Purpose School Fund	Restricted Contribution Fund	Federal and State Grants Fund	Nonmajor Governmental Funds	Total Governmental Funds
ASSETS					
Cash and cash equivalents	\$ 13,907,493	\$ 107,364	\$ -	\$ -	\$ 14,014,857
Investments	-	-	-	230,190	230,190
Receivables	1,365,325	-	644,730	-	2,010,055
Due from other funds	644,730	-	-	-	644,730
Other current assets	254,807	-	-	-	254,807
Restricted assets:					
TCRS Stabilization Reserve Trust	111,744	-	-	-	111,744
Total assets	<u>\$ 16,284,099</u>	<u>\$ 107,364</u>	<u>\$ 644,730</u>	<u>\$ 230,190</u>	<u>\$ 17,266,383</u>
LIABILITIES					
Accounts payable	\$ 1,775,937	\$ -	\$ -	\$ -	\$ 1,775,937
Accrued expenditures	643,305	-	-	-	643,305
Due to other funds	-	-	644,730	-	644,730
Advance contributions and grants	-	107,364	-	-	107,364
Total liabilities	<u>2,419,242</u>	<u>107,364</u>	<u>644,730</u>	<u>-</u>	<u>3,171,336</u>
DEFERRED INFLOWS OF RESOURCES					
	<u>1,363,525</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>1,363,525</u>
FUND BALANCES					
Nonspendable	254,807	-	-	130,300	385,107
Restricted	111,744	-	-	99,890	211,634
Unassigned	12,134,781	-	-	-	12,134,781
Total fund balances	<u>12,501,332</u>	<u>-</u>	<u>-</u>	<u>230,190</u>	<u>12,731,522</u>
Total liabilities, deferred inflows of resources and fund balances	<u>\$ 16,284,099</u>	<u>\$ 107,364</u>	<u>\$ 644,730</u>	<u>\$ 230,190</u>	<u>\$ 17,266,383</u>

See accompanying notes to financial statements.

KIPP NASHVILLE
BALANCE SHEET
GOVERNMENTAL FUNDS - CONTINUED
JUNE 30, 2019

RECONCILIATION OF GOVERNMENTAL FUND BALANCES TO NET POSITION
OF GOVERNMENTAL ACTIVITIES IN THE STATEMENT OF NET POSITION:

Total governmental fund balances	\$12,731,522
Capital assets not reported in the balance sheet	24,327,272
Pension amounts not reported in the balance sheet	
Net pension liability not reported in the balance sheet	(401,750)
Net pension asset not reported in the balance sheet	516,368
Deferred inflows of resources for pensions	(1,772,266)
Deferred outflows of resources for pensions	1,763,912
Long-term debt not reported in the balance sheet	<u>(21,405,900)</u>
Net position of governmental activities in the statement of net position	<u>\$15,759,158</u>

See accompanying notes to financial statements.

KIPP NASHVILLE
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2019

	General Purpose School Fund	Restricted Contribution Fund	Federal and State Grants Fund	Nonmajor Governmental Funds	Total Governmental Funds
REVENUES					
Contributions	\$ 3,553,117	\$ 712,636	\$ -	\$ 2,000	\$ 4,267,753
District funding	20,806,659	-	-	-	20,806,659
Federal and state grants	-	-	2,840,622	-	2,840,622
Interest and investment income	88,552	-	-	12,105	100,657
Other income	301,088	-	-	-	301,088
Total revenues	<u>24,749,416</u>	<u>712,636</u>	<u>2,840,622</u>	<u>14,105</u>	<u>28,316,779</u>
EXPENDITURES					
Current:					
Instructional	1,545,517	-	257,350	-	1,802,867
Occupancy	1,788,551	-	-	-	1,788,551
Office	402,280	-	23,012	-	425,292
Organizational development	201,323	-	-	-	201,323
Professional services and fees	869,322	-	-	-	869,322
Employee compensation	14,328,525	202,636	1,887,875	-	16,419,036
Staff development	403,358	-	5,500	-	408,858
Transportation	302,534	-	-	-	302,534
Debt service					
Principal	6,993,082	-	-	-	6,993,082
Interest	326,575	-	-	-	326,575
Capital outlay	14,165,042	510,000	666,885	-	15,341,927
Total expenditures	<u>41,326,109</u>	<u>712,636</u>	<u>2,840,622</u>	<u>-</u>	<u>44,879,367</u>
OTHER FINANCING SOURCES:					
Issuance of debt	<u>23,556,593</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>23,556,593</u>
NET CHANGE IN FUND BALANCES	6,979,900	-	-	14,105	6,994,005
FUND BALANCES, June 30, 2018	<u>5,521,432</u>	<u>-</u>	<u>-</u>	<u>216,085</u>	<u>5,737,517</u>
FUND BALANCES, June 30, 2019	<u>\$ 12,501,332</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 230,190</u>	<u>\$ 12,731,522</u>

See accompanying notes to financial statements.

KIPP NASHVILLE
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN
FUND BALANCES - CONTINUED
GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2019

RECONCILIATION OF NET CHANGE IN FUND BALANCES TO CHANGE IN NET POSITION
OF GOVERNMENTAL ACTIVITIES IN THE STATEMENT OF ACTIVITIES:

Net change in fund balances as reported in the governmental funds statements	\$ 6,994,005
Amounts reported as expenditures in the governmental funds not included as expenses in the government-wide statements:	
Capital outlay	15,341,927
Debt service principal	6,993,082
Expenses in the government-wide statements not included in the governmental funds:	
Depreciation expense	(747,724)
Long-term debt proceeds provide current financial resources to the governmental funds, but issuance of debt increases long-term obligations for governmental activities	(23,556,593)
Expenditures for pensions in the governmental funds consists of contributions made, whereas in the government-wide statement, pension expense is calculated in accordance with GASB Statement No. 68	<u>114,869</u>
Change in net position of governmental activities	<u>\$ 5,139,566</u>

See accompanying notes to financial statements.

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2019

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

KIPP Nashville was incorporated October 22, 2003, as a Tennessee nonprofit corporation. Pursuant to Section 6(b)(1)(A) of the Tennessee Public Charter School Act of 2002 (the Act), KIPP Nashville has been approved to operate public charter schools. Under the Act, public charter schools are part of the state’s public education program offering an alternative means within the public school system for accomplishing necessary outcomes of education. As of June 30, 2019, KIPP Nashville has Charter School Agreements to operate the following charter schools (collectively, the “Schools”) in Nashville, Tennessee:

- KIPP Academy Nashville (grades five through eight)
- KIPP Nashville College Prep (grades five through eight)
- KIPP Nashville Collegiate High School (grades nine through twelve)
- KIPP Kirkpatrick Elementary School (grades kindergarten through four)
- KIPP Nashville College Prep Elementary School (grades kindergarten through four);
- KIPP Antioch College Prep Elementary School (grade kindergarten in fiscal year 2019, an additional grade will be added each year through fiscal year 2023)
- KIPP Antioch College Prep Middle School (opening in fiscal year 2020 with grade five; an additional grade will be added each year through fiscal year 2023)

KIPP Nashville has a license agreement with KIPP Foundation, a California Public Charity, to assist the Schools in providing educationally underserved students with the knowledge, skills and character needed to succeed in top-quality high schools, colleges and the competitive world beyond. KIPP and the Knowledge Is Power Program are trademarks of the KIPP Foundation.

Basic Financial Statements

In accordance with State of Tennessee regulations, KIPP Nashville reports as a special-purpose governmental entity.

Government-wide financial statements

The government-wide financial statements focus on the sustainability of KIPP Nashville as an entity and the change in KIPP Nashville’s net position resulting from the current year’s activities. In the government-wide statement of net position, amounts are reported on a full accrual, economic resources basis, which recognizes all long-term assets and receivables as well as any long-term debt and obligations. The statement of net position presents the financial condition of the School at year-end.

KIPP Nashville’s net position is reported in three categories - net investment in capital assets; restricted net position; and unrestricted net position. When both restricted and unrestricted resources are available for use, it is KIPP Nashville’s policy to use restricted resources first, and then unrestricted resources as they are needed. KIPP Nashville does not allocate indirect costs between functions.

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2019

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - Continued

The government-wide statement of activities reports both the gross and net cost of KIPP Nashville's functions. The functions are also supported by general government revenues (general revenues are primarily made up of district BEP funding and donations to the General Purpose School Fund). The statement of activities reduces gross expenses by related function revenues, including operating grants and contributions and capital grants and contributions. Program revenues must be directly associated with the function. The net costs by function are normally covered by general revenues.

Fund financial statements

The financial transactions are reported in individual funds in the fund financial statements. Each fund is accounted for by providing a separate set of self-balancing accounts that comprise its assets, liabilities, deferred outflows or inflows of resources, fund balance, revenues and expenditures.

The emphasis in fund financial statements is on the major funds. Nonmajor funds by category are summarized in a single column. Governmental Accounting Standards Board (GASB) Statement No. 34, *Basic Financial Statements - and Management's Discussion and Analysis for State and Local Governments*, sets forth minimum criteria for the determination of major funds. The School reports the following major governmental funds:

The General Purpose School Fund is the primary operating fund. It accounts for all financial resources, except those required to be accounted for in another fund.

The Restricted Contribution Special Revenue Fund is used to account for the receipt and disbursement of private contributions restricted primarily for specific purposes.

The Federal and State Grants Special Revenue Fund is used to account for the receipt and disbursement of federal and state grants where unused balances, if any, are returned to the grantor at the close of specified project periods. This fund includes both federal and state activity where KIPP Nashville is considered to be a recipient of federal and state funding as well as activity for which KIPP Nashville is designated as a vendor of the KIPP Foundation.

The focus of the governmental funds is upon the determination of financial resources, their balance, sources and use, rather than upon net income. KIPP Nashville classifies governmental fund balances as nonspendable, restricted, committed, assigned and unassigned based on the level of constraints on the fund balances. When an expenditure is incurred in which both restricted and unrestricted funds are available for use, it is KIPP Nashville's policy to spend restricted funds first, then unrestricted funds.

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2019

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - Continued

When an expenditure has been incurred for purposes in which multiple categories of unrestricted funds are available, it is KIPP Nashville's policy to spend funds in the following order: committed, then assigned, and lastly unassigned funds. The classifications of fund balances are defined as follows:

Nonspendable - This classification consists of fund balances that cannot be spent because they are either not in spendable form, for example, noncash amounts that are not expected to be converted to cash, or the funds are legally or contractually required to be maintained intact.

Restricted - This classification consists of fund balances with external constraints on use imposed by creditors (such as through debt covenants), contributors or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.

Committed - This classification consists of fund balances that can only be used for specific purposes established by formal action of the Board of Directors, its highest level of decision making authority. Such commitments should include contractual obligations of fund assets. Fund balance commitments can only be removed by the same process of the same body employed to previously commit those amounts.

Assigned - This classification consists of all fund balances that are not in the General Purpose School Fund or classified as nonspendable, restricted or committed. In addition, General Purpose School Fund balances that are intended to use for specific purposes are also classified as assigned. KIPP Nashville gives the authority to assign amounts to specific purposes to the chief finance officer and personnel under the supervision of the chief finance officer tasked with financial recording responsibilities.

Unassigned - This classification consists of all fund balances in the General Purpose School Fund that are not reported as nonspendable, restricted, committed or assigned, as well as negative fund balances, if any, in the other funds.

Basis of Accounting

The financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the GASB.

KIPP Nashville is considered a special purpose governmental entity engaged in governmental type activities and is not a component unit of another governmental entity. Therefore, the financial statements are prepared in the same manner as general purpose governments.

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2019

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - Continued

The basic financial statements include both government-wide (reporting KIPP Nashville as a whole) and fund financial statements (reporting KIPP Nashville's major funds). KIPP Nashville's primary activities are all considered to be governmental activities and are classified as such in the government-wide and fund financial statements.

The government-wide financial statements have been prepared on the accrual basis of accounting. Under the accrual basis, revenues are recognized when earned and expenses are recognized when incurred.

The governmental funds financial statements are presented on the modified accrual basis of accounting. Revenues under the modified accrual basis are recognized when measurable and available and expenditures are recognized when the related liability is incurred. "Available" means collectible within the current period or within 60 days after the end of the year or up to one year for grant revenues.

Since the governmental funds financial statements are presented on a different basis than the government-wide financial statements, reconciliation is provided immediately following each fund statement. These reconciliations briefly explain the adjustments necessary to transform the fund financial statements into the government-wide financial statements.

Fund Balances

The General Purpose School Fund includes fund balance amounts presented as nonspendable as they are not in spendable form. The nonspendable fund balance amount in the KIPP Alumni Scholarship Permanent Fund is contractually required to be maintained intact, whereas restricted fund balance in the fund is restricted by donors to be used for scholarships.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Cash and Cash Equivalents

Deposits that can be redeemed on demand and investments that have original maturities of less than three months, when purchased, are considered to be cash equivalents. KIPP Nashville regularly maintains deposits with a financial institution in excess of FDIC coverage.

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2019

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - Continued

Receivables

Receivables represent amounts due from contributors, grants or other funding which have been approved but not received. All receivables are reported at estimated collectible amounts. Receivables that will not be collected within the available period or intended for future periods have been reported as unavailable revenues under deferred inflows of resources in the governmental fund financial statements.

Capital Assets

Property and equipment are recorded at acquisition cost, if purchased, or the fair value on the date received, if donated. The cost of routine maintenance and repairs is expensed as incurred. Expenditures, which materially extend the economic lives, change capacities or improve the efficiency of the related assets are capitalized. Upon sale or retirement, the cost and related accumulated depreciation are removed from the respective accounts, and the resulting gain or loss, if any, is included in the statement of activities. Depreciation is provided using the straight-line method over the estimated useful lives of the assets, ranging from three to seven years, or over the term of the lease for leasehold improvements, if less. Generally, expenditures for property and equipment items over \$1,000 are capitalized.

In the fund financial statements, capital assets used in governmental fund operations are accounted for as capital expenditures of the respective governmental fund upon acquisition.

When applicable, construction in progress represents long term assets not yet placed into service. When a project is completed and placed into service, the construction in progress is removed and recorded as a depreciable asset.

Deferred Outflows/Inflows of resources

In addition to assets, the statement of financial position reports a separate section for deferred outflows of resources. This separate financial statement element represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then. KIPP Nashville reports the following deferred outflow of resources relating to the pensions, when applicable: Contributions made subsequent to the pension measurement date, difference between expected and actual experience, difference between projected and actual investment earnings, and changes in proportion of the net pension liability.

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2019

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - Continued

In addition to liabilities, the statement of financial position reports a separate section for deferred inflows of resources. This separate financial statement element represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time. KIPP Nashville has two types of items that qualify for reporting in this category. The first, which arises only under a modified accrual basis of accounting, is unavailable revenue, which is reported only in the governmental funds balance sheet. The governmental funds report unavailable revenues from amounts that are deferred and recognized as an inflow of resources in the period that the amounts become available. The second arises due to contributions and grants which have time requirements for future periods. Details of these deferred inflow of resources are presented in Note G. KIPP Nashville also reports the following deferred inflows of resources related to pensions, when applicable: Differences between expected and actual experience and differences between projected and actual investment earnings.

Income Taxes

KIPP Nashville is a not-for-profit school that is exempt from federal income taxes under the Internal Revenue Code, classified by the Internal Revenue Service as other than a private foundation and is similarly exempt from state income taxes. KIPP Nashville accounts for the effect of any uncertain tax positions based on a more likely than not threshold to the recognition of the tax positions being sustained based on the technical merits of the position under examination by the applicable taxing authority. If a tax position or positions are deemed to result in uncertainties of those positions, the unrecognized tax benefit is estimated based on a cumulative probability assessment that aggregates the estimated tax liability for all uncertain tax positions. Tax positions include, but are not limited to, the tax-exempt status and determination of whether income is subject to unrelated business income tax; however, management has determined that such tax positions do not result in an uncertainty requiring recognition.

Fair Value of Financial Instruments

The carrying value of cash and cash equivalents, receivables, accounts payable and accrued liabilities approximate fair value because of the short maturity of these instruments. Fair value measurement for investments in the KIPP Alumni Scholarship Fund is described in Note C.

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2019

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - Continued

Interfund Balances

Transactions which constitute reimbursement of expenditures initially made from a fund, which are properly applicable to another fund, are recorded as expenditures, as appropriate, in the reimbursing fund and as reductions of expenditures in the fund that is reimbursed.

Additionally, the Federal and State Grants Fund and Restricted Contribution Fund may make disbursements in advance of receiving funds. Accordingly, interfund transfers are made from the General Purpose School Fund in the form of due to/from other funds. The amounts due the General Purpose School Fund are repaid upon receipt of the grants or contributions. At June 30, 2019, details of the interfund balances are as follows:

Federal and State Grants Fund due to General Purpose School Fund relating to operating grant expenditures in advance of receipt of grant funding	\$644,730
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B. DEPOSITS AND INVESTMENTS

KIPP Nashville does not have formal deposit policies that address its exposure to custodial credit risk, however does limit deposits to those instruments allowed by applicable state laws. As of June 30, 2019, all bank deposits were fully collateralized and insured by institutions insured by the FDIC or with banks who participate in the Tennessee Bank Collateral Pool.

The bank and carrying balances of cash and cash equivalents were \$14,457,252 and \$14,014,857, respectively, with the difference due primarily to outstanding checks.

KIPP Nashville's investments consist of mutual funds recorded in its donor-restricted endowment fund. The endowment fund includes \$99,890 of net appreciation, which is presented in restricted fund balance in the permanent fund and is available for authorization for expenditure by the Board at year-end.

C. FAIR VALUE OF INVESTMENTS

KIPP Nashville categorizes its fair value measurements within the fair value hierarchy established by generally accepted accounting principles. The hierarchy is based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted prices in active markets for identical assets; Level 2 inputs are significant other observable inputs; Level 3 inputs are significant unobservable inputs.

KIPP Nashville's recurring fair value measurements as of June 30, 2019 include mutual funds valued at \$230,190 using quoted market prices (Level 1 inputs).

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2019

D. CAPITAL ASSETS

Capital assets activity for governmental activities for the year was as follows:

	Balance <u>July 1, 2018</u>	<u>Additions</u>	<u>Disposals</u>	Balance <u>June 30, 2019</u>
Capital assets, not being depreciated:				
Land	\$ 2,071,624	\$ -	\$ -	\$ 2,071,624
Construction in progress	<u>1,813,469</u>	<u>14,158,730</u>	<u>(24,243)</u>	<u>15,947,956</u>
Total capital assets not being depreciated	<u>3,885,093</u>	<u>14,158,730</u>	<u>(24,243)</u>	<u>18,019,580</u>
Capital assets, being depreciated:				
Classroom:				
Furniture	685,299	217,578	-	902,877
Instructional hardware and software	1,343,551	286,676	(28,789)	1,601,438
Library and textbooks	177,578	-	(177,578)	-
Equipment	497,872	75,705	(5,750)	567,827
Administrative:				
Furniture and equipment	682,722	108,966	-	791,688
Computer hardware and software	236,682	24,813	(56,859)	204,636
Maintenance	188,927	-	-	188,927
Leasehold improvements	401,896	61,485	24,243	487,624
Buildings	3,505,000	-	-	3,505,000
Transportation	<u>875,131</u>	<u>407,970</u>	<u>-</u>	<u>1,283,101</u>
	8,594,658	1,183,193	(244,733)	9,533,118
Accumulated depreciation	<u>(2,746,678)</u>	<u>(747,724)</u>	<u>268,976</u>	<u>(3,225,426)</u>
Total capital assets being depreciated, net	<u>5,847,980</u>	<u>435,469</u>	<u>24,243</u>	<u>6,307,692</u>
Total capital assets, net	<u>\$ 9,733,073</u>	<u>\$ 14,594,199</u>	<u>\$ -</u>	<u>\$ 24,327,272</u>

Depreciation was charged to governmental activities as follows:

Student instruction and services	\$448,634
Administration	299,090
Fundraising	<u>-</u>
	<u>\$747,724</u>

Construction in progress at June 30, 2019 relates to capital improvement projects at the Ewing Park campus and KIPP Antioch College Prep Elementary and Middle Schools.

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2019

E. LONG-TERM DEBT AND LINE-OF-CREDIT

The following is a summary of debt obligations outstanding as of June 30, 2019:

Note payable to a financial institution for transportation equipment, bearing interest at 4.25%; due in monthly installments of \$7,170, with nine installments made annually through June 2021. Collateralized by transportation equipment.	\$ 122,243
Note payable for transportation equipment, bearing interest at 5.9%; due in monthly installments of \$2,124, with nine installments made annually; final payment of outstanding principal amount due in November 2021. Collateralized by transportation equipment.	37,869
Note payable for transportation equipment, bearing interest at 4.9%; due in monthly installments of \$5,460, final payment of outstanding principal amount due in August 2021. Collateralized by transportation equipment.	134,617
Note payable for transportation equipment, bearing interest at 5.25%; due in monthly installments of \$3,710, with nine installments made annually; final payment of outstanding principal amount due in March 2022. Collateralized by transportation equipment.	113,633
Note payable for building purchase and construction, principal amount bearing interest at 5.75%; interest only payments through November 1, 2021, interest and principal payments in equal monthly installments thereafter based on a 48 month mortgage amortization due in November 2025. Collateralized by real estate.	1,675,000
Bond payable for building purchase and construction, principal amount not to exceed \$10,500,000 bearing interest at 4.1%; interest and principal payments in equal monthly installments based on a 30-year mortgage amortization due in November 2049. Collateralized by real estate.	10,500,000
Bond payable for building purchase and construction, principal amount not to exceed \$10,475,000 bearing interest at 4.15%; interest only payments through November 2020, interest and principal payments in equal monthly installments thereafter based on a 25-year mortgage amortization due in October 2045. Collateralized by real estate.	<u>8,822,538</u>
	21,405,900
Amount due in one year	<u>(363,213)</u>
Long-term portion	<u>\$21,042,687</u>

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2019

E. LONG- TERM DEBT AND LINE-OF-CREDIT - Continued

Long-term debt activity for the year ended June 30, 2019 is as follows:

	<u>Balance</u> <u>July 1, 2018</u>	<u>Additions/</u> <u>Borrowings</u>	<u>Repayments</u>	<u>Balance</u> <u>June 30, 2019</u>
Bond Payable	\$ -	\$ 8,822,538	\$ -	\$ 8,822,538
Bond Payable	-	10,500,000	-	10,500,000
Note Payable	4,250,000	2,250,000	6,500,000	-
Note Payable	362,814	3,645	366,459	-
Note Payable	-	1,675,000	-	1,675,000
Note Payable	52,343	-	14,474	37,869
Note Payable	-	123,160	9,527	113,633
Note Payable	-	182,250	47,633	134,617
Note Payable	<u>177,232</u>	<u>-</u>	<u>54,989</u>	<u>122,243</u>
Total	<u>\$4,842,389</u>	<u>\$23,556,593</u>	<u>\$6,993,082</u>	<u>\$21,405,900</u>

Estimated future maturities of long-term debt are as follows:

<u>Year Ending June 30,</u>	<u>Interest</u>	<u>Principal</u>
2020	\$1,055,930	\$ 363,213
2021	1,047,208	564,936
2022	1,024,545	765,265
2023	968,942	912,872
2024	925,167	956,648
2025 - 2029	4,038,215	3,687,211
2030 - 2034	3,311,162	3,748,635
2035 - 2039	2,451,760	4,608,036
2040 - 2044	1,064,560	3,052,162
2045 - 2049	<u>295,846</u>	<u>2,746,922</u>
Total	<u>\$16,183,335</u>	<u>\$21,405,900</u>

Under the note agreement with the Charter School Growth Fund, Inc., the outstanding principal balance could be forgiven if KIPP Nashville achieved certain milestones, including the opening of new schools. All conditions were met, and the forgiveness of debt of \$366,459, occurred in 2019.

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2019

E. LONG- TERM DEBT AND LINE-OF-CREDIT - Continued

The notes payable contain clauses whereas in the event of default, the principal and outstanding accrued interest of all outstanding obligations may be declared, and shall become, immediately due and payable as provided in the agreements. Proceeds from the sale of collateral shall be used toward expenses incurred by the lender first, followed by outstanding interest and principal.

Under the bond payable, KIPP Nashville is required to maintain certain financial covenants. Management believes they are in compliance with all covenants at June 30, 2019.

KIPP Nashville has a \$2,450,000 line-of-credit agreement with a financial institution. The line-of-credit bears interest at a variable rate of the financial institution’s index rate and remains in effect until terminated in writing. As of June 30, 2019, no amounts were outstanding under the agreement.

F. LEASE ARRANGEMENTS

KIPP Nashville and the Schools operate from facilities, which are provided under lease arrangements with the Metropolitan Nashville Board of Public Education and Metropolitan Government of Nashville and Davidson County (collectively the “Metropolitan Government”) and from a local charter school. The leases include building operations and interior and exterior support services. The lease arrangements require monthly rental payments through June 2025. KIPP Nashville’s total rent expense for fiscal year 2019 was \$805,693. The leases also require KIPP Nashville to pay for certain operating and janitorial services.

Future rental payments on the leases are due through fiscal year 2025, which are estimated as follows:

<u>Year Ending June 30,</u>	
2020	\$ 782,697
2021	631,158
2022	649,345
2023	668,062
2024	687,326
Thereafter	<u>80,973</u>
	<u>\$3,499,561</u>

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2019

G. RECEIVABLES AND RELATED DEFERRED INFLOWS OF RESOURCES

Receivables at June 30, 2019, consist of the following:

Contributions for future periods and/or specific purposes	\$1,363,525
Grants	644,730
Other	<u>1,800</u>
	<u>\$2,010,055</u>

Amounts reflected in deferred inflows of resources, relating to contributions designated for future periods, totaled \$1,363,525 at June 30, 2019, in the government-wide statements and the governmental funds.

H. RELATED PARTY TRANSACTIONS

KIPP Foundation has the authority to appoint a member to the Board of Directors. This member is empowered to veto the actions of the other members of the Board.

The School pays a licensing fee to KIPP Foundation equal to 1% of state and local per-pupil funding received not to exceed \$30,000 per school. The agreement is for automatically renewable one-year terms. Total license fees incurred for the year ended June 30, 2019, were \$149,397.

I. CONCENTRATION

KIPP Nashville received 73% of its funding for operations based on the State of Tennessee's Basic Education Program (BEP). BEP funding is designated to schools based on student attendance. Gross BEP funding for the year ended June 30, 2019, was \$20,806,659. Outside fundraising for capital and other needs is on-going since the charter school agreements with MNPS do not include allocations for capital expenditures.

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2019

J. PENSIONS

KIPP Nashville, similar to MNPS and all Tennessee Public Charter Schools in the MNPS System, participates in the following three defined benefit pension plans (collectively the “Pension Plans”):

Certificated Employees

Tennessee Consolidated Retirement System (“TCRS”):

Teachers Legacy Pension Plan

Teachers Retirement Plan (collectively the “TCRS Plans”)

Non-Certificated Employees

Metropolitan Government of Nashville and Davidson County, Tennessee
(the “Metropolitan Government”):

Metro Pension Plan of the Metropolitan Employees Benefit Trust
(the “Metro Plan”)

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Pension Plans and additions to/deductions from fiduciary net position have been determined on the same basis as they are reported by the TCRS and the Metropolitan Government. For this purpose, benefits (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms of the Pension Plans. Investments are reported at fair value.

(I.) TCRS Plans

(A) General Information - TCRS Plans

Description of the TCRS Plans

Teachers with membership in the TCRS before July 1, 2014, of KIPP Nashville are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014, but will continue providing benefits to existing members and retirees. Beginning July 1, 2014, the Teacher Retirement Plan became effective for teachers employed by Local Education Agencies (LEAs) after June 30, 2014. The Teacher Retirement Plan is a separate cost-sharing, multiple-employer defined benefit plan. The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publically available financial report that can be obtained at www.treasury.state.tn.us/tcrs/.

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2019

J. PENSIONS - Continued

Benefits Provided

Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly.

Teachers Legacy Pension Plan

Members of the Teacher Legacy Pension Plan are eligible to retire with an unreduced benefit at age 60 with 5 years of service credit or after 30 years of service credit regardless of age. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 55 if vested. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest.

Teachers Retirement Plan

Members of the Teacher Retirement Plan are eligible to retire with an unreduced benefit at age 65 with 5 years of service credit or pursuant to the rule of 90 in which the member's age and service credit total 90. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 60 and vested pursuant to the rule of 80. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2019

J. PENSIONS - Continued

granted each July for annuitants retired prior to the July 2 of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest.

Under the Teachers Legacy Pension Plan and Teachers Retirement Plan, benefit terms and conditions, including COLA, can be adjusted on a prospective basis. Moreover, there are defined cost controls and unfunded liability controls that provide for the adjustment of benefit terms and conditions on an automatic basis.

Contributions

Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly (or by automatic cost controls set out in law for the Teachers Retirement Plan). Teachers contribute 5 percent of salary. The Local Education Agencies (LEAs) make employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. By law, employer contributions are required to be paid. The TCRS may intercept the state shared taxes of the sponsoring governmental entity of the LEA if the required employer contributions are not remitted.

Teachers Legacy Pension Plan

Employer contributions by KIPP Nashville for the year ended June 30, 2019, to the Teacher Legacy Pension Plan were \$263,001 which is 9.08 percent of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Teachers Retirement Plan

Teachers contribute 5 percent of salary. The LEAs make employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. Per the statutory provisions governing the TCRS, the employer contribution rate cannot be less than 4 percent, except for in years when the maximum funded level, approved by the TCRS Board of Trustees, is reached. By law, employer contributions for the Teacher Retirement Plan are required to be paid. The TCRS may intercept the state shared taxes of the sponsoring governmental entity of the LEA if the required employer contributions are not remitted. Employer contributions for the year ended June 30, 2019 to the Teacher Retirement Plan were \$120,754 which is 1.94 percent of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

KIPP NASHVILLE
 NOTES TO FINANCIAL STATEMENTS
 YEAR ENDED JUNE 30, 2019

J. PENSIONS - Continued

(A) Pension Liabilities (Assets) - TCRS Plans

Pension Liability (Asset)

Teachers Legacy Pension Plan

At June 30, 2019, KIPP Nashville reported an asset of \$(264,336) for its proportionate share of the net pension liability (asset). The net pension liability (asset) was measured as of June 30, 2018 and the total pension liability used to calculate the net pension liability (asset) was determined by an actuarial valuation as of that date. KIPP Nashville's proportion of the net pension asset was based on KIPP Nashville's contributions to the pension plan relative to the contributions of all participating LEA's. At the June 30, 2018 measurement date, KIPP Nashville's proportion was 0.075119 percent. The proportion measured as of June 30, 2017 was 0.057861 percent.

Teachers Retirement Plan

At June 30, 2019, KIPP Nashville reported an asset of \$(252,032) for its proportionate share of the net pension liability (asset). The net pension liability (asset) was measured as of June 30, 2018, and the total pension asset used to calculate the net pension asset was determined by an actuarial value as of that date. KIPP Nashville's proportion of the net pension asset was based on KIPP Nashville's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2018, KIPP Nashville's proportion was 0.555711 percent. The proportion measured as of June 30, 2017 was 0.549079 percent.

Actuarial Assumptions

Teachers Legacy Pension Plan and Teachers Retirement Plan

The total pension liability in the June 30, 2018 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.5 percent
Salary increases	Graded salary ranges from 8.72 to 3.44 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	7.25 percent, net of pension plan investment expenses, including inflation
Cost-of living adjustment	2.25 percent

Mortality rates are customized based on actual experience including an adjustment for some anticipated improvement.

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2019

J. PENSIONS - Continued

The actuarial assumptions used in the June 30, 2018, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2012, through June 30, 2016. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2016 actuarial experience study. A blend of future capital market projections and historical market returns were used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.5 percent. The best estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	5.69%	31%
Developed market international equity	5.29%	14%
Emerging market international equity	6.36%	4%
Private equity and strategic lending	5.79%	20%
U.S. fixed income	2.01%	20%
Real estate	4.39%	10%
Short-term securities	0.00%	1%
		100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.25 percent based on a blending of the factors described above.

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2019

J. PENSIONS - Continued

Discount Rate

Teachers Legacy Pension Plan and Teachers Retirement Plan

The discount rate used to measure the total pension liability was 7.25 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all the LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

(II.) Metro Plan

(A) General Information - Metro Plan

Plan Description

The Metro Plan is established under the authority of the Metropolitan Charter, Article XIII. Approval of the Metropolitan Council is required to establish and amend benefit provisions. Article XIII also required that the pension plan be actuarially sound. Administrative costs of the plan are financed through plan assets. The plan is managed by the Metropolitan Employee Benefit Board, an independent board, created by the Metropolitan Charter. The Board is composed of ten members as follows: Finance Director, Human Resources Director, three members appointed by the Mayor, and five members selected by the employees and retirees of the Metropolitan Government. Additional information about the Metro Plan can be found in the publically available comprehensive annual financial report of the Metropolitan Government. That report may be obtained at www.nashville.gov.

Benefits Provided

As of July 1, 1995, Division B of the Metro Plan was established for all non-certificated employees of the Metropolitan Nashville Public Schools, including charter schools, and all other Metro Government employees. Employees with an effective hire date of July 1, 1995, or later are only eligible to participate in Division B of the Metro Plan.

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2019

J. PENSIONS - Continued

Normal retirement for KIPP Nashville employees participating in the Metro Plan occurs at the unreduced retirement age which is the earlier of (a) the date when the employee's age plus the completed years of credited service equals 85, but not before age 60; or (b) the date when the employee reaches age 65 and completes 5 years of credited employee service. The lifetime monthly benefit is calculated as 1/12 of the sum of 1.75 percent of average earnings based upon the previous 60 consecutive months of credit service which produce the highest earnings. Benefits fully vest on completing 5 years of service for employees employed on or between October 1, 2001, and December 31, 2012, who vest before leaving employment. Benefits fully vest on completing 10 years of service for employees and non-vested employees hired or rehired on or after January 1, 2013. An early retirement option, with reduced benefits, is available for retired employees if the termination occurs prior to the eligibility under normal retirement but after age 50 and after the completion of 10 years of credited employee service.

All assets of the Metropolitan Employees' Benefit Trust Fund may legally be used to pay benefit to any plan members or beneficiaries.

Contributions

The funding policy is to provide for periodic contributions at actuarially determined rates that are designed to accumulate sufficient assets to pay benefits when due. All funding is provided under an actuarially recommended employee contribution rate of 12.340 percent for the non-certificate employees of the Metropolitan Nashville Public Schools, including charter schools, and all other Metropolitan Government Employees. Contributions to the plan for the year ended June 30, 2019 were \$421,045.

(B) Pension Liabilities - Metro Plan

Pension Liability

KIPP Nashville reported a liability of \$401,750 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2019, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of July 1, 2018. KIPP Nashville's proportion of the net pension liability was based on KIPP Nashville's employee contributions to the pension plan during the year ended June 30, 2019, relative to all contributions for 2019. At the June 30, 2019, measurement date, KIPP Nashville's proportionate share was 0.545010 percent. The proportionate share was 0.442711 percent as of June 30, 2018.

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2019

J. PENSIONS - Continued

Actuarial Assumptions

The total pension liability was determined by an actuarial valuation as of July 1, 2018. Actuarial assumptions are summarized below:

Inflation	2.5 percent
Salary increases	4.0 percent
Investment rate of return	7.25 percent, net of pension plan investment expenses, including inflation
Cost-of living adjustment	1.25 percent

Mortality rates were based on the 115% RP-2014 Blue Collar Table, as determined by the period actuarial experience study. The actuarial assumptions used in the July 1, 2017, valuation were based on the results of an actuarial experience study for the period 2012 to 2017.

The long-term expected rate of return on pension plan investments was established in conjunction with the most recent actuarial experience study completed February 20, 2018, by considering the following three techniques: (1) the 20-year historical return of the Metro Open Plan at June 30, 2017, (2) the historical market returns of asset classes from 1926 to 2017, and (3) capital market projections that were utilized as a building-block method in which best-estimate ranges of expected future real rate of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. The blended capital market projection established the long-term expected rate of return by weighting the expected future real rate of return by the target asset allocation percentage and by adding inflation of 2.5 percent. The target allocation and best estimates of arithmetic real rates of return for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	5.1%	10-25%
International equity	5.3%	10-25%
Equity hedge	7.9%	0-10%
Core plus fixed income	2.3%	5-25%
Fixed income alternatives	2.7%	5-25%
Real estate	4.9%	5-15%
Private equity	7.9%	5-15%

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2019

J. PENSIONS - Continued

Discount Rate

The discount rate used to measure the total pension liability was 7.25 percent. Based on the Metro Plan assumptions and funding policy, the fiduciary net position for the plan was projected to be available to make all projected future benefit payments to current members. Therefore, the long-term expected rate of return on investments was applied to all periods of projected benefit payments to determine the total pension liability.

(III.) Pension Liabilities (Assets), Pension Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions - Pension Plans

Pension Liabilities (Assets)

KIPP Nashville reports the following net pension liability (asset) as of June 30, 2019:

TCRS Legacy plan	\$(264,336)
TCRS Retirement Plan	<u>(252,032)</u>
Net pension asset	<u>\$(516,368)</u>
Metro plan	<u>\$ 401,750</u>
Net pension liability	<u>\$ 401,750</u>

Sensitivity of the proportionate share of net pension liability (asset) to changes in the discount rate

The following presents KIPP Nashville's proportionate share of the net pension liability (asset) calculated using the discount rate of 7.25 percent, as well as what KIPP Nashville's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (6.25 percent) or 1-percentage-point higher (8.25 percent) than the current rate:

	<u>1% Decrease</u> <u>(6.25)%</u>	<u>Current</u> <u>Discount Rate</u> <u>(7.25)%</u>	<u>1% Increase</u> <u>(8.25)%</u>
Proportionate share of the net pension liability (asset):			
TCRS Legacy Plan	\$2,037,672	\$(264,336)	\$(2,168,927)
TCRS Retirement Plan	38,964	(252,032)	(466,425)
Metro Plans	<u>2,825,769</u>	<u>401,750</u>	<u>(1,271,475)</u>
Total	<u>\$4,902,405</u>	<u>\$(114,618)</u>	<u>\$(3,906,827)</u>

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2019

J. PENSIONS - Continued

Pension Plan Fiduciary Net Position

Detailed information about the Pension Plans' respective fiduciary net position is available in separately issued TCRS and Metropolitan Government financial reports.

Pension Expense

For the year ended June 30, 2019, KIPP Nashville recognized pension expense (negative pension expense) as follows:

TCRS Legacy Plan	\$(264,330)
TCRS Retirement Plan	(35,824)
Metro Plan	<u>185,281</u>
Pension expense	<u>\$(114,873)</u>

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2019

J. PENSIONS - Continued

Deferred Outflows of Resources and Deferred Inflows of Resources

As of June 30, 2019, KIPP Nashville reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Differences between expected and actual experience		
TCRS Legacy Plan	\$ 53,431	\$356,614
TCRS Retirement Plan	14,274	10,038
Metro Plan	316,211	313,492
Changes in assumptions		
TCRS Legacy Plan	156,120	-
TCRS Retirement Plan	11,890	-
Metro Plan	424,956	-
Net difference between projected and actual earnings on pension plan investments		
TCRS Legacy Plan	-	57,531
TCRS Retirement Plan	-	14,236
Metro Plan	-	810,117
Changes in proportion of net pension liability (asset)		
TCRS Legacy Plan	336,718	195,393
TCRS Retirement Plan	-	12,405
Metro Plan	66,557	2,440
Contributions subsequent to the measurement date of June 30, 2018		
TCRS Legacy Plan	263,001	
TCRS Retirement Plan	<u>120,754</u>	<u>not applicable</u>
Totals	<u>\$1,763,912</u>	<u>\$1,772,266</u>

KIPP Nashville's employer contributions of \$383,755 reported as pension related deferred outflows of resources, subsequent to the measurement date, will be recognized as a decrease in net pension liability in the year ended June 30, 2019. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2019

J. PENSIONS - Continued

<u>Year Ended June 30,</u>	TCRS		<u>Metro Plan</u>	<u>Total</u>
	<u>TCRS Legacy Plan</u>	<u>Retirement Plan</u>		
2020	\$ 128,825	\$(2,983)	\$(139,201)	\$(13,359)
2021	(10,083)	(3,435)	(342,068)	(355,586)
2022	(169,343)	(5,464)	(111,375)	(286,182)
2023	(12,668)	(1,742)	14,637	227
2024	-	153	105,505	105,658
Thereafter	-	2,956	154,178	157,134

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Payable to the Pension Plans

At June 30, 2019, KIPP Nashville reported a payable of \$106,282 for the outstanding amount of contributions to the pension plans required at year ended June 30, 2019.

Defined Contribution Plan

The TCRS Retirement Plan has a defined contribution component to the plan. Under the terms of the Plan for the defined contribution component, employees contribute 2% of their salaries to the plan, but are allowed an opt out feature. The School is required to contribute 5% of annual salaries, to an individual employee account. For the year ended June 30, 2019, the School recognized pension expense of \$283,587 related to the defined contribution component of the plan. Employees are immediately vested in the plan.

K. RESTRICTED ASSETS - TCRS STABILIZATION RESERVE TRUST

Legal Provisions

KIPP Nashville is a member of the Tennessee Consolidated Retirement System (“TCRS”) Stabilization Reserve Trust. The Organization has placed funds into the irrevocable trust as authorized by statute under Tennessee Code Annotated (“TCA”), Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of the trust. Funds of trust members are held and invested in the name of the trust for the benefit of each member. Each member’s funds are restricted for the payment of retirement benefits of that member’s employees. Trust funds are not subject to the claims of general creditors of the Organization.

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2019

K. RESTRICTED ASSETS - TCRS STABILIZATION RESERVE TRUST

The Trust is authorized to make investments as directed by the TCRS Board of Trustees. KIPP Nashville may not impose any restrictions on investments placed by the trust on their behalf.

Investment Balances

Assets of the TCRS, including the Stabilization Reserve Trust, are invested in the Tennessee Retiree Group Trust (“TRGT”). The TRGT is not registered with the Securities and Exchange Commission (“SEC”) as an investment company. The State of Tennessee has not obtained a credit quality rating for the TRGT from a nationally recognized credit ratings agency. The fair value of investment positions in the TRGT is determined daily based on the fair value of the pool’s underlying portfolio. Furthermore, TCRS had not obtained or provided any legally binding guarantees to support the value of participant shares during the fiscal year. There are no restrictions on the sale or redemption of shares.

Investments are reported at fair value or amortized which approximates fair value. Securities traded on a national exchange are valued at the last reported sales price. Investment income consists of realized and unrealized appreciation (depreciation) in the fair value of the investments. Securities and securities transactions are recorded in the financial statements on a trade-date basis. The fair value of assets of the TRGT held at June 30, 2019, represents the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants. Assets held are categorized for fair value measurement within the fair value hierarchy established by GAAP. The hierarchy is based on the valuation inputs used to measure the fair value of the asset and give the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements).

- Level 1 - Unadjusted quoted prices for identical assets or liabilities in active markets that can be accessed at the measurement date.
- Level 2 - Quoted prices for similar assets or liabilities in active markets; quoted prices for identical or similar assets or liabilities in markets that are not active; assets or liabilities that have a bid-ask spread price in an inactive dealer market, brokered market and principal-to-principal market; and Level 1 assets or liabilities that are adjusted.
- Level 3 - Valuations derived from valuation techniques in which significant inputs are unobservable

Investments using the Net Asset Value (“NAV”) per share have no readily determinable fair value and have been determined using amortized cost which approximates fair value.

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2019

K. RESTRICTED ASSETS - TCRS STABILIZATION RESERVE TRUST - Continued

Where inputs used in the measurement of fair value fall into different levels of the hierarchy, fair value of the instrument in its entirety is categorized based on the lowest level input that is significant to the valuation. This assessment requires professional judgement and as such management of the TRGT developed a fair value committee that worked in conjunction with the plan's custodian and investment professionals to make these valuations. All assets held were valued individually and aggregated into classes and are represented in the table on the next page.

Short-term securities generally include investments in money market-type securities reported at cost plus accrued interest.

Equity and equity derivative securities classified in Level 1 are valued using last reported sales prices quoted in active markets that can be accessed at the measurement date. Equity and equity derivative securities classified in Level 2 are securities whose values are derived daily from associated traded securities. Equity securities classified in Level 3 are valued with last trade data having limited trading volume.

US Treasury Bills, Bonds, Notes, and Futures classified in Level 1 are valued using last reported sales prices quoted in active markets that can be accessed at the measurement date. Debt and debt derivative securities classified in Level 2 are valued using a bid-ask spread price from multiple independent brokers, dealers, or market principals, which are known to be actively involved in the market. Level 3 debt securities are valued using proprietary information, a single pricing source, or other unobservable inputs related to similar assets or liabilities.

Real estate investments classified in Level 3 are valued using the last valuations provided by external investment advisors or independent external appraisers. Generally, all direct real estate investments are appraised by a qualified independent appraiser(s) with the professional designation of Member of the Appraisal Institute ("MAI"), or its equivalent, every three (3) years beginning from the acquisition date of the property. The appraisals are performed using generally accepted valuation approaches applicable to the property type.

Investments in private mutual funds, traditional private equity funds, strategic lending funds and real estate funds that report using GAAP, the fair value, as well as the unfunded commitments, were determined using the prior quarter's NAV, as reported by the fund managers, plus the current cash flows. These assets were then categorized by investment strategy. In instances where the fund investment reported using non-GAAP standards, the investment was valued using the same method, but was classified in Level 3.

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2019

K. RESTRICTED ASSETS - TCRS STABILIZATION RESERVE TRUST - Continued

At June 30, 2019, KIPP Nashville's assets balance was \$111,744 and had the following investments held by the trust on its behalf:

<u>Investment</u>	Weighted Average Maturity (days)	Maturities	Percentage Target Allocations	Fair Value
Investments at Fair Value:				
U.S. Equity	N/A	N/A	31%	\$ 34,640
Developed Market International Equity	N/A	N/A	14%	15,644
Emerging Market International Equity	N/A	N/A	4%	4,470
U.S. Fixed Income	N/A	N/A	20%	22,349
Real Estate	N/A	N/A	10%	11,174
Short-term Securities	N/A	N/A	1%	1,118
Investments at Amortized Cost using the NAV:				
Private Equity and Strategic Lending	N/A	N/A	<u>20%</u>	<u>22,349</u>
Total			<u>100%</u>	<u>\$ 111,744</u>

		<u>Fair Value Measurements Using</u>			<u>Amortized Cost</u>
		Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)	
Investments by Fair Value Level	Fair Value 6-30-19	(Level 1)	(Level 2)	(Level 3)	NAV
U.S. Equity	\$ 34,640	\$ 34,640	\$ -	\$ -	\$ -
Developed Market International Equity	15,644	15,644	-	-	-
Emerging Market International Equity	4,470	4,470	-	-	-
U.S. Fixed Income	22,349	-	22,349	-	-
Real Estate	11,174	-	-	11,174	-
Short-term Securities	1,118	-	1,118	-	-
Private Equity and Strategic Lending	<u>22,349</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>22,349</u>
Total	<u>\$ 111,744</u>	<u>54,754</u>	<u>23,467</u>	<u>11,174</u>	<u>22,349</u>

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2019

K. RESTRICTED ASSETS - TCRS STABILIZATION RESERVE TRUST - Continued

Risks and Uncertainties

The trust's investments include various types of investment funds, which in turn invest in any combination of stock, bonds, and other investments exposed to various risks, such as interest rate, credit, and market risk. Due to the level of risk associated with certain investment securities, it is at least reasonably possible that changes in the values of investment securities will occur in the near term and that such changes could materially affect the amounts reported for trust investments.

Interest Rate Risk

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The Organization does not have the ability to limit trust investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.

Credit Risk

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. The Organization does not have the ability to limit the credit ratings of individual investments made by the trust.

Concentration of Credit Risk

Concentration of credit risk is the risk of loss attributed to the magnitude of the county's investment in a single issuer. The Organization places no limit on the amount the county may invest in one issuer.

Custodial Credit Risk

Custodial credit risk for investments is the risk that, in the event of a failure of the counterparty to a transaction, the county will not be able to recover the value of its investments or collateral securities that are in the possession of an outside party. Pursuant to the trust agreement, investments are held in the name of the trust for the benefit of the Organization to pay retirement benefits of the Organization's employees.

For further information concerning the Organization's investments with the TCRS Stabilization Reserve Trust, audited financial statements of the Tennessee Consolidated Retirement System may be obtained at <https://comptroller.tn.gov/content/dam/cot/sa/advanced-search/disclaimer/2019/ag18092.pdf>.

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2019

L. CONTINGENCIES AND RISK MANAGEMENT

KIPP Nashville is exposed to various risk of loss relating to torts, theft of, damage to, and destruction of assets; errors or commissions; illness or injuries to employees; and natural disasters. KIPP Nashville carries insurance for certain risks of loss. Settled claims resulting from these risk have not exceeded commercial insurance coverage in any of the past three fiscal years.

KIPP Nashville may become subject to various claims and legal actions, which arise in the ordinary course of business. In the opinion of management, in consultation with legal counsel, the ultimate resolution of such matters will not have a material adverse effect on KIPP Nashville's financial position or results of operations, as of the date of these financial statements.

KIPP Nashville receives awards and financial assistance through federal, state, local and private agencies. The expenditure of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and is subject to audit by the grantor agencies. Any disallowed claims resulting from such audits could become a liability of the General Purpose School Fund or Federal and State Grants Fund. However, in the opinion of management, any such disallowed claims will not have a material adverse effect on the overall financial position, and accordingly, no provision has been made within the financial statements.

M. COMMITMENTS AND SUBSEQUENT EVENTS

During fiscal year 2019 and continuing into fiscal year 2020, the Organization planned for and commenced several significant capital projects. These projects were in-process at year end or were contemplated prior to the issuance of the financial statements. Details of these projects are as follows:

During fiscal year 2019, the Organization continued a capital improvement project at the KIPP Antioch facility. The project provides for the purchase of land and the building of KIPP Antioch College Prep Elementary School. The costs incurred through June 30, 2019 are included in construction progress, as described in Note D. The capital improvements are to be completed in 2020 with an expected total cost of approximately \$14 million. The Organization drew the remaining \$3,653,000 from their bond in fiscal year 2019 to finance the construction.

REQUIRED SUPPLEMENTARY INFORMATION

KIPP NASHVILLE
REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF THE PROPORTIONATE SHARE OF
NET PENSION LIABILITY (ASSET)
FISCAL YEAR ENDED JUNE 30,

<u>Teachers Legacy Plan of TCRS</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Measurement date	June 30, 2014	June 30, 2015	June 30, 2016	June 30, 2017	June 30, 2018
Proportion of the net pension liability (asset)	0.03650%	0.04561%	0.054431%	0.057861%	0.751190%
Proportionate share of the of the net pension liability (asset)	\$ (5,938)	\$ 18,684	\$ 340,162	\$ (18,931)	\$ (264,336)
Covered payroll	\$ 1,444,609	\$ 1,707,398	\$ 1,964,845	\$ 2,045,371	\$ 2,630,414
Proportionate share of the net pension liability (asset) as a percentage of its covered payroll	-0.41%	1.09%	17.31%	-0.93%	-10.05%
Plan fiduciary net position as a percentage of the total pension liability	100.08%	99.81%	97.14%	100.14%	101.49%
<u>Teachers Retirement Plan of TCRS</u>	<u>2015 (1)</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Measurement date		June 30, 2015	June 30, 2016	June 30, 2017	June 30, 2018
Proportion of the net pension liability (asset)		0.28347%	0.49256%	0.54908%	0.555711%
Proportionate share of the of the net pension liability (asset)		\$ (11,404)	\$ (51,277)	\$ (144,867)	\$ (252,032)
Covered payroll		\$ 588,983	\$ 2,167,299	\$ 3,603,816	\$ 4,856,244
Proportionate share of the net pension liability (asset) as a percentage of its covered payroll		-1.94%	-2.37%	-4.02%	-5.19%
Plan fiduciary net position as a percentage of the total pension liability		127.46%	121.88%	126.81%	126.97%

The amounts presented in this schedule were determined as of the measurement date.

This is a 10-year schedule. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

(1) Information is not applicable for 2015 in this schedule for the Teachers Retirement Plan of TCRS as the measurement date was June 30, 2014, and the Teachers Retirement Plan did not commence until July 1, 2014.

See independent auditor's report.

KIPP NASHVILLE
REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF THE PROPORTIONATE SHARE OF
NET PENSION LIABILITY (ASSET)
FISCAL YEAR ENDED JUNE 30,

<u>Metro Plan</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Measurement date	June 30, 2015	June 30, 2016	June 30, 2017	June 30, 2018	June 30, 2019
Proportion of the net pension liability (asset)	0.27630%	0.32560%	0.32149%	0.44271%	0.54510%
Proportionate share of the of the net pension liability (asset)	\$ 190,396	\$ 720,604	\$ 131,313	\$ 262,268	\$ 401,750
Covered payroll	\$ 1,444,705	\$ 1,841,314	\$ 1,924,498	2,745,924	3,412,034
Proportionate share of the net pension liability (asset) as a percentage of its covered payroll	13.18%	39.14%	6.82%	9.55%	11.77%
Plan fiduciary net position as a percentage of the total pension liability	97.57%	92.39%	98.64%	97.45%	96.37%

The amounts presented in this schedule were determined as of the measurement date.

This is a 10-year schedule. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

See independent auditor's report.

KIPP NASHVILLE
REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF EMPLOYER CONTRIBUTIONS
FISCAL YEAR ENDING JUNE 30,

<u>Teachers Legacy Pension Plan of TCRS</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Actuarial Determined Contributions (ADC)	\$ 128,281	\$ 154,438	\$ 177,622	\$ 184,902	\$ 238,842	\$ 263,001
Contributions in relation to the actuarially determined contribution	<u>128,281</u>	<u>154,438</u>	<u>177,622</u>	<u>184,902</u>	<u>238,842</u>	<u>263,001</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Covered payroll	\$ 1,444,609	\$ 1,707,389	\$ 1,964,845	\$ 2,045,371	\$ 2,630,419	\$ 2,896,487
Contributions as a percentage of covered payroll	8.88%	9.04%	9.04%	9.04%	9.08%	9.08%
<u>Teachers Retirement Plan of TCRS</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019 *</u>
Actuarial Determined Contributions (ADC)	Not applicable	\$ 14,725	\$ 54,252	\$ 144,152	\$ 79,193	\$ 120,754
Contributions in relation to the actuarially determined contribution		<u>23,559</u>	<u>86,692</u>	<u>144,152</u>	<u>194,250</u>	<u>120,754</u>
Contribution deficiency (excess)		<u>\$ (8,834)</u>	<u>\$ (32,440)</u>	<u>\$ -</u>	<u>\$ (115,057)</u>	<u>\$ -</u>
Covered payroll		\$ 588,983	\$ 2,167,299	\$ 3,603,816	\$ 4,856,244	\$ 6,224,433
Contributions as a percentage of covered payroll		4.00%	4.00%	4.00%	4.00%	1.94%
<u>Metro Plan</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Actuarial Determined Contributions (ADC)	\$ 144,260	\$ 259,859	\$ 285,587	\$ 237,483	\$ 338,847	\$ 421,045
Contributions in relation to the actuarially determined contribution	<u>144,260</u>	<u>259,859</u>	<u>285,587</u>	<u>237,483</u>	<u>338,847</u>	<u>421,045</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Covered payroll	\$ 842,788	\$ 1,444,705	\$ 1,841,309	\$ 1,924,498	\$ 2,745,924	\$ 3,412,034
Contributions as a percentage of covered payroll	17.117%	17.987%	15.510%	12.340%	12.340%	12.340%

* In fiscal year 2019, the Organization placed the actuarially determined contribution rate (1.94 percent) of covered payroll into the pension plan and placed 2.06 percent of covered payroll into the TCRS Stabilization Reserve Trust.

This is a 10-year schedule. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

Changes of Assumptions for TCRS Plans. In 2017, the following assumptions were changed for the TCRS plans: decreased inflation rate from 3.00 percent to 2.50 percent; decreased the investment rate of return from 7.50 percent to 7.25 percent; decreased the cost-of-living adjustment from 2.50 percent to 2.25 assumptions; decreased salary growth graded ranges from an average of 4.25 percent to an average of 4.00 percent; and modified mortality assumptions.

See independent auditor's report.

OTHER INFORMATION

KIPP NASHVILLE
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS AND STATE FINANCIAL ASSISTANCE
YEAR ENDED JUNE 30, 2019

<u>Program Name/Grantor</u>	<u>Federal CFDA Number</u>	<u>Pass-through Entity Identifying Number</u>	<u>Total Expenditures</u>
<u>Federal Awards</u>			
U.S. DEPARTMENT OF AGRICULTURE:			
Passed through Tennessee Department of Education			
Child Nutrition Cluster			
School Breakfast Program	10.553	N/A	\$ 21,278
School Lunch Program	10.555	N/A	41,585
Total Child Nutrition Cluster			<u>62,863</u>
Total U.S. Department of Agriculture			<u>62,863</u>
U.S. DEPARTMENT OF EDUCATION:			
Passed through Tennessee Department of Education and Metropolitan Nashville Public Schools			
Title I, Part A Cluster			
Title I Grants to Local Educational Agencies	84.010 *	N/A	1,010,038
Title II, Part A			
Title II Supporting Effective Instruction Grant	84.367	N/A	4,289
Title III, Part A Cluster			
Title III English Language Acquisition Grant	84.365	N/A	9,545
Special Education Cluster (IDEA)			
Special Education - Grants to States	84.027	N/A	442,247
School Improvement Grant	84.377	N/A	134,600
Total U.S. Department of Education			<u>1,600,719</u>
Total Federal Awards			<u>1,663,582</u>
<u>State Financial Assistance</u>			
TENNESSEE DEPARTMENT OF EDUCATION:			
Basic Education Program	N/A	N/A	372,570
Passed through Metropolitan Nashville Public Schools			
Basic Education Program	N/A	N/A	20,806,659
Total State Awards			<u>21,179,229</u>
Total Federal and State Awards			<u>\$ 22,842,811</u>

Note 1: The schedule of expenditures of federal awards and state financial assistance includes the federal grant activity presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and the state grant activity presented in accordance with the requirements of the State of Tennessee. Because the schedule presents only a selected portion of the operations of KIPP Nashville, it is not intended to and does not present the financial position or changes in financial position of KIPP Nashville. The schedule is prepared using the accrual basis of accounting. Expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

Note 2: KIPP Nashville had no amounts which it passed-through to subrecipients.

Note 3: KIPP Nashville has elected not to use the 10-percent de minimis indirect cost rate allowed under the Uniform Guidance.

* Major Program in accordance with the Uniform Guidance.

See independent auditor's report.

KIPP NASHVILLE
SCHEDULE OF CHANGES IN LONG-TERM DEBT BY INDIVIDUAL ISSUE
JUNE 30, 2019

Description of Indebtedness	Original Amount of Issue	Interest Rate	Date of Issue	Last Maturity Date	Outstanding 7/1/2018	Issued During Period	Paid and/or Matured During Period	Forgiven During Period	Outstanding 6/30/2019
Governmental Activities:									
<u>BONDS PAYABLE</u>									
<u>Payable through General Purpose School Fund</u>									
Series 2017 Educational Facilities Revenue Bond	\$ 6,500,000	3.05%	11/17/2017	11/17/2039	\$ 4,250,000	\$ 2,250,000	\$ 6,500,000	\$ -	\$ -
Series 2018 Education Revenue Bond	12,475,000	4.15%	10/03/2018	10/01/2045	-	8,822,538	-	-	8,822,538
Total Bonds Payable					<u>\$ 4,250,000</u>	<u>\$ 11,072,538</u>	<u>\$ 6,500,000</u>	<u>\$ -</u>	<u>\$ 8,822,538</u>
<u>NOTES PAYABLE</u>									
<u>Payable through General Purpose School Fund</u>									
Construction Loan through Low Income Investment Fund	\$ 1,675,000	5.75%	10/03/2018	11/01/2025	\$ -	\$ 1,675,000	\$ -	\$ -	\$ 1,675,000
Note Payable through Charter Impact Fund, Inc.	10,500,000	4.10%	06/05/2019	06/01/2049	-	10,500,000	-	-	10,500,000
Note Payable through Charter Growth Fund	400,000	1.00%	06/11/2013	11/01/2019	362,814	3,645	-	366,459	-
Note Payable through TCF Equipment Finance	80,650	5.90%	05/10/2016	11/01/2021	52,343	-	14,474	-	37,869
Note Payable through Pinnacle Bank	235,000	4.25%	06/22/2017	06/22/2021	177,232	-	54,989	-	122,243
Note Payable through Pinnacle Bank	123,160	5.25%	03/26/2019	03/26/2022	-	123,160	9,527	-	113,633
Note Payable through Pinnacle Bank	182,250	4.90%	08/03/2018	08/03/2021	-	182,250	47,633	-	134,617
Total Notes Payable					<u>\$ 592,389</u>	<u>\$ 12,484,055</u>	<u>\$ 126,623</u>	<u>\$ 366,459</u>	<u>\$ 12,583,362</u>

See independent auditor's report.

KIPP NASHVILLE
 COMBINING BALANCE SHEET
 NONMAJOR GOVERNMENTAL FUNDS
 JUNE 30, 2019

	Permanent	
	KIPP Alumni Scholarship Fund	Total Nonmajor Governmental Funds
ASSETS		
Investments	\$ 230,190	\$ 230,190
Total assets	\$ 230,190	\$ 230,190
LIABILITIES		
Accounts payable and accrued expenditures	\$ -	\$ -
Total liabilities	-	-
FUND BALANCES		
Nonspendable	130,300	130,300
Restricted	99,890	99,890
Total fund balances	230,190	230,190
Total liabilities and fund balances	\$ 230,190	\$ 230,190

See independent auditor's report.

KIPP NASHVILLE
 COMBINING STATEMENT OF REVENUES, EXPENDITURES,
 AND CHANGES IN FUND BALANCES
 NONMAJOR GOVERNMENTAL FUNDS
 YEAR ENDED JUNE 30, 2019

	Permanent KIPP Alumni Scholarship Fund	Total Nonmajor Governmental Funds
REVENUES		
Contributions	\$ 2,000	\$ 2,000
Interest	10,632	10,632
Investment appreciation	1,973	1,973
Total revenues	14,605	14,605
EXPENDITURES	500	500
NET CHANGE IN FUND BALANCES	14,105	14,105
FUND BALANCES, June 30, 2018	216,085	216,085
FUND BALANCES, June 30, 2019	\$ 230,190	\$ 230,190

See independent auditor's report.

SCHEDULE OF ASSETS, LIABILITIES AND FUND BALANCES BY SCHOOL
KIPP ACADEMY NASHVILLE
GOVERNMENTAL FUNDS
JUNE 30, 2019

	General Purpose School Fund	Restricted Contribution Fund	Federal and State Grants Fund	Nonmajor Governmental Funds	Total Governmental Funds
ASSETS					
Cash and cash equivalents	\$ 1,909,871	\$ -	\$ -	\$ -	\$ 1,909,871
Investments	-	-	-	230,190	230,190
Receivables	249,636	-	21,191	-	270,827
Due from other funds	21,191	-	-	-	21,191
Other current assets	24,648	-	-	-	24,648
Restricted assets:					
TCRS Stabilization Reserve Trust	20,449	-	-	-	20,449
Total assets	<u>\$ 2,225,795</u>	<u>\$ -</u>	<u>\$ 21,191</u>	<u>\$ 230,190</u>	<u>\$ 2,477,176</u>
LIABILITIES					
Accounts payable	\$ 115,351	\$ -	\$ -	\$ -	\$ 115,351
Accrued expenditures	131,138	-	-	-	131,138
Due to other funds	-	-	21,191	-	21,191
Advance contributions and grants	-	-	-	-	-
Total liabilities	<u>246,489</u>	<u>-</u>	<u>21,191</u>	<u>-</u>	<u>267,680</u>
DEFERRED INFLOWS OF RESOURCES					
	<u>249,512</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>249,512</u>
FUND BALANCES					
Nonspendable	24,648	-	-	130,300	154,948
Restricted	20,449	-	-	99,890	120,339
Unassigned	1,684,697	-	-	-	1,684,697
Total fund balances	<u>1,729,794</u>	<u>-</u>	<u>-</u>	<u>230,190</u>	<u>1,959,984</u>
Total liabilities, deferred inflows of resources and fund balances	<u>\$ 2,225,795</u>	<u>\$ -</u>	<u>\$ 21,191</u>	<u>\$ 230,190</u>	<u>\$ 2,477,176</u>

See accompanying independent auditor's report and notes to schedules.

SCHEDULE OF ASSETS, LIABILITIES AND FUND BALANCES BY SCHOOL
KIPP NASHVILLE COLLEGE PREP
GOVERNMENTAL FUNDS
JUNE 30, 2019

	General Purpose School Fund	Restricted Contribution Fund	Federal and State Grants Fund	Total Governmental Funds
ASSETS				
Cash and cash equivalents	\$ 1,966,170	\$ -	\$ -	\$ 1,966,170
Receivables	256,996	-	27,589	284,585
Due from other funds	27,589	-	-	27,589
Other current assets	56,260	-	-	56,260
Restricted assets:				
TCRS Stabilization Reserve Trust	21,051	-	-	21,051
Total assets	<u>\$ 2,328,066</u>	<u>\$ -</u>	<u>\$ 27,589</u>	<u>\$ 2,355,655</u>
LIABILITIES				
Accounts payable	\$ 660,406	\$ -	\$ -	\$ 660,406
Accrued expenditures	84,256	-	-	84,256
Due to other funds	-	-	27,589	27,589
Advance contributions and grants	-	-	-	-
Total liabilities	<u>744,662</u>	<u>-</u>	<u>27,589</u>	<u>772,251</u>
DEFERRED INFLOWS OF RESOURCES				
	<u>256,867</u>	<u>-</u>	<u>-</u>	<u>256,867</u>
FUND BALANCES				
Nonspendable	56,260	-	-	56,260
Restricted	21,051	-	-	21,051
Unassigned	1,249,226	-	-	1,249,226
Total fund balances	<u>1,326,537</u>	<u>-</u>	<u>-</u>	<u>1,326,537</u>
Total liabilities, deferred inflows of resources and fund balances	<u>\$ 2,328,066</u>	<u>\$ -</u>	<u>\$ 27,589</u>	<u>\$ 2,355,655</u>

See accompanying independent auditor's report and notes to schedules.

SCHEDULE OF ASSETS, LIABILITIES AND FUND BALANCES BY SCHOOL
KIPP NASHVILLE COLLEGIATE HIGH SCHOOL
GOVERNMENTAL FUNDS
JUNE 30, 2019

	General Purpose School Fund	Restricted Contribution Fund	Federal and State Grants Fund	Total Governmental Funds
ASSETS				
Cash and cash equivalents	\$ 2,006,324	\$ -	\$ -	\$ 2,006,324
Receivables	262,244	-	3,735	265,979
Due from other funds	3,735	-	-	3,735
Other current assets	26,380	-	-	26,380
Restricted assets:				
TCRS Stabilization Reserve Trust	21,480	-	-	21,480
Total assets	<u>\$ 2,320,163</u>	<u>\$ -</u>	<u>\$ 3,735</u>	<u>\$ 2,323,898</u>
LIABILITIES				
Accounts payable	\$ 88,014	\$ -	\$ -	\$ 88,014
Accrued expenditures	126,834	-	-	126,834
Due to other funds	-	-	3,735	3,735
Advance contributions and grants	-	-	-	-
Total liabilities	<u>214,848</u>	<u>-</u>	<u>3,735</u>	<u>218,583</u>
DEFERRED INFLOWS OF RESOURCES				
	<u>262,113</u>	<u>-</u>	<u>-</u>	<u>262,113</u>
FUND BALANCES				
Nonspendable	26,380	-	-	26,380
Restricted	21,480	-	-	21,480
Unassigned	<u>1,795,342</u>	<u>-</u>	<u>-</u>	<u>1,795,342</u>
Total fund balances	<u>1,843,202</u>	<u>-</u>	<u>-</u>	<u>1,843,202</u>
Total liabilities, deferred inflows of resources and fund balances	<u>\$ 2,320,163</u>	<u>\$ -</u>	<u>\$ 3,735</u>	<u>\$ 2,323,898</u>

See accompanying independent auditor's report and notes to schedules.

SCHEDULE OF ASSETS, LIABILITIES AND FUND BALANCES BY SCHOOL
KIPP KIRKPATRICK ELEMENTARY SCHOOL
GOVERNMENTAL FUNDS
JUNE 30, 2019

	General Purpose School Fund	Restricted Contribution Fund	Federal and State Grants Fund	Total Governmental Funds
ASSETS				
Cash and cash equivalents	\$ 2,479,789	\$ -	\$ -	\$ 2,479,789
Receivables	324,130	-	242,849	566,979
Due from other funds	242,849	-	-	242,849
Other current assets	50,303	-	-	50,303
Restricted assets:				
TCRS Stabilization Reserve Trust	26,550	-	-	26,550
Total assets	<u>\$ 3,123,621</u>	<u>\$ -</u>	<u>\$ 242,849</u>	<u>\$ 3,366,470</u>
LIABILITIES				
Accounts payable	\$ 167,394	\$ -	\$ -	\$ 167,394
Accrued expenditures	207,310	-	-	207,310
Due to other funds	-	-	242,849	242,849
Advance contributions and grants	-	-	-	-
Total liabilities	<u>374,704</u>	<u>-</u>	<u>242,849</u>	<u>617,553</u>
DEFERRED INFLOWS OF RESOURCES				
	<u>323,968</u>	<u>-</u>	<u>-</u>	<u>323,968</u>
FUND BALANCES				
Nonspendable	50,303	-	-	50,303
Restricted	26,550	-	-	26,550
Unassigned	2,348,096	-	-	2,348,096
Total fund balances	<u>2,424,949</u>	<u>-</u>	<u>-</u>	<u>2,424,949</u>
Total liabilities, deferred inflows of resources and fund balances	<u>\$ 3,123,621</u>	<u>\$ -</u>	<u>\$ 242,849</u>	<u>\$ 3,366,470</u>

See accompanying independent auditor's report and notes to schedules.

SCHEDULE OF ASSETS, LIABILITIES AND FUND BALANCES BY SCHOOL
KIPP NASHVILLE COLLEGE PREP ELEMENTARY SCHOOL
GOVERNMENTAL FUNDS
JUNE 30, 2019

	General Purpose School Fund	Restricted Contribution Fund	Federal and State Grants Fund	Total Governmental Funds
ASSETS				
Cash and cash equivalents	\$ 1,336,846	\$ -	\$ -	\$ 1,336,846
Receivables	174,737	-	80,798	255,535
Due from other funds	80,798	-	-	80,798
Other current assets	39,510	-	-	39,510
Restricted assets:				
TCRS Stabilization Reserve Trust	14,313	-	-	14,313
Total assets	<u>\$ 1,646,204</u>	<u>\$ -</u>	<u>\$ 80,798</u>	<u>\$ 1,727,002</u>
LIABILITIES				
Accounts payable	\$ 648,427	\$ -	\$ -	\$ 648,427
Accrued expenditures	68,414	-	-	68,414
Due to other funds	-	-	80,798	80,798
Advance contributions and grants	-	-	-	-
Total liabilities	<u>716,841</u>	<u>-</u>	<u>80,798</u>	<u>797,639</u>
DEFERRED INFLOWS OF RESOURCES				
	<u>174,650</u>	<u>-</u>	<u>-</u>	<u>174,650</u>
FUND BALANCES				
Nonspendable	39,510	-	-	39,510
Restricted	14,313	-	-	14,313
Unassigned	700,890	-	-	700,890
Total fund balances	<u>754,713</u>	<u>-</u>	<u>-</u>	<u>754,713</u>
Total liabilities, deferred inflows of resources and fund balances	<u>\$ 1,646,204</u>	<u>\$ -</u>	<u>\$ 80,798</u>	<u>\$ 1,727,002</u>

See accompanying independent auditor's report and notes to schedules.

SCHEDULE OF ASSETS, LIABILITIES AND FUND BALANCES BY SCHOOL
KIPP ANTIOCH COLLEGE PREP ELEMENTARY SCHOOL
GOVERNMENTAL FUNDS
JUNE 30, 2019

	General Purpose School Fund	Restricted Contribution Fund	Federal and State Grants Fund	Total Governmental Funds
ASSETS				
Cash and cash equivalents	\$ 4,208,493	\$ 107,364	\$ -	\$ 4,315,857
Receivables	97,582	-	163,985	261,567
Due from other funds	163,985	-	-	163,985
Other current assets	57,706	-	-	57,706
Restricted assets:				
TCRS Stabilization Reserve Trust	7,901	-	-	7,901
Total assets	<u>\$ 4,535,667</u>	<u>\$ 107,364</u>	<u>\$ 163,985</u>	<u>\$ 4,807,016</u>
LIABILITIES				
Accounts payable	\$ 77,886	\$ -	\$ -	\$ 77,886
Accrued expenditures	23,824	-	-	23,824
Due to other funds	-	-	163,985	163,985
Advance contributions and grants	-	107,364	-	107,364
Total liabilities	<u>101,710</u>	<u>107,364</u>	<u>163,985</u>	<u>373,059</u>
DEFERRED INFLOWS OF RESOURCES				
	<u>96,415</u>	<u>-</u>	<u>-</u>	<u>96,415</u>
FUND BALANCES				
Nonspendable	57,706	-	-	57,706
Restricted	7,901	-	-	7,901
Unassigned	4,271,935	-	-	4,271,935
Total fund balances	<u>4,337,542</u>	<u>-</u>	<u>-</u>	<u>4,337,542</u>
Total liabilities, deferred inflows of resources and fund balances	<u>\$ 4,535,667</u>	<u>\$ 107,364</u>	<u>\$ 163,985</u>	<u>\$ 4,807,016</u>

See accompanying independent auditor's report and notes to schedules.

SCHEDULE OF ASSETS, LIABILITIES AND FUND BALANCES BY SCHOOL
KIPP ANTIOCH COLLEGE PREP MIDDLE SCHOOL
GOVERNMENTAL FUNDS
JUNE 30, 2019

	General Purpose School Fund	Restricted Contribution Fund	Federal and State Grants Fund	Total Governmental Funds
ASSETS				
Cash and cash equivalents	\$ -	\$ -	\$ -	\$ -
Receivables	-	-	104,583	104,583
Due from other funds	104,583	-	-	104,583
Other current assets	-	-	-	-
Restricted assets:				
TCRS Stabilization Reserve Trust	-	-	-	-
Total assets	<u>\$ 104,583</u>	<u>\$ -</u>	<u>\$ 104,583</u>	<u>\$ 209,166</u>
LIABILITIES				
Accounts payable	\$ 18,459	\$ -	\$ -	\$ 18,459
Accrued expenditures	1,529	-	-	1,529
Due to other funds	-	-	104,583	104,583
Advance contributions and grants	-	-	-	-
Total liabilities	<u>19,988</u>	<u>-</u>	<u>104,583</u>	<u>124,571</u>
DEFERRED INFLOWS OF RESOURCES				
	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
FUND BALANCES				
Nonspendable	-	-	-	-
Restricted	-	-	-	-
Unassigned	84,595	-	-	84,595
Total fund balances	<u>84,595</u>	<u>-</u>	<u>-</u>	<u>84,595</u>
Total liabilities, deferred inflows of resources and fund balances	<u>\$ 104,583</u>	<u>\$ -</u>	<u>\$ 104,583</u>	<u>\$ 209,166</u>

See accompanying independent auditor's report and notes to schedules.

SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES BY SCHOOL
KIPP ACADEMY NASHVILLE
GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2019

	General Purpose School Fund	Restricted Contribution Fund	Federal and State Grants Fund	Nonmajor Governmental Funds	Total Governmental Funds
REVENUES					
Contributions	\$ 662,727	\$ -	\$ -	\$ 2,000	\$ 664,727
District funding	3,804,141	-	-	-	3,804,141
Federal and state grants	-	-	371,053	-	371,053
Interest and investment income	6,312	-	-	12,105	18,417
Other income	57,301	-	-	-	57,301
Total revenues	<u>4,530,481</u>	<u>-</u>	<u>371,053</u>	<u>14,105</u>	<u>4,915,639</u>
EXPENDITURES					
Current:					
Instructional	283,672	-	-	-	283,672
Occupancy	307,600	-	-	-	307,600
Office	84,429	-	-	-	84,429
Organizational development	35,612	-	-	-	35,612
Professional services and fees	152,075	-	-	-	152,075
Employee compensation	2,527,825	-	302,653	-	2,830,478
Staff development	62,768	-	-	-	62,768
Transportation	75,668	-	-	-	75,668
Debt Service					
Principal	384,605	-	-	-	384,605
Interest	3,759	-	-	-	3,759
Capital outlay	111,003	-	68,400	-	179,403
Total expenditures	<u>4,029,016</u>	<u>-</u>	<u>371,053</u>	<u>-</u>	<u>4,400,069</u>
OTHER FINANCING SOURCES (USES):					
Issuance of debt	3,645	-	-	-	3,645
Transfers in	176,402	-	-	-	176,402
Total other financing sources (uses)	<u>180,047</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>180,047</u>
NET CHANGE IN FUND BALANCES	681,512	-	-	14,105	695,617
FUND BALANCES, June 30, 2018	<u>1,048,282</u>	<u>-</u>	<u>-</u>	<u>216,085</u>	<u>1,264,367</u>
FUND BALANCES, June 30, 2019	<u>\$ 1,729,794</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 230,190</u>	<u>\$ 1,959,984</u>

See accompanying independent auditor's report and notes to schedules.

SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES BY SCHOOL
KIPP NASHVILLE COLLEGE PREP
GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2019

	General Purpose School Fund	Restricted Contribution Fund	Federal and State Grants Fund	Total Governmental Funds
REVENUES				
Contributions	\$ 772,162	\$ -	\$ -	\$ 772,162
District funding	3,914,080	-	-	3,914,080
Federal and state grants	-	-	351,778	351,778
Interest and investment income	18,963	-	-	18,963
Other income	50,915	-	-	50,915
Total revenues	<u>4,756,120</u>	<u>-</u>	<u>351,778</u>	<u>5,107,898</u>
EXPENDITURES				
Current:				
Instructional	253,133	-	-	253,133
Occupancy	310,290	-	-	310,290
Office	94,008	-	-	94,008
Organizational development	36,452	-	-	36,452
Professional services and fees	149,483	-	-	149,483
Employee compensation	2,512,668	-	276,778	2,789,446
Staff development	73,284	-	-	73,284
Transportation	75,128	-	-	75,128
Debt Service				
Principal	3,264,474	-	-	3,264,474
Interest	129,132	-	-	129,132
Capital outlay	1,807,349	-	75,000	1,882,349
Total expenditures	<u>8,705,401</u>	<u>-</u>	<u>351,778</u>	<u>9,057,179</u>
OTHER FINANCING SOURCES (USES):				
Issuance of debt	1,125,000	-	-	1,125,000
Transfers in	3,008,754	-	-	3,008,754
Total other financing sources (uses)	<u>4,133,754</u>	<u>-</u>	<u>-</u>	<u>4,133,754</u>
NET CHANGE IN FUND BALANCES	184,473	-	-	184,473
FUND BALANCES, June 30, 2018	<u>1,142,064</u>	<u>-</u>	<u>-</u>	<u>1,142,064</u>
FUND BALANCES, June 30, 2019	<u>\$ 1,326,537</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 1,326,537</u>

See accompanying independent auditor's report and notes to schedules.

SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES BY SCHOOL
KIPP NASHVILLE COLLEGIATE HIGH SCHOOL
GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2019

	General Purpose School Fund	Restricted Contribution Fund	Federal and State Grants Fund	Total Governmental Funds
REVENUES				
Contributions	\$ 595,772	\$ 100,000	\$ -	\$ 695,772
District funding	3,992,406	-	-	3,992,406
Federal and state grants	-	-	259,648	259,648
Interest and investment income	19,350	-	-	19,350
Other income	70,106	-	-	70,106
Total revenues	<u>4,677,634</u>	<u>100,000</u>	<u>259,648</u>	<u>5,037,282</u>
EXPENDITURES				
Current:				
Instructional	319,061	-	-	319,061
Occupancy	315,290	-	-	315,290
Office	70,739	-	-	70,739
Organizational development	39,944	-	-	39,944
Professional services and fees	154,976	-	-	154,976
Employee compensation	3,102,926	100,000	173,848	3,376,774
Staff development	81,553	-	-	81,553
Transportation	-	-	-	-
Debt Service				
Principal	-	-	-	-
Interest	537	-	-	537
Capital outlay	11,270	-	85,800	97,070
Total expenditures	<u>4,096,296</u>	<u>100,000</u>	<u>259,648</u>	<u>4,455,944</u>
OTHER FINANCING SOURCES (USES):				
Issuance of debt	-	-	-	-
Transfers out	(89,009)	-	-	(89,009)
Total other financing sources (uses)	<u>(89,009)</u>	<u>-</u>	<u>-</u>	<u>(89,009)</u>
NET CHANGE IN FUND BALANCES	492,329	-	-	492,329
FUND BALANCES, June 30, 2018	<u>1,350,873</u>	<u>-</u>	<u>-</u>	<u>1,350,873</u>
FUND BALANCES, June 30, 2019	<u>\$ 1,843,202</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 1,843,202</u>

See accompanying independent auditor's report and notes to schedules.

SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES BY SCHOOL
KIPP KIRKPATRICK ELEMENTARY SCHOOL
GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2019

	General Purpose School Fund	Restricted Contribution Fund	Federal and State Grants Fund	Total Governmental Funds
REVENUES				
Contributions	\$ 794,029	\$ 112,636	\$ -	\$ 906,665
District funding	4,943,625	-	-	4,943,625
Federal and state grants	-	-	699,527	699,527
Interest and investment income	23,916	-	-	23,916
Other income	64,401	-	-	64,401
Total revenues	<u>5,825,971</u>	<u>112,636</u>	<u>699,527</u>	<u>6,638,134</u>
EXPENDITURES				
Current:				
Instructional	435,286	-	-	435,286
Occupancy	302,529	-	-	302,529
Office	96,649	-	-	96,649
Organizational development	48,544	-	-	48,544
Professional services and fees	162,311	-	-	162,311
Employee compensation	3,141,358	102,636	610,327	3,854,321
Staff development	95,699	-	-	95,699
Transportation	(201)	-	-	(201)
Debt Service				
Principal	3,144	-	-	3,144
Interest	1,192	-	-	1,192
Capital outlay	142,357	10,000	89,200	241,557
Total expenditures	<u>4,428,868</u>	<u>112,636</u>	<u>699,527</u>	<u>5,241,031</u>
OTHER FINANCING SOURCES (USES):				
Issuance of debt	40,643	-	-	40,643
Transfers out	(718,995)	-	-	(718,995)
Total other financing sources (uses)	<u>(678,352)</u>	<u>-</u>	<u>-</u>	<u>(678,352)</u>
NET CHANGE IN FUND BALANCES	718,751	-	-	718,751
FUND BALANCES, June 30, 2018	<u>1,706,198</u>	<u>-</u>	<u>-</u>	<u>1,706,198</u>
FUND BALANCES, June 30, 2019	<u>\$ 2,424,949</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 2,424,949</u>

See accompanying independent auditor's report and notes to schedules.

SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES BY SCHOOL
KIPP NASHVILLE COLLEGE PREP ELEMENTARY SCHOOL
GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2019

	General Purpose School Fund	Restricted Contribution Fund	Federal and State Grants Fund	Total Governmental Funds
REVENUES				
Contributions	\$ 490,888	\$ -	\$ -	\$ 490,888
District funding	2,667,163	-	-	2,667,163
Federal and state grants	-	-	513,994	513,994
Interest and investment income	12,893	-	-	12,893
Other income	41,060	-	-	41,060
Total revenues	<u>3,212,004</u>	<u>-</u>	<u>513,994</u>	<u>3,725,998</u>
EXPENDITURES				
Current:				
Instructional	142,880	-	89,563	232,443
Occupancy	305,741	-	-	305,741
Office	28,708	-	12,907	41,615
Organizational development	25,287	-	-	25,287
Professional services and fees	130,581	-	-	130,581
Employee compensation	1,821,461	-	301,598	2,123,059
Staff development	50,256	-	500	50,756
Transportation	76,105	-	-	76,105
Debt Service				
Principal	3,286,843	-	-	3,286,843
Interest	90,783	-	-	90,783
Capital outlay	1,813,159	-	109,426	1,922,585
Total expenditures	<u>7,771,804</u>	<u>-</u>	<u>513,994</u>	<u>8,285,798</u>
OTHER FINANCING SOURCES (USES):				
Issuance of debt	1,125,000	-	-	1,125,000
Transfers in	3,961,181	-	-	3,961,181
Total other financing sources (uses)	<u>5,086,181</u>	<u>-</u>	<u>-</u>	<u>5,086,181</u>
NET CHANGE IN FUND BALANCES	526,381	-	-	526,381
FUND BALANCES, June 30, 2018	<u>228,332</u>	<u>-</u>	<u>-</u>	<u>228,332</u>
FUND BALANCES, June 30, 2019	<u>\$ 754,713</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 754,713</u>

See accompanying independent auditor's report and notes to schedules.

SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES BY SCHOOL
KIPP ANTIOCH COLLEGE PREP ELEMENTARY SCHOOL
GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2019

	General Purpose School Fund	Restricted Contribution Fund	Federal and State Grants Fund	Total Governmental Funds
REVENUES				
Contributions	\$ 237,539	\$ 500,000	\$ -	\$ 737,539
District funding	1,485,244	-	-	1,485,244
Federal and state grants	-	-	440,006	440,006
Interest and investment income	7,118	-	-	7,118
Other income	17,305	-	-	17,305
Total revenues	<u>1,747,206</u>	<u>500,000</u>	<u>440,006</u>	<u>2,687,212</u>
EXPENDITURES				
Current:				
Instructional	121,756	-	155,819	277,575
Occupancy	245,215	-	-	245,215
Office	27,323	-	10,105	37,428
Organizational development	15,484	-	-	15,484
Professional services and fees	118,744	-	-	118,744
Employee compensation	1,241,921	-	126,056	1,367,977
Staff development	39,798	-	5,000	44,798
Transportation	75,834	-	-	75,834
Debt Service				
Principal	47,633	-	-	47,633
Interest	100,098	-	-	100,098
Capital outlay	<u>10,198,631</u>	<u>500,000</u>	<u>143,026</u>	<u>10,841,657</u>
Total expenditures	<u>12,232,437</u>	<u>500,000</u>	<u>440,006</u>	<u>13,172,443</u>
OTHER FINANCING SOURCES (USES):				
Issuance of debt	21,179,788	-	-	21,179,788
Transfers out	<u>(6,402,698)</u>	<u>-</u>	<u>-</u>	<u>(6,402,698)</u>
Total other financing sources (uses)	<u>14,777,090</u>	<u>-</u>	<u>-</u>	<u>14,777,090</u>
NET CHANGE IN FUND BALANCES	4,291,859	-	-	4,291,859
FUND BALANCES, June 30, 2018	<u>45,683</u>	<u>-</u>	<u>-</u>	<u>45,683</u>
FUND BALANCES, June 30, 2019	<u>\$ 4,337,542</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 4,337,542</u>

See accompanying independent auditor's report and notes to schedules.

SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES BY SCHOOL
KIPP ANTIOCH COLLEGE PREP MIDDLE SCHOOL
GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2019

	General Purpose School Fund	Restricted Contribution Fund	Federal and State Grants Fund	Total Governmental Funds
REVENUES				
Contributions	\$ -	\$ -	\$ -	\$ -
District funding	-	-	-	-
Federal and state grants	-	-	204,616	204,616
Interest and investment income	-	-	-	-
Other income	-	-	-	-
Total revenues	<u>-</u>	<u>-</u>	<u>204,616</u>	<u>204,616</u>
EXPENDITURES				
Current:				
Instructional	(10,271)	-	11,968	1,697
Occupancy	1,886	-	-	1,886
Office	424	-	-	424
Organizational development	-	-	-	-
Professional services and fees	1,152	-	-	1,152
Employee compensation	(19,638)	-	96,616	76,978
Staff development	-	-	-	-
Transportation	-	-	-	-
Debt Service				
Principal	6,383	-	-	6,383
Interest	1,074	-	-	1,074
Capital outlay	<u>81,274</u>	<u>-</u>	<u>96,032</u>	<u>177,306</u>
Total expenditures	<u>62,284</u>	<u>-</u>	<u>204,616</u>	<u>266,900</u>
OTHER FINANCING SOURCES (USES):				
Issuance of debt	82,517	-	-	82,517
Transfers in	<u>64,362</u>	<u>-</u>	<u>-</u>	<u>64,362</u>
Total other financing sources (uses)	<u>146,879</u>	<u>-</u>	<u>-</u>	<u>146,879</u>
NET CHANGE IN FUND BALANCES	84,595	-	-	84,595
FUND BALANCES, June 30, 2018	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
FUND BALANCES, June 30, 2019	<u>\$ 84,595</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 84,595</u>

See accompanying independent auditor's report and notes to schedules.

KIPP NASHVILLE
NOTES TO SCHEDULE OF ASSETS, LIABILITIES AND FUND BALANCES
BY SCHOOL AND SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN
FUND BALANCES BY SCHOOL
AS OF AND FOR THE YEAR ENDED JUNE 30, 2019

As of June 30, 2019, KIPP Nashville operates the following charter schools in Nashville, Tennessee (collectively, the “Schools”):

- KIPP Academy Nashville (grades five through eight)
- KIPP Nashville College Prep (grades five through eight)
- KIPP Nashville Collegiate High School (grades nine through twelve)
- KIPP Kirkpatrick Elementary School (grades kindergarten through four)
- KIPP Nashville College Prep Elementary School (grades kindergarten through four);
- KIPP Antioch College Prep Elementary School (grade kindergarten in fiscal year 2019, an additional grade will be added each year through fiscal year 2023)
- KIPP Antioch College Prep Middle School (opening in fiscal year 2020 with grade five; an additional grade will be added each year through fiscal year 2023)

KIPP Nashville operates a regional office for the management and support of the Schools.

Allocations

Each School is a part of the KIPP Nashville network of schools. KIPP Nashville maintains a regional office for management and support of the schools. Certain activities, including fundraising and administration are conducted centrally by the regional office. Accordingly, all assets, liabilities, fund balance, revenues and expenses recorded on the regional office general ledger have been allocated to the various schools in operation and, when applicable, those schools in process of being opened. All financial transactions and balances directly related to a school are recorded directly by that school. Financial transactions and balances of the regional office are allocated to the Schools using the following methodology:

- Cash transfers are made to fund any unrestricted operating deficits and growth needs, which are based primarily on enrollment
- Revenues from fundraising are allocated based primarily on enrollment
- Expenditures of shared services and administration are allocated based primarily on enrollment

Cash and Cash Equivalents

KIPP Nashville operates a pooled-cash management program for the benefit of the Schools. Cash balances reported within the schedule of assets, liabilities and fund balance by school represent each school’s portion of the pooled-cash program, resulting from its operation. Also included in KIPP Academy Nashville’s cash balances may be accounts received from central fundraising activities, which have not been transferred or utilized by other schools. KIPP Academy Nashville, as the first school in KIPP Nashville’s network, holds certain funds for operational needs and future development.

KIPP Nashville management, under the direction of the Board of Directors, and within limits of grant agreements or donor restrictions, may make transfers among the Schools as necessary to fund operations and growth. Accordingly, cash presented for each school may be transferred among the KIPP Nashville schools.



Independent Auditor's Report on Internal Control Over
Financial Reporting and on Compliance and Other Matters
Based on an Audit of Financial Statements Performed in
Accordance with *Government Auditing Standards*

To the Board of Directors
KIPP Nashville
Nashville, Tennessee

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of KIPP Nashville as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the KIPP Nashville's basic financial statements, and have issued our report thereon dated December 23, 2019.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered KIPP Nashville's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of KIPP Nashville's internal control. Accordingly, we do not express an opinion on the effectiveness of KIPP Nashville's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.



To the Board of Directors
KIPP Nashville

Compliance and Other Matters

As part of obtaining reasonable assurance about whether KIPP Nashville's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of KIPP Nashville's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering KIPP Nashville's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Nashville, Tennessee
December 23, 2019



Independent Auditor's Report on Compliance for the Major Program
and on Internal Control Over Compliance
Required by the Uniform Guidance

To the Board of Directors
KIPP Nashville
Nashville, Tennessee

Report on Compliance for the Major Federal Program

We have audited KIPP Nashville's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on KIPP Nashville's major federal program for the year ended June 30, 2019. KIPP Nashville's major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for KIPP Nashville's major federal program based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about KIPP Nashville's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for the major federal program. However, our audit does not provide a legal determination of KIPP Nashville's compliance.



To the Board of Directors
KIPP Nashville

Opinion on the Major Federal Program

In our opinion, KIPP Nashville complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2019.

Report on Internal Control Over Compliance

Management of KIPP Nashville is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered KIPP Nashville's internal control over compliance with the types of requirements that could have a direct and material effect on the major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for the major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of KIPP Nashville's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Nashville, Tennessee
December 23, 2019

KIPP NASHVILLE
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2019

SECTION I - SUMMARY OF INDEPENDENT AUDITOR'S RESULTS

Financial Statements

Type of auditor's report issued: Unmodified

Internal control over financial reporting:
Material weakness(es) identified? yes x no
Significant deficiency(ies) identified? yes x none reported

Noncompliance material to financial statements noted? yes x no

Federal Awards

Internal control over major program:
Material weakness(es) identified? yes x no
Significant deficiency(ies) identified? yes x none reported

Type of auditor's report issued on compliance for major program: Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? yes x no

Identification of major programs:

<u>CFDA Number</u>	<u>Name of Federal Program</u>
84.010	Title I Grants to Local Educational Agencies

Dollar threshold used to distinguish between Type A and Type B programs: \$750,000

Auditee qualified as low-risk auditee? x yes no

SECTION II - FINANCIAL STATEMENT FINDINGS

None reported.

SECTION III - FINDINGS AND QUESTIONED COSTS FOR FEDERAL AWARDS

None reported.

KIPP NASHVILLE
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2019

KIPP Nashville had no audit findings for the year ended June 30, 2018.

KIPP NASHVILLE
AUDITED FINANCIAL STATEMENTS
JUNE 30, 2018

Operating Tennessee Public Charter Schools:
KIPP ACADEMY NASHVILLE
KIPP NASHVILLE COLLEGE PREP
KIPP NASHVILLE COLLEGIATE HIGH SCHOOL
KIPP KIRKPATRICK ELEMENTARY SCHOOL
KIPP NASHVILLE COLLEGE PREP ELEMENTARY SCHOOL
KIPP ANTIOCH COLLEGE PREP ELEMENTARY SCHOOL

KIPP NASHVILLE

Table of Contents

INTRODUCTORY SECTION	1	
INDEPENDENT AUDITOR’S REPORT.....	2 - 4	
MANAGEMENT’S DISCUSSION AND ANALYSIS (UNAUDITED).....	5 - 9	
BASIC FINANCIAL STATEMENTS		
Government-wide financial statements		
Statement of net position	10	
Statement of activities	11	
Fund financial statements		
Balance sheet - governmental funds	12 - 13	
Statement of revenues, expenditures and changes in fund balances - governmental funds	14 - 15	
Notes to financial statements.....	16 - 39	
REQUIRED SUPPLEMENTARY INFORMATION		
Schedule of the proportionate share of the net pension liability (asset).....	40 - 41	
Schedule of employer contributions	42 - 43	
OTHER INFORMATION		
Schedule of expenditures of federal awards and state financial assistance.....	44	
Combining balance sheet - nonmajor governmental funds	45	
Combining statement of revenues, expenditures and changes in fund balances - nonmajor governmental funds.....	46	
Schedule of assets, liabilities and fund balances by school.....	47 - 52	
Schedule of revenues, expenditures and changes in fund balances by school.....	53 - 58	
Notes to schedules by school.....	59	
INDEPENDENT AUDITOR’S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH <i>GOVERNMENT AUDITING STANDARDS</i>		60 - 61
INDEPENDENT AUDITOR’S REPORT ON COMPLIANCE FOR THE MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE.....		62 - 63
SCHEDULE OF FINDINGS AND QUESTIONED COSTS	64	
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS.....	65	

KIPP NASHVILLE
INTRODUCTORY SECTION

BOARD OF DIRECTORS

Jim Flautt, Chair
Cynthia Arnholt
Elizabeth Dennis
Chris Dowdy
Camiqueka Fuller
J. Andrew (Drew) Goddard
Kent Kirby
Rick Martin

Jeff McGruder
William Seibels
Will Ed Settle
Brad Smith
Perian Strang
McArthur Van Osdale
Rob Wilson

LEADERSHIP TEAM

Randy Dowell
Anika Baltimore
Berry Brooks
Dan Gennaoui
Kristin Godt

Meghan Mitchell
Sarah Malanchuk
Lindsay Wright

Amy Galloway

Christa Thomas

Hada Flores

Nikki Miller Olszewski

Jake Ramsey

Executive Director
Director of Finance
Director of Development
Chief Operating Officer
Director of Talent Recruiting &
Selection
Chief Academic Officer
Director of Student Support
Director, Talent Management &
Development
School Leader - KIPP Kirkpatrick
Elementary
School Leader - KIPP Nashville
College Prep Elementary
School Leader - KIPP Academy
Nashville
School Leader - KIPP Nashville
College Prep
School Leader - KIPP Nashville
Collegiate High School



Independent Auditor's Report

To the Board of Directors
KIPP Nashville
Nashville, Tennessee

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of KIPP Nashville, as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise KIPP Nashville's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.



Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of KIPP Nashville as of June 30, 2018, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 5 through 9 and the schedule of the proportionate share of the net pension liability (asset) and schedule of employer contributions on pages 40 through 43 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise KIPP Nashville's basic financial statements. The introductory section on page 1, the combining nonmajor fund financial statements on pages 45 through 46, and the schedule of assets, liabilities and fund balances by school, schedule of revenues, expenditures and changes in fund balances by school on pages 47 through 59 are presented for purposes of additional analysis and are not a required part of the basic financial statements. The schedule of expenditures of federal awards and state financial assistance is presented for purposes of additional analysis as required by Title 2 U.S. *Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* and the State of Tennessee, and is also not a required part of the basic financial statements.



The combining nonmajor fund financial statements, the schedule of assets, liabilities and fund balances by school, the schedule of revenues, expenditures and changes in fund balances by school, and the schedule of expenditures of federal awards and state financial assistance are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining nonmajor fund financial statements, the schedule of assets, liabilities and fund balances by school, the schedule of revenues, expenditures and changes in fund balances by school, and the schedule of expenditures of federal awards and state financial assistance are fairly stated in all material respects in relation to the basic financial statements as a whole.

The introductory section has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide assurance on it.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 17, 2018, on our consideration of the KIPP Nashville's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Kipp Nashville's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering KIPP Nashville's internal control over financial reporting and compliance.

Nashville, Tennessee
December 17, 2018

KIPP NASHVILLE
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)

Our discussion and analysis of the annual financial performance of KIPP Nashville (the "Organization") provides an overview of the Organization's financial activities for the fiscal year ended June 30, 2018 as compared to 2017. This section should be read in conjunction with the financial statements, which follow this section.

FINANCIAL HIGHLIGHTS

The Organization's governmental activities total assets increased by \$7,226,646 in fiscal year 2018, or 68.5%, while total revenues increased by \$5,097,666 or 31.4%. The Organization's governmental activities total program costs (student instruction and services) for 2018 increased \$3,381,793 or 30.8%. Overall, the 2018 change in net position, an increase of \$2,298,741, was \$721,811 more than the increase of \$1,576,930 in the prior year.

For the General Purpose School Fund, there was a net decrease in fund balance of \$1,281,499. The General Purpose School Fund's fund balance at fiscal year-end was \$5,521,432.

OVERVIEW OF THE FINANCIAL STATEMENTS

This financial report consists of a series of financial statements, notes to those statements, required supplementary information, and supplementary information. The statements are organized so that the reader can understand the Organization as a whole and then proceed to a detailed look at specific financial activities of the Organization.

REPORTING THE ORGANIZATION AS A WHOLE

In general, users of these financial statements want to know if the Organization is in a better or worse financial position as a result of the year's activities. The Statement of Net Position and Statement of Activities report information about the Organization as a whole and about the Organization's activities in a manner that helps to answer that question. These statements include all assets, deferred outflows of resources, liabilities and deferred inflows of resources using the accrual basis of accounting. Under the accrual basis, all of the current year's revenue and expenses are taken into consideration regardless of when cash is received or paid. The statements start on page 10.

The Statement of Net Position reports the Organization's net position (total assets plus deferred outflow of resources less total liabilities less deferred inflows of resources). The Organization's net position balance at year-end represents available resources for sustainability of current level of operations as well as for funding of future growth. The Statement of Activities reports the change in net position as a result of activity during the year. The Statement of Activities aids the user in determining the direction of the Organization's financial health during the year. Users will want to consider non-financial factors as well as the financial data in arriving at a conclusion regarding the overall health of the Organization.

KIPP NASHVILLE
MANAGEMENT’S DISCUSSION AND ANALYSIS (UNAUDITED)

The Organization’s fund financial statements, the Balance Sheet and the Statement of Revenues, Expenditures and Changes in Fund Balances, begin on page 12. These statements provide detailed information about the Organization’s most significant funds, not the Organization as a whole. Funds are established by the Organization as required to help manage money for particular purposes and for compliance with various donor and grant provisions.

The Organization’s funds are categorized as “governmental funds.” Governmental funds focus on how money flows into and out of the funds and the balances left at year-end that are available for spending in future periods. Fund financial statements are reported using an accounting method called “modified accrual” accounting, which measures cash and other financial assets that can readily be converted to cash. This basis of accounting is different from the accrual basis used in the government - wide financial statements to report on the Organization as a whole. The relationship between governmental activities, as reported in the Statement of Net Position and the Statement of Activities, and governmental funds, as reported in the Balance Sheet and the Statement of Revenues, Expenditures and Changes in Fund Balances is reconciled in the basic financial statements on pages 13 and 15.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

The Organization’s assets and deferred outflow of resources exceeded the Organization’s liabilities and deferred inflows of resources at the close of the fiscal year, resulting in net position of \$10,619,592. The Organization’s net position includes \$7,355,111 of cash and investments, \$510,000 of which is subject to external restrictions that limit how the amounts may be used for the upcoming school year. An additional \$216,085 is restricted to an endowment scholarship fund. The remainder of the cash is available to meet the Organization’s ongoing operating activities and growth strategy.

As of June 30, 2018, the Organization had invested a total of \$9,733,073 in capital assets. This investment includes land, building and improvements, instructional and support furniture, instructional computers for teachers, mobile student computer labs, maintenance equipment and buses. During 2018, the Organization purchased the building located at 3410 Knight Drive. KIPP Academy Nashville, KIPP Nashville Collegiate High and Kipp Nashville College Prep Elementary are all housed at this location. The Organization expects additional property and equipment investments in the 2018-2019 school year, as student enrollment increases. For the 2017-2018 school year, the Organization leased educational space (Highland Heights, 123 Douglas Ave., Nashville, TN 37207) from Metropolitan Government Services for KIPP Academy Nashville and KIPP Nashville Collegiate High. The lease term ends June 30, 2024. The Organization’s fourth school, KIPP Kirkpatrick Elementary launched during the fall of 2015. The Organization leases educational space for this school (Kirkpatrick Enhanced Option Elementary, 1000 Sevier St., Nashville, TN 27306) from Metropolitan Nashville Public Schools through fiscal year 2025. The Organization’s sixth school, KIPP Antioch College Prep Elementary will open for the 2018-2019 school year at 5221 Hickory Hollow Parkway; educational space leased from Intrepid College Prep for a one year lease through June 30, 2019. Additional information on property and equipment is located in the notes to the financial statements.

KIPP NASHVILLE
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)

A schedule of the Organization's net position as of June 30, 2018 and 2017, is as follows:

	<u>2018</u>	<u>2017</u>
Cash and cash equivalents	\$ 7,139,026	\$ 6,907,704
Investments	216,085	193,387
Receivables	360,682	1,060,828
Other assets	322,746	146,245
Capital assets	<u>9,733,073</u>	<u>2,236,802</u>
Total assets	<u>17,771,612</u>	<u>10,544,966</u>
Deferred outflow of resources	<u>1,528,445</u>	<u>1,123,125</u>
Accounts payable and accrued expenses	1,581,778	681,030
Other liabilities	<u>5,614,657</u>	<u>1,565,456</u>
Total liabilities	<u>7,196,435</u>	<u>2,246,486</u>
Deferred inflows of resources	<u>1,484,030</u>	<u>1,100,754</u>
Net position:		
Net investment in capital assets	5,253,498	1,873,362
Restricted	216,085	193,387
Unrestricted	<u>5,150,009</u>	<u>6,254,102</u>
Total net position	<u>\$10,619,592</u>	<u>\$ 8,320,851</u>

The Organization's total net position increased by \$2,298,741 during the 2018 fiscal year. The increase in the Organization's net position indicates that the Organization had more incoming revenues than outgoing expenses during the year.

Total revenues for fiscal year 2018 increased to \$21,312,777, an increase of 31.4% when compared to fiscal year 2017. Revenues generated from government grants, governmental funds, and KIPP foundation grants were \$18,161,508 during the 2018 fiscal year, an increase of \$4,118,146, or 29.3% when compared to 2017. Contributions from individuals and organizations of \$2,974,990 an increase of 984,485 or 49.5% when compared to 2017 due primarily to continued support from existing individual and corporate donors and the identification of new donors. In addition, MNPS district funding increased 28.0% when compared to 2017. The main driver of this increase was the increased enrollment at existing and new schools. Finally, federal funding increased 45.6% when compared to 2017, primarily due to new grants and increased funding due to opening a new school.

Total expenses were \$19,014,036 during the 2018 fiscal year, an increase of \$4,375,855 when compared to 2017. The majority of this increase is directly related to increased enrollment at the schools.

KIPP NASHVILLE
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)

The increase in net position of \$2,298,741 in 2018 is \$721,811 more than the increase in net position of \$1,576,930 in 2017.

A schedule of the Organization's revenues and expenses for the years ended June 30, 2018 and 2017, is as follows. The schedule is for the Organization as a whole, not for the governmental funds.

	<u>2018</u>	<u>2017</u>
Revenues		
Contributions	\$ 2,974,990	\$ 1,990,505
District funding	15,662,791	12,239,643
Federal and state grants	2,498,717	1,803,719
Interest and investment income	43,072	35,494
Other	<u>133,207</u>	<u>145,750</u>
Total revenues	<u>21,312,777</u>	<u>16,215,111</u>
Expenses		
Instructional	1,353,188	935,029
Occupancy	1,237,331	876,115
Office	560,755	396,358
Organizational development	228,099	231,932
Service fees	577,531	473,606
Employee compensation	13,885,288	10,733,424
Staff development	331,232	338,934
Transportation	172,576	146,674
Depreciation	<u>668,036</u>	<u>506,109</u>
Total expenses	<u>19,014,036</u>	<u>14,638,181</u>
Change in net position	<u>\$ 2,298,741</u>	<u>\$ 1,576,930</u>

FINANCIAL ANALYSIS OF THE ORGANIZATION'S FUNDS

The Organization's funds, as presented on the Balance Sheet on page 12, report a combined fund balance of \$5,737,517. The majority of the Organization's total funds are in the General Purpose School Fund, which is the chief operating fund of the Organization. The Organization has two other major funds, the Restricted Contribution Fund and Federal and State Grants Fund.

Due to the different basis of accounting, there is a difference between the amounts reported under the Organization's funds and the amounts reported as government-wide. For the year ended June 30, 2018, the differences consist of capital assets, pension amounts, and long-term debt, which are not reported in the Organization's governmental funds.

KIPP NASHVILLE
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)

CAPITAL ASSETS AND DEBT

During 2018, the Organization invested \$8,164,306 in capital assets. Depreciation expense totaled \$668,036 in 2018. Further information regarding capital assets can be found in Note D to the financial statements.

During 2018, the Organization borrowed \$4,250,000 to purchase the Ewing Park School property and related construction. Payment on previously outstanding debt totaled \$133,865. Further information on debt obligations can be found in Note E.

The Organization has several construction and other commitments regarding its educational facilities. These items are described in Note L to the financial statements.

STUDENT ENROLLMENT FACTORS AND NEXT YEAR'S BUDGET

Fiscal year 2019 enrollment is projected to be approximately 2,100 students for KIPP Nashville across six campuses: KIPP Academy Nashville (serving grades 5-8), KIPP Nashville College Prep (also serving grades 5-8), KIPP Nashville Collegiate High (serving grades 9-12), KIPP Kirkpatrick (serving grades K-4), KIPP Nashville College Prep Elementary (serving grades K-2), and in FY2019, KIPP will also launch KIPP Antioch College Prep Elementary School opening with Kindergarten. During fiscal year 2019, KIPP Nashville will also begin planning for the launch of our middle school, KIPP Antioch College Prep Middle, which will open its doors to fifth grade students.

The Organization anticipates that total Basic Education Program (BEP) funding will increase because of increased enrollment. Additionally, the Organization expects per pupil BEP funding to be increase from the 2017-18 school year based on state budget information. For fiscal year 2019, the organization expects to continue its strong fundraising efforts for non-governmental funds. KIPP believes a continued focus on the existing donor base, the annual community fundraising breakfast, the identification of new individual donors, and a Board of Directors commitment will help the Organization continue its strong fundraising efforts. These non-governmental resources are an important funding source to fill the current funding gap of KIPP Nashville and to fuel the strategic growth plans for KIPP Nashville.

For fiscal year 2019, in addition to serving KIPP's current student population of 2,100 students, KIPP plans to invest in the Organization's long-term growth plan for opening new KIPP schools in Nashville. These investments will include hiring additional staff, increasing professional development, and making general and administrative expenditures specific to the further development and execution of the KIPP Nashville strategic growth plan.

CONTACTING THE SCHOOL'S FINANCIAL MANAGEMENT

This financial report is designed to provide our students' parents, Davidson County taxpayers, donors, creditors, grant funding authorities and agencies tasked with oversight of Metropolitan Nashville Public Schools with a general overview of the Organization's finances and to demonstrate the accountability for the money it receives. For questions about this report or additional financial information, contact the Organization's Director of Finance, Anika Baltimore, at 3410 Knight Drive, Nashville, TN 37207, by telephone at (615) 226-4484 or email abaltimore@KIPPNashville.

KIPP NASHVILLE
STATEMENT OF NET POSITION
JUNE 30, 2018

	Governmental Activities
ASSETS	
Cash and cash equivalents	\$ 7,139,026
Investments	216,085
Receivables	360,682
Other current assets	158,948
Net pension asset	163,798
Capital assets, net	9,733,073
Total assets	17,771,612
 DEFERRED OUTFLOWS OF RESOURCES	
Pensions	1,528,445
 LIABILITIES	
Accounts payable	1,354,132
Accrued expenses	227,646
Advance contributions and grants	510,000
Long-term debt, due within one year	74,135
Long-term debt, due in more than one year	4,768,254
Net pension liability	262,268
Total liabilities	7,196,435
 DEFERRED INFLOWS OF RESOURCES	
Contributions for future periods	45,446
Pensions	1,438,584
Total deferred inflows of resources	1,484,030
 NET POSITION	
Net investment in capital assets	5,253,498
Restricted	216,085
Unrestricted	5,150,009
Total net position	\$ 10,619,592

See accompanying notes to financial statements.

KIPP NASHVILLE
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2018

GOVERNMENTAL ACTIVITIES:	Functions			
	Total	Student Instruction and Services	Administration	Fundraising
EXPENSES				
Instructional	\$ 1,353,188	\$ 1,353,188	\$ -	\$ -
Occupancy	1,237,331	1,051,731	185,600	-
Office	560,755	532,717	28,038	-
Organizational development	228,099	-	-	228,099
Professional services and fees	577,531	115,506	462,025	-
Employee compensation	13,885,288	10,413,966	3,471,322	-
Staff development	331,232	314,670	16,562	-
Transportation	172,576	172,576	-	-
Depreciation	<u>668,036</u>	<u>400,822</u>	<u>267,214</u>	<u>-</u>
Total expenses	19,014,036	14,355,176	4,430,761	228,099
PROGRAM REVENUES				
Operating grants and contributions	2,191,717	2,191,717	-	-
Capital grants and contributions	<u>307,000</u>	<u>307,000</u>	<u>-</u>	<u>-</u>
Net program expenses	<u>16,515,319</u>	<u>\$ 11,856,459</u>	<u>\$ 4,430,761</u>	<u>\$ 228,099</u>
GENERAL REVENUES				
Contributions	2,974,990			
District funding	15,662,791			
Other	133,207			
Interest and investment income	<u>43,072</u>			
Total general revenues	<u>18,814,060</u>			
CHANGE IN NET POSITION	2,298,741			
NET POSITION, June 30, 2017	<u>8,320,851</u>			
NET POSITION, June 30, 2018	<u>\$ 10,619,592</u>			

See accompanying notes to financial statements.

KIPP NASHVILLE
BALANCE SHEET
GOVERNMENTAL FUNDS
JUNE 30, 2018

	General Purpose School Fund	Restricted Contribution Fund	Federal and State Grants Fund	Nonmajor Governmental Funds	Total Governmental Funds
ASSETS					
Cash and cash equivalents	\$ 6,629,026	\$ 510,000	\$ -	\$ -	\$ 7,139,026
Investments	-	-	-	216,085	216,085
Receivables	47,946	-	312,736	-	360,682
Due from other funds	312,736	-	-	-	312,736
Other current assets	158,948	-	-	-	158,948
Total assets	<u>\$ 7,148,656</u>	<u>\$ 510,000</u>	<u>\$ 312,736</u>	<u>\$ 216,085</u>	<u>\$ 8,187,477</u>
LIABILITIES					
Accounts payable	\$ 1,354,132	\$ -	\$ -	\$ -	\$ 1,354,132
Accrued expenditures	227,646	-	-	-	227,646
Due to other funds	-	-	312,736	-	312,736
Advance contributions and grants	-	510,000	-	-	510,000
Total liabilities	<u>1,581,778</u>	<u>510,000</u>	<u>312,736</u>	<u>-</u>	<u>2,404,514</u>
DEFERRED INFLOWS OF RESOURCES					
	<u>45,446</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>45,446</u>
FUND BALANCES					
Nonspendable	158,948	-	-	128,300	287,248
Restricted	-	-	-	87,785	87,785
Unassigned	5,362,484	-	-	-	5,362,484
Total fund balances	<u>5,521,432</u>	<u>-</u>	<u>-</u>	<u>216,085</u>	<u>5,737,517</u>
Total liabilities, deferred inflows of resources and fund balances	<u>\$ 7,148,656</u>	<u>\$ 510,000</u>	<u>\$ 312,736</u>	<u>\$ 216,085</u>	<u>\$ 8,187,477</u>

See accompanying notes to financial statements.

KIPP NASHVILLE
BALANCE SHEET
GOVERNMENTAL FUNDS - CONTINUED
JUNE 30, 2018

RECONCILIATION OF GOVERNMENTAL FUND BALANCES TO NET POSITION
OF GOVERNMENTAL ACTIVITIES IN THE STATEMENT OF NET POSITION:

Total governmental fund balances	\$ 5,737,517
Capital assets not reported in the balance sheet	9,733,073
Pension amounts not reported in the balance sheet	
Net pension liability not reported in the balance sheet	(262,268)
Net pension asset not reported in the balance sheet	163,798
Deferred inflows of resources for pensions	(1,438,584)
Deferred outflows of resources for pensions	1,528,445
Long-term debt not reported in the balance sheet	<u>(4,842,389)</u>
Net position of governmental activities in the statement of net position	<u>\$10,619,592</u>

See accompanying notes to financial statements.

KIPP NASHVILLE
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2018

	General Purpose School Fund	Restricted Contribution Fund	Federal and State Grants Fund	Nonmajor Governmental Funds	Total Governmental Funds
REVENUES					
Contributions	\$ 2,274,580	\$ 695,910	\$ -	\$ 4,500	\$ 2,974,990
District funding	15,662,791	-	-	-	15,662,791
Federal and state grants	-	-	2,498,717	-	2,498,717
Interest and investment income	24,874	-	-	18,198	43,072
Other income	133,207	-	-	-	133,207
Total revenues	<u>18,095,452</u>	<u>695,910</u>	<u>2,498,717</u>	<u>22,698</u>	<u>21,312,777</u>
EXPENDITURES					
Current:					
Instructional	1,234,002	24,574	94,612	-	1,353,188
Occupancy	1,237,331	-	-	-	1,237,331
Office	447,800	-	8,075	-	455,875
Organizational development	228,099	-	-	-	228,099
Professional services and fees	577,531	-	-	-	577,531
Employee compensation	11,596,869	668,686	1,800,749	-	14,066,304
Staff development	313,382	2,650	15,200	-	331,232
Transportation	172,576	-	-	-	172,576
Debt service					
Principal	133,865	-	-	-	133,865
Interest	104,880	-	-	-	104,880
Capital outlay	<u>7,584,225</u>	<u>-</u>	<u>580,081</u>	<u>-</u>	<u>8,164,306</u>
Total expenditures	<u>23,630,560</u>	<u>695,910</u>	<u>2,498,717</u>	<u>-</u>	<u>26,825,187</u>
OTHER FINANCING SOURCES:					
Issuance of debt	<u>4,253,609</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>4,253,609</u>
NET CHANGE IN FUND BALANCES	(1,281,499)	-	-	22,698	(1,258,801)
FUND BALANCES, June 30, 2017	<u>6,802,931</u>	<u>-</u>	<u>-</u>	<u>193,387</u>	<u>6,996,318</u>
FUND BALANCES, June 30, 2018	<u>\$ 5,521,432</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 216,085</u>	<u>\$ 5,737,517</u>

See accompanying notes to financial statements.

KIPP NASHVILLE
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN
FUND BALANCES - CONTINUED
GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2018

RECONCILIATION OF NET CHANGE IN FUND BALANCES TO CHANGE IN NET POSITION
OF GOVERNMENTAL ACTIVITIES IN THE STATEMENT OF ACTIVITIES:

Net change in fund balances as reported in the governmental funds statements	\$(1,258,801)
Amounts reported as expenditures in the governmental funds not included as expenses in the government-wide statements:	
Capital outlay	8,164,306
Debt service principal	133,865
Expenses in the government-wide statements not included in the governmental funds:	
Depreciation expense	(668,036)
Long-term debt proceeds provide current financial resources to the governmental funds, but issuance of debt increases long-term obligations for governmental activities	(4,253,609)
Expenditures for pensions in the governmental funds consists of contributions made, whereas in the government-wide statement, pension expense is calculated in accordance with GASB Statement No. 68	<u>181,016</u>
Change in net position of governmental activities	<u>\$ 2,298,741</u>

See accompanying notes to financial statements.

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2018

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

KIPP Nashville was incorporated October 22, 2003, as a Tennessee nonprofit corporation. Pursuant to Section 6(b)(1)(A) of the Tennessee Public Charter School Act of 2002 (the Act), KIPP Nashville has been approved to operate public charter schools. Under the Act, public charter schools are part of the state’s public education program offering an alternative means within the public school system for accomplishing necessary outcomes of education. As of June 30, 2018, KIPP Nashville has Charter School Agreements to operate the following charter schools (collectively, the “Schools”) in Nashville, Tennessee:

- KIPP Academy Nashville (grades five through eight)
- KIPP Nashville College Prep (grades five through eight)
- KIPP Nashville Collegiate High School (grades nine through twelve)
- KIPP Kirkpatrick Elementary School (grades kindergarten through four)
- KIPP Nashville College Prep Elementary School (grades kindergarten through four);
- KIPP Antioch College Prep Elementary School (grades kindergarten through four); opening in fiscal year 2019

KIPP Nashville has a license agreement with KIPP Foundation, a California Public Charity, to assist the Schools in providing educationally underserved students with the knowledge, skills and character needed to succeed in top-quality high schools, colleges and the competitive world beyond. KIPP and the Knowledge Is Power Program are trademarks of the KIPP Foundation.

Basic Financial Statements

In accordance with State of Tennessee regulations, KIPP Nashville reports as a special-purpose governmental entity.

Government-wide financial statements

The government-wide financial statements focus on the sustainability of KIPP Nashville as an entity and the change in KIPP Nashville’s net position resulting from the current year’s activities. In the government-wide statement of net position, amounts are reported on a full accrual, economic resources basis, which recognizes all long-term assets and receivables as well as any long-term debt and obligations. The statement of net position presents the financial condition of the School at year-end.

KIPP Nashville’s net position is reported in three categories - net investment in capital assets; restricted net position; and unrestricted net position. When both restricted and unrestricted resources are available for use, it is KIPP Nashville’s policy to use restricted resources first, and then unrestricted resources as they are needed. KIPP Nashville does not allocate indirect costs between functions.

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2018

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - Continued

The government-wide statement of activities reports both the gross and net cost of KIPP Nashville's functions. The functions are also supported by general government revenues (general revenues are primarily made up of district BEP funding and donations to the General Purpose School Fund). The statement of activities reduces gross expenses by related function revenues, including operating grants and contributions and capital grants and contributions. Program revenues must be directly associated with the function. The net costs by function are normally covered by general revenues.

Fund financial statements

The financial transactions are reported in individual funds in the fund financial statements. Each fund is accounted for by providing a separate set of self-balancing accounts that comprise its assets, liabilities, deferred outflows or inflows of resources, fund balance, revenues and expenditures.

The emphasis in fund financial statements is on the major funds. Nonmajor funds by category are summarized in a single column. Governmental Accounting Standards Board (GASB) Statement No. 34, *Basic Financial Statements - and Management's Discussion and Analysis for State and Local Governments*, sets forth minimum criteria for the determination of major funds. The School reports the following major governmental funds:

The General Purpose School Fund is the primary operating fund. It accounts for all financial resources, except those required to be accounted for in another fund.

The Restricted Contribution Special Revenue Fund is used to account for the receipt and disbursement of private contributions restricted primarily for specific purposes.

The Federal and State Grants Special Revenue Fund is used to account for the receipt and disbursement of federal and state grants where unused balances, if any, are returned to the grantor at the close of specified project periods. This fund includes both federal and state activity where KIPP Nashville is considered to be a recipient of federal and state funding as well as activity for which KIPP Nashville is designated as a vendor of the KIPP Foundation.

The focus of the governmental funds is upon the determination of financial resources, their balance, sources and use, rather than upon net income. KIPP Nashville classifies governmental fund balances as nonspendable, restricted, committed, assigned and unassigned based on the level of constraints on the fund balances. When an expenditure is incurred in which both restricted and unrestricted funds are available for use, it is KIPP Nashville's policy to spend restricted funds first, then unrestricted funds.

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2018

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - Continued

When an expenditure has been incurred for purposes in which multiple categories of unrestricted funds are available, it is KIPP Nashville's policy to spend funds in the following order: committed, then assigned, and lastly unassigned funds. The classifications of fund balances are defined as follows:

Nonspendable - This classification consists of fund balances that cannot be spent because they are either not in spendable form, for example, noncash amounts that are not expected to be converted to cash, or the funds are legally or contractually required to be maintained intact.

Restricted - This classification consists of fund balances with external constraints on use imposed by creditors (such as through debt covenants), contributors or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.

Committed - This classification consists of fund balances that can only be used for specific purposes established by formal action of the Board of Directors, its highest level of decision making authority. Such commitments should include contractual obligations of fund assets. Fund balance commitments can only be removed by the same process of the same body employed to previously commit those amounts.

Assigned - This classification consists of all fund balances that are not in the General Purpose School Fund or classified as nonspendable, restricted or committed. In addition, General Purpose School Fund balances that are intended to use for specific purposes are also classified as assigned. KIPP Nashville gives the authority to assign amounts to specific purposes to the chief finance officer and personnel under the supervision of the chief finance officer tasked with financial recording responsibilities.

Unassigned - This classification consists of all fund balances in the General Purpose School Fund that are not reported as nonspendable, restricted, committed or assigned, as well as negative fund balances, if any, in the other funds.

Basis of Accounting

The financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the GASB.

KIPP Nashville is considered a special purpose governmental entity engaged in governmental type activities and is not a component unit of another governmental entity. Therefore, the financial statements are prepared in the same manner as general purpose governments.

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2018

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - Continued

The basic financial statements include both government-wide (reporting KIPP Nashville as a whole) and fund financial statements (reporting KIPP Nashville's major funds). KIPP Nashville's primary activities are all considered to be governmental activities and are classified as such in the government-wide and fund financial statements.

The government-wide financial statements have been prepared on the accrual basis of accounting. Under the accrual basis, revenues are recognized when earned and expenses are recognized when incurred.

The governmental funds financial statements are presented on the modified accrual basis of accounting. Revenues under the modified accrual basis are recognized when measurable and available and expenditures are recognized when the related liability is incurred. "Available" means collectible within the current period or within 60 days after the end of the year or up to one year for grant revenues.

Since the governmental funds financial statements are presented on a different basis than the government-wide financial statements, reconciliation is provided immediately following each fund statement. These reconciliations briefly explain the adjustments necessary to transform the fund financial statements into the government-wide financial statements.

Fund Balances

The General Purpose School Fund includes fund balance amounts presented as nonspendable as they are not in spendable form. The nonspendable fund balance amount in the KIPP Alumni Scholarship Permanent Fund is contractually required to be maintained intact, whereas restricted fund balance in the fund is restricted by donors to be used for scholarships.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Cash and Cash Equivalents

Deposits that can be redeemed on demand and investments that have original maturities of less than three months, when purchased, are considered to be cash equivalents. KIPP Nashville regularly maintains deposits with a financial institution in excess of FDIC coverage.

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2018

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - Continued

Receivables

Receivables represent amounts due from contributors, grants or other funding which have been approved but not received. All receivables are reported at estimated collectible amounts. Receivables that will not be collected within the available period or intended for future periods have been reported as unavailable revenues under deferred inflow of resources in the governmental fund financial statements.

Capital Assets

Property and equipment are recorded at acquisition cost, if purchased, or the fair value on the date received, if donated. The cost of routine maintenance and repairs is expensed as incurred. Expenditures, which materially extend the economic lives, change capacities or improve the efficiency of the related assets are capitalized. Upon sale or retirement, the cost and related accumulated depreciation are removed from the respective accounts, and the resulting gain or loss, if any, is included in the statement of activities. Depreciation is provided using the straight-line method over the estimated useful lives of the assets, ranging from three to seven years, or over the term of the lease for leasehold improvements, if less. Generally, expenditures for property and equipment items over \$1,000 are capitalized.

In the fund financial statements, capital assets used in governmental fund operations are accounted for as capital expenditures of the respective governmental fund upon acquisition.

When applicable, construction in progress represents long term assets not yet placed into service. When a project is completed and placed into service, the construction in progress is removed and recorded as a depreciable asset.

Deferred outflows/inflows of resources

In addition to assets, the statement of financial position reports a separate section for deferred outflows of resources. This separate financial statement element represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then. KIPP Nashville reports the following deferred outflow of resources relating to the pensions, when applicable: Contributions made subsequent to the pension measurement date, difference between expected and actual experience, difference between projected and actual investment earnings, and changes in proportion of the net pension liability.

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2018

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - Continued

In addition to liabilities, the statement of financial position reports a separate section for deferred inflows of resources. This separate financial statement element represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time. KIPP Nashville has two types of items that qualify for reporting in this category. The first, which arises only under a modified accrual basis of accounting, is unavailable revenue, which is reported only in the governmental funds balance sheet. The governmental funds report unavailable revenues from amounts that are deferred and recognized as an inflow of resources in the period that the amounts become available. The second arises due to contributions and grants which have time requirements for future periods. Details of these deferred inflow of resources are presented in Note G. KIPP Nashville also reports the following deferred inflow of resources related to pensions, when applicable: Differences between expected and actual experience and differences between projected and actual investment earnings.

Income Taxes

KIPP Nashville is a not-for-profit school that is exempt from federal income taxes under the Internal Revenue Code, classified by the Internal Revenue Service as other than a private foundation and is similarly exempt from state income taxes. KIPP Nashville accounts for the effect of any uncertain tax positions based on a more likely than not threshold to the recognition of the tax positions being sustained based on the technical merits of the position under examination by the applicable taxing authority. If a tax position or positions are deemed to result in uncertainties of those positions, the unrecognized tax benefit is estimated based on a cumulative probability assessment that aggregates the estimated tax liability for all uncertain tax positions. Tax positions include, but are not limited to, the tax-exempt status and determination of whether income is subject to unrelated business income tax; however, management has determined that such tax positions do not result in an uncertainty requiring recognition.

Fair Value of Financial Instruments

The carrying value of cash and cash equivalents, receivables, accounts payable and accrued liabilities approximate fair value because of the short maturity of these instruments. Fair value measurement for investments in the KIPP Alumni Scholarship Fund is described in Note C.

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2018

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - Continued

Interfund Balances

Transactions which constitute reimbursement of expenditures initially made from a fund, which are properly applicable to another fund, are recorded as expenditures, as appropriate, in the reimbursing fund and as reductions of expenditures in the fund that is reimbursed.

Additionally, the Federal and State Grants Fund and Restricted Contribution Fund may make disbursements in advance of receiving funds. Accordingly, interfund transfers are made from the General Purpose School Fund in the form of due to/from other funds. The amounts due the General Purpose School Fund are repaid upon receipt of the grants or contributions. At June 30, 2018, details of the interfund balances are as follows:

Federal and State Grants Fund due to General Purpose School Fund relating to operating grant expenditures in advance of receipt of grant funding	\$312,736
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B. DEPOSITS AND INVESTMENTS

KIPP Nashville does not have formal deposit policies that address its exposure to custodial credit risk, however does limit deposits to those instruments allowed by applicable state laws. As of June 30, 2018, all bank deposits were fully collateralized and insured by institutions insured by the FDIC or with banks who participate in the Tennessee Bank Collateral Pool.

The bank and carrying balances of cash and cash equivalents were \$7,306,465 and \$7,139,026, respectively, with the difference due primarily to outstanding checks.

KIPP Nashville's investments consist of mutual funds recorded in its donor-restricted endowment fund. The endowment fund includes \$87,785 of net appreciation, which is presented in restricted fund balance in the permanent fund and is available for authorization for expenditure by the Board at year-end.

C. FAIR VALUE OF INVESTMENTS

KIPP Nashville categorizes its fair value measurements within the fair value hierarchy established by generally accepted accounting principles. The hierarchy is based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted prices in active markets for identical assets; Level 2 inputs are significant other observable inputs; Level 3 inputs are significant unobservable inputs.

KIPP Nashville's recurring fair value measurements as of June 30, 2018 include mutual funds valued at \$216,085 using quoted market prices (Level 1 inputs).

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2018

D. CAPITAL ASSETS

Capital assets activity for governmental activities for the year was as follows:

	<u>Balance</u> <u>July 1, 2017</u>	<u>Additions</u>	<u>Disposals</u>	<u>Balance</u> <u>June 30, 2018</u>
Capital assets, not being depreciated:				
Land	\$ -	\$ 2,071,624	\$ -	\$ 2,071,624
Construction in progress	<u>295,234</u>	<u>1,518,235</u>	<u>-</u>	<u>1,813,469</u>
Total capital assets not being depreciated	<u>295,234</u>	<u>3,589,859</u>	<u>-</u>	<u>3,885,093</u>
Capital assets, being depreciated:				
Classroom:				
Furniture	482,878	202,421	-	685,299
Instructional hardware and software	1,042,072	301,479	-	1,343,551
Library and textbooks	177,578	-	-	177,578
Equipment	442,220	55,652	-	497,872
Administrative:				
Furniture and equipment	577,417	105,305	-	682,722
Computer hardware and software	220,481	16,201	-	236,682
Maintenance	188,927	-	-	188,927
Leasehold improvements	249,800	152,096	-	401,896
Buildings	-	3,505,000	-	3,505,000
Transportation	<u>638,837</u>	<u>236,294</u>	<u>-</u>	<u>875,131</u>
	4,020,210	4,574,448	-	8,594,658
Accumulated depreciation	<u>(2,078,642)</u>	<u>(668,036)</u>	<u>-</u>	<u>(2,746,678)</u>
Total capital assets being depreciated, net	<u>1,941,568</u>	<u>3,906,412</u>	<u>-</u>	<u>5,847,980</u>
Total capital assets, net	<u>\$ 2,236,802</u>	<u>\$ 7,496,270</u>	<u>\$ -</u>	<u>\$ 9,733,073</u>

Depreciation was charged to governmental activities as follows:

Student instruction and services	\$400,822
Administration	267,214
Fundraising	<u>-</u>
	<u>\$668,036</u>

Construction in progress at June 30, 2018 relates to capital improvement projects primarily at the Ewing Park facility.

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2018

E. LONG-TERM DEBT AND LINE-OF-CREDIT

The following is a summary of debt obligations outstanding as of June 30, 2018:

Note payable with the Charter School Growth Fund, Inc., bearing interest at 1.00% annually; interest only payments through maturity in November 2019, when all outstanding principal is due.	\$ 362,814
Note payable to a financial institution for transportation equipment, bearing interest at 4.30%; due in monthly installments of \$7,170, with nine installments made annually through June 2021.	177,232
Note payable for transportation equipment, bearing interest at 5.90%; due in monthly installments of \$2,124, with nine installments made annually; final payment of outstanding principal amount of \$15,980 due in November 2021.	52,343
Bond payable for building purchase and construction, principal amount not to exceed \$6,500,000 bearing interest at a variable rate (3.71% at June 30, 2018); interest only payments through November 2019, interest and principal payments in equal monthly installments thereafter based on a 20-year mortgage amortization due in November 2039.	<u>4,250,000</u>
	4,842,389
Amount due in one year	<u>(74,135)</u>
Long-term portion	<u>\$ 4,768,254</u>

Long-term debt activity for the year ended June 30, 2018 is as follows:

	<u>Balance</u> <u>July 1, 2017</u>	<u>Additions/</u> <u>Borrowings</u>	<u>Repayments</u>	<u>Balance</u> <u>June 30, 2018</u>
Note Payable	\$359,205	\$ 3,609	\$ -	\$ 362,814
Note Payable	235,000	-	57,768	177,232
Note Payable	65,437	-	13,094	52,343
Capital Lease	63,003	-	63,003	-
Note Payable	<u>-</u>	<u>4,250,000</u>	<u>-</u>	<u>4,250,000</u>
Total	<u>\$722,645</u>	<u>\$4,253,609</u>	<u>\$133,865</u>	<u>\$4,842,389</u>

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2018

E. LONG- TERM DEBT AND LINE-OF-CREDIT - Continued

Estimated future maturities of long-term debt are as follows:

<u>Year Ending June 30,</u>	<u>Interest</u>	<u>Principal</u>
2019	\$ 180,280	\$ 74,627
2020	174,450	524,999
2021	158,047	222,945
2022	147,809	158,616
2023	140,535	160,777
2024 - 2028	606,954	899,608
2029 - 2033	423,906	1,082,656
2034 - 2038	203,612	1,302,950
2039 - 2040	<u>11,648</u>	<u>415,211</u>
	<u>\$2,047,241</u>	<u>\$4,842,389</u>

Under the note agreement with the Charter School Growth Fund, Inc., \$150,000 of the outstanding principal balance may be forgiven if KIPP Nashville achieves certain milestones, including the opening of new schools. If all conditions are met, the forgiveness of debt would occur in November 2019.

Under the bond payable, KIPP Nashville is required to maintain certain financial covenants. Management believes they are in compliance with all covenants at June 30, 2018.

KIPP Nashville has a \$1,750,000 line-of-credit agreement with a financial institution. The line-of-credit bears interest at a variable rate of the financial institution’s index rate and remains in effect until terminated in writing. As of June 30, 2018, no amounts were outstanding under the agreement.

F. LEASE ARRANGEMENTS

KIPP Nashville and the Schools operate from facilities, which are provided under lease arrangements with the Metropolitan Nashville Board of Public Education and Metropolitan Government of Nashville and Davidson County (collectively the “Metropolitan Government”) and from a local charter school. The leases include building operations and interior and exterior support services. The lease arrangements require monthly rental payments through June 2025. KIPP Nashville’s total rent expense for fiscal year 2018 was \$678,955. The leases also require KIPP Nashville to pay for certain operating and janitorial services.

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2018

F. LEASE ARRANGEMENTS - Continued

Future rental payments on the leases are due through fiscal year 2025, which are estimated as follows:

<u>Year Ending June 30,</u>	
2019	\$ 714,026
2020	733,550
2021	753,623
2022	774,259
2023	795,474
2024 - 2025	<u>1,412,104</u>
	<u>\$5,183,036</u>

G. RECEIVABLES AND RELATED DEFERRED INFLOWS OF RESOURCES

Receivables at June 30, 2018, consist of the following:

Contributions for future periods and/or specific purposes	\$ 45,446
Grants	312,735
Other	<u>2,500</u>
	<u>\$360,682</u>

Amounts reflected in deferred inflows of resources, relating to contributions designated for future periods, totaled \$45,446 at June 30, 2018, in the government-wide statements and the governmental funds.

H. RELATED PARTY TRANSACTIONS

KIPP Foundation has the authority to appoint a member to the Board of Directors. This member is empowered to veto the actions of the other members of the Board.

The School pays a licensing fee to KIPP Foundation equal to 1% of state and local per-pupil funding received not to exceed \$30,000 per school. The agreement is for automatically renewable one-year terms. Total license fees incurred for the year ended June 30, 2018, were \$120,000.

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2018

I. CONCENTRATION

KIPP Nashville received 73% of its funding for operations from MNPS based on the State of Tennessee’s Basic Education Program (BEP). BEP funding is designated to schools based on student attendance. Gross BEP funding for the year ended June 30, 2018, was \$15,662,791. Outside fundraising for capital and other needs is on-going since the charter school agreements with MNPS do not include allocations for capital expenditures.

J. PENSIONS

KIPP Nashville, similar to MNPS and all Tennessee Public Charter Schools in the MNPS System, participates in the following three defined benefit pension plans (collectively the “Pension Plans”):

Certificated Employees

Tennessee Consolidated Retirement System (“TCRS”):

Teachers Legacy Pension Plan

Teachers Retirement Plan (collectively the “TCRS Plans”)

Non-Certificated Employees

Metropolitan Government of Nashville and Davidson County, Tennessee
(the “Metropolitan Government”):

Metro Pension Plan of the Metropolitan Employees Benefit Trust
(the “Metro Plan”)

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Pension Plans and additions to/deductions from fiduciary net position have been determined on the same basis as they are reported by the TCRS and the Metropolitan Government. For this purpose, benefits (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms of the Pension Plans. Investments are reported at fair value.

(I.) TCRS Plans

(A) General Information - TCRS Plans

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2018

J. PENSIONS - Continued

Description of the TCRS Plans

Teachers with membership in the TCRS before July 1, 2014, of KIPP Nashville are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014, but will continue providing benefits to existing members and retirees. Beginning July 1, 2014, the Teacher Retirement Plan became effective for teachers employed by Local Education Agencies (LEAs) after June 30, 2014. The Teacher Retirement Plan is a separate cost-sharing, multiple-employer defined benefit plan. The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publically available financial report that can be obtained at www.treasury.state.tn.us/tcrs/.

Benefits Provided

Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly.

Teachers Legacy Pension Plan

Members of the Teacher Legacy Pension Plan are eligible to retire with an unreduced benefit at age 60 with 5 years of service credit or after 30 years of service credit regardless of age. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 55 and vested. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest.

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2018

J. PENSIONS - Continued

Teachers Retirement Plan

Members of the Teacher Retirement Plan are eligible to retire with an unreduced benefit at age 65 with 5 years of service credit or pursuant to the rule of 90 in which the member's age and service credit total 90. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 60 and vested pursuant to the rule of 80. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the July 2 of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest.

Under the Teachers Legacy Pension Plan and Teachers Retirement Plan, benefit terms and conditions, including COLA, can be adjusted on a prospective basis. Moreover, there are defined cost controls and unfunded liability controls that provide for the adjustment of benefit terms and conditions on an automatic basis.

Contributions

Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly (or by automatic cost controls set out in law for the Teachers Retirement Plan). Teachers contribute 5 percent of salary. The Local Education Agencies (LEAs) make employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. By law, employer contributions are required to be paid. The TCRS may intercept the state shared taxes of the sponsoring governmental entity of the LEA if the required employer contributions are not remitted.

Teachers Legacy Pension Plan

Employer contributions by KIPP Nashville for the year ended June 30, 2018, to the Teacher Legacy Pension Plan were \$238,842 which is 9.08 percent of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2018

J. PENSIONS - Continued

Teachers Retirement Plan

Per the statutory provisions governing the TCRS, the employer contribution rate cannot be less than 4 percent, except for in years when the maximum funded level, approved by the TCRS Board of Trustees, is reached. Employer contributions for the year ended June 30, 2018 to the Teacher Retirement Plan were \$194,250 which is 4.00 percent of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

(B) Pension Liabilities (Assets) - TCRS Plans

Pension Liability (Asset)

Teachers Legacy Pension Plan

At June 30, 2018, KIPP Nashville reported an asset of \$(18,931) for its proportionate share of the net pension liability (asset). The net pension liability (asset) was measured as of June 30, 2017 and the total pension liability used to calculate the net pension liability (asset) was determined by an actuarial valuation as of that date. KIPP Nashville's proportion of the net pension asset was based on KIPP Nashville's contributions to the pension plan relative to the contributions of all participating LEA's. At the June 30, 2017 measurement date, KIPP Nashville's proportion was 0.057861 percent. The proportion measured as of June 30, 2016 was 0.054431 percent.

Teachers Retirement Plan

At June 30, 2018, KIPP Nashville reported an asset of (\$144,867) for its proportionate share of the net pension liability (asset). The net pension liability (asset) was measured as of June 30, 2017, and the total pension asset used to calculate the net pension asset was determined by an actuarial value as of that date. KIPP Nashville's proportion of the net pension asset was based on KIPP Nashville's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2017, KIPP Nashville's proportion was 0.549079 percent. The proportion measured as of June 30, 2016 was 0.492564 percent.

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2018

J. PENSIONS - Continued

Actuarial Assumptions

Teachers Legacy Pension Plan and Teachers Retirement Plan

The total pension liability in the June 30, 2017 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.5 percent
Salary increases	Graded salary ranges from 8.75 to 3.45 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	7.25 percent, net of pension plan investment expenses, including inflation
Cost-of living adjustment	2.25 percent

Mortality rates are customized based on actual experience including an adjustment for some anticipated improvement.

The actuarial assumptions used in the June 30, 2017, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2012, through June 30, 2016. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

Changes of Assumptions

In 2017, the following assumptions were changed: decreased inflation rate from 3.00 percent to 2.50 percent, decreased the investment rate of return from 7.50 percent to 7.25 percent, decreased the cost-of-living adjustment from 2.50 percent to 2.25 percent; decreased salary growth graded ranges from an average of 4.25 percent to an average of 4.00 percent; and modify morality assumptions.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2016 actuarial experience study. A blend of future capital market projections and historical market returns were used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.5 percent. The best estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2018

J. PENSIONS - Continued

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	5.69%	31%
Developed market international equity	5.29%	14%
Emerging market international equity	6.36%	4%
Private equity and strategic lending	5.79%	20%
U.S. fixed income	2.01%	20%
Real estate	4.39%	10%
Short-term securities	0.00%	1%
		100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.25 percent based on a blending of the factors described above.

Discount Rate

Teachers Legacy Pension Plan and Teachers Retirement Plan

The discount rate used to measure the total pension liability was 7.25 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all the LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

(II.) Metro Plan

(A) General Information - Metro Plan

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2018

J. PENSIONS - Continued

Plan Description

The Metro Plan is established under the authority of the Metropolitan Charter, Article XIII. Approval of the Metropolitan Council is required to establish and amend benefit provisions. Article XIII also required that the pension plan be actuarially sound. Administrative costs of the plan are financed through plan assets. The plan is managed by the Metropolitan Employee Benefit Board, an independent board, created by the Metropolitan Charter. The Board is composed of ten members as follows: Finance Director, Human Resources Director, three members appointed by the Mayor, and five members selected by the employees and retirees of the Metropolitan Government. Additional information about the Metro Plan can be found in the publically available comprehensive annual financial report of the Metropolitan Government. That report may be obtained at www.nashville.gov.

Benefits Provided

As of July 1, 1995, Division B of the Metro Plan was established for all non-certificated employees of the Metropolitan Nashville Public Schools, including charter schools, and all other Metro Government employees. Employees with an effective hire date of July 1, 1995, or later are only eligible to participate in Division B of the Metro Plan.

Normal retirement for KIPP Nashville employees participating in the Metro Plan occurs at the unreduced retirement age which is the earlier of (a) the date when the employee's age plus the completed years of credited service equals 85, but not before age 60; or (b) the date when the employee reaches age 65 and completes 5 years of credited employee service. The lifetime monthly benefit is calculated as 1/12 of the sum of 1.75 percent of average earnings based upon the previous 60 consecutive months of credit service which produce the highest earnings. Benefits fully vest on completing 5 years of service for employees employed on or between October 1, 2001, and December 31, 2012, who vest before leaving employment. Benefits fully vest on completing 10 years of service for employees and non-vested employees hired or rehired on or after January 1, 2013. An early retirement option, with reduced benefits, is available for retired employees if the termination occurs prior to the eligibility under normal retirement but after age 50 and after the completion of 10 years of credited employee service.

All assets of the Metropolitan Employees' Benefit Trust Fund may legally be used to pay benefit to any plan members or beneficiaries.

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2018

J. PENSIONS - Continued

Contributions

The funding policy is to provide for periodic contributions at actuarially determined rates that are designed to accumulate sufficient assets to pay benefits when due. All funding is provided under an actuarially recommended employee contribution rate of 12.340 percent for the non-certificate employees of the Metropolitan Nashville Public Schools, including charter schools, and all other Metropolitan Government Employees. Contributions to the plan for the year ended June 30, 2018 were \$338,848.

(B) Pension Liabilities - Metro Plan

Pension Liability

KIPP Nashville reported a liability of \$262,268 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2018, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of July 1, 2017. KIPP Nashville's proportion of the net pension liability was based on KIPP Nashville's employee contributions to the pension plan during the year ended June 30, 2018, relative to all contributions for 2018. At the June 30, 2018, measurement date, KIPP Nashville's proportionate share was 0.442711 percent. The proportionate share was 0.321493 percent as of June 30, 2017.

Actuarial Assumptions

The total pension liability was determined by an actuarial valuation as of July 1, 2017. Actuarial assumptions are summarized below:

Inflation	2.5 percent
Salary increases	4.0 percent
Investment rate of return	7.25 percent, net of pension plan investment expenses, including inflation
Cost-of living adjustment	1.25 percent

Mortality rates were based on the 115% RP-2014 Blue Collar Table, as determined by the period actuarial experience study. The actuarial assumptions used in the July 1, 2017, valuation were based on the results of an actuarial experience study for the period 2012 to 2017.

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2018

J. PENSIONS - Continued

Changes of Assumptions

In 2018, the following assumptions were changed: decreased inflation from 2.6 percent to 2.5 percent; decreased investment rate of return from 7.5 percent to 7.25 percent; decreased cost-of-living adjustment from 1.5 percent to 1.25 percent; and modified mortality assumptions.

The long-term expected rate of return on pension plan investments was established in conjunction with the most recent actuarial experience study completed February 20, 2018, by considering the following three techniques: (1) the 20-year historical return of the Metro Open Plan at June 30, 2017, (2) the historical market returns of asset classes from 1926 to 2017, and (3) capital market projections that were utilized as a building-block method in which best-estimate ranges of expected future real rate of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. The blended capital market projection established the long-term expected rate of return by weighting the expected future real rate of return by the target asset allocation percentage and by adding inflation of 2.5 percent. The target allocation and best estimates of arithmetic real rates of return for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	5.1%	24.0%
International equity	5.3%	16.0%
Equity hedge	7.9%	10.0%
Core plus fixed income	2.3%	20.0%
Fixed income alternatives	2.7%	10.0%
Real estate	4.9%	10.0%
Private equity	7.9%	10.0%
		100.0%

Discount Rate

The discount rate used to measure the total pension liability was 7.25 percent. Based on the Metro Plan assumptions and funding policy, the fiduciary net position for the plan was projected to be available to make all projected future benefit payments to current members. Therefore, the long-term expected rate of return on investments was applied to all periods of projected benefit payments to determine the total pension liability.

(III.) Pension Liabilities (Assets), Pension Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions - Pension Plans

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2018

J. PENSIONS - Continued

Pension Liabilities (Assets)

KIPP Nashville reports the following net pension liability (asset) as of June 30, 2018:

TCRS Legacy plan	\$(18,931)
TCRS Retirement Plan	<u>(144,867)</u>
Net pension asset	<u>\$(163,798)</u>
Metro plan	<u>\$ 262,268</u>
Net pension liability	<u>\$ 262,268</u>

Sensitivity of the proportionate share of net pension liability (asset) to changes in the discount rate

The following presents KIPP Nashville's proportionate share of the net pension liability (asset) calculated using the discount rate of 7.25 percent, as well as what KIPP Nashville's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (6.25 percent) or 1-percentage-point higher (8.25 percent) than the current rate:

	<u>1% Decrease</u> <u>(6.25)%</u>	<u>Current</u> <u>Discount Rate</u> <u>(7.25)%</u>	<u>1% Increase</u> <u>(8.25)%</u>
Proportionate share of the net pension liability (asset):			
TCRS Legacy Plan	\$1,698,676	\$(18,931)	\$(1,438,647)
TCRS Retirement Plan	28,903	(144,867)	(272,328)
Metro Plans	<u>1,992,413</u>	<u>262,268</u>	<u>(1,107,054)</u>
Total	<u>\$3,719,992</u>	<u>\$ 98,470</u>	<u>\$(2,818,029)</u>

Pension Plan Fiduciary Net Position

Detailed information about the Pension Plans' respective fiduciary net position is available in separately issued TCRS and Metropolitan Government financial reports.

Pension Expense

For the year ended June 30, 2018, KIPP Nashville recognized pension expense (negative pension expense) as follows:

TCRS Legacy Plan	\$(168,743)
TCRS Retirement Plan	(129,594)
Metro Plan	<u>117,322</u>
Pension expense	<u>\$(181,015)</u>

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2018

J. PENSIONS - Continued

Deferred Outflows of Resources and Deferred Inflows of Resources

As of June 30, 2018, KIPP Nashville reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Differences between expected and actual experience		
TCRS Legacy Plan	\$ 11,413	\$390,842
TCRS Retirement Plan	5,077	10,895
Metro Plan	-	320,896
Changes in assumptions		
TCRS Legacy Plan	160,337	-
TCRS Retirement Plan	12,727	-
Metro Plan	402,659	-
Net difference between projected and actual earnings on pension plan investments		
TCRS Legacy Plan	2,874	-
TCRS Retirement Plan	-	7,794
Metro Plan	-	432,915
Changes in proportion of Net Pension Liability (Asset)		
TCRS Legacy Plan	418,712	260,530
TCRS Retirement Plan	-	11,784
Metro Plan	81,554	2,928
Contributions subsequent to the measurement date of June 30, 2017		
TCRS Legacy Plan	238,842	
TCRS Retirement Plan	<u>194,250</u>	<u>not applicable</u>
Totals	<u>\$1,528,445</u>	<u>\$1,438,584</u>

KIPP Nashville's employer contributions of \$433,092 reported as pension related deferred outflows of resources, subsequent to the measurement date, will be recognized as a decrease in net pension liability in the year ended June 30, 2019. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2018

J. PENSIONS - Continued

<u>Year Ended June 30,</u>	<u>TCRS Legacy Plan</u>	<u>TCRS Retirement Plan</u>	<u>Metro Plan</u>	<u>Total</u>
2019	\$(69,993)	\$(1,743)	\$(24,086)	\$(95,822)
2020	123,677	(1,742)	(83,959)	37,976
2021	16,681	(2,189)	(248,720)	(234,228)
2022	(128,400)	(4,192)	(61,359)	(193,951)
2023	-	(518)	40,983	40,465
Thereafter	-	(2,285)	104,615	102,329

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Payable to the Pension Plans

At June 30, 2018, KIPP Nashville reported a payable of \$137,266 for the outstanding amount of contributions to the pension plans required at year ended June 30, 2018.

Defined Contribution Plan

The TCRS Retirement Plan has a defined contribution component to the plan. Under the terms of the Plan for the defined contribution component, employees contribute 2% of their salaries to the plan, but are allowed an opt out feature. The School is required to contribute 5% of annual salaries, to an individual employee account. For the year ended June 30, 2018, the School recognized pension expense of \$238,372 related to the defined contribution component of the plan. Employees are immediately vested in the plan.

K. CONTINGENCIES AND RISK MANAGEMENT

KIPP Nashville is exposed to various risk of loss relating to torts, theft of, damage to, and destruction of assets; errors or commissions; illness or injuries to employees; and natural disasters. KIPP Nashville carries insurance for certain risks of loss. Settled claims resulting from these risk have not exceeded commercial insurance coverage in any of the past three fiscal years.

KIPP Nashville may become subject to various claims and legal actions, which arise in the ordinary course of business. In the opinion of management, in consultation with legal counsel, the ultimate resolution of such matters will not have a material adverse effect on KIPP Nashville's financial position or results of operations, as of the date of these financial statements.

KIPP NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2018

K. CONTINGENCIES AND RISK MANAGEMENT

KIPP Nashville receives awards and financial assistance through federal, state, local and private agencies. The expenditure of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and is subject to audit by the grantor agencies. Any disallowed claims resulting from such audits could become a liability of the General Purpose School Fund or Federal and State Grants Fund. However, in the opinion of management, any such disallowed claims will not have a material adverse effect on the overall financial position, and accordingly, no provision has been made within the financial statements.

L. COMMITMENTS AND SUBSEQUENT EVENTS

During fiscal year 2018 and continuing into fiscal year 2019, the Organization planned for and commenced several significant capital projects. These projects were in-process at year end or were contemplated prior to the issuance of the financial statements. Details of these projects are as follows:

During fiscal year 2018, the Organization continued a capital improvement project at the Ewing Park facility. The project provides for significant renovation and expansion to enable full enrollment of two schools at the facility. The costs incurred through June 30, 2018 are included in construction progress, as described in Note D. The capital improvements are to be completed in two phases, with an expected total cost of approximately \$3,000,000. The project was completed in August 2018. The Organization drew the remaining \$2,250,000 from their bond in fiscal year 2019 to finance the construction on the second phase.

To finance the construction of the KIPP Antioch facility, the Organization has entered into a financing commitment (the "Commitment"), in October 2018, with a financial institution and the Health and Educational Facilities Board of the Metropolitan Government of Nashville and Davidson County, Tennessee. The Commitment calls for a loan of \$12,475,000, at a tax exempt interest rate, payable through 2045. The loan also contains certain prepayment penalties, financial and other covenants, and various other terms and conditions. In fiscal year 2019, the Organization also entered into a financing commitment for \$1,675,000 for the construction of KIPP Antioch.

REQUIRED SUPPLEMENTARY INFORMATION

REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF THE PROPORTIONATE SHARE OF
NET PENSION LIABILITY (ASSET)
FISCAL YEAR ENDED JUNE 30,

<u>Teachers Legacy Plan of TCRS</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
Measurement date	June 30, 2014	June 30, 2015	June 30, 2016	June 30, 2017
Proportion of the net pension liability (asset)	0.03650%	0.04561%	0.054431%	0.057861%
Proportionate share of the of the net pension liability (asset)	\$ (5,938)	\$ 18,684	\$ 340,162	\$ (18,931)
Covered payroll	\$ 1,444,609	\$ 1,707,398	\$ 1,964,845	\$ 2,045,371
Proportionate share of the net pension liability (asset) as a percentage of its covered payroll	-0.41%	1.09%	17.31%	-0.93%
Plan fiduciary net position as a percentage of the total pension liability	100.08%	99.81%	97.14%	100.14%
<u>Teachers Retirement Plan of TCRS</u>	<u>2015 (1)</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
Measurement date		June 30, 2015	June 30, 2016	June 30, 2017
Proportion of the net pension liability (asset)		0.28347%	0.49256%	0.54908%
Proportionate share of the of the net pension liability (asset)		\$ (11,404)	\$ (51,277)	\$ (144,867)
Covered payroll		\$ 588,983	\$ 2,167,299	\$ 3,603,816
Proportionate share of the net pension liability (asset) as a percentage of its covered payroll		-1.94%	-2.37%	-4.02%
Plan fiduciary net position as a percentage of the total pension liability		127.46%	121.88%	126.81%

The amounts presented in this schedule were determined as of the measurement date.

This is a 10-year schedule. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

(1) Information is not applicable for 2015 in this schedule for the Teachers Retirement Plan of TCRS as the measurement date was June 30, 2014, and the Teachers Retirement Plan did not commence until July 1, 2014.

See independent auditor's report.

REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF THE PROPORTIONATE SHARE OF
NET PENSION LIABILITY (ASSET)
FISCAL YEAR ENDED JUNE 30,

<u>Metro Plan</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
Measurement date	June 30, 2015	June 30, 2016	June 30, 2017	June 30, 2018
Proportion of the net pension liability (asset)	0.27630%	0.32560%	0.32149%	0.44271%
Proportionate share of the of the net pension liability (asset)	\$ 190,396	\$ 720,604	\$ 131,313	\$ 262,268
Covered payroll	\$ 1,444,705	\$ 1,841,314	\$ 1,924,498	2,745,924
Proportionate share of the net pension liability (asset) as a percentage of its covered payroll	13.18%	39.14%	6.82%	9.55%
Plan fiduciary net position as a percentage of the total pension liability	97.57%	92.39%	98.64%	97.45%

The amounts presented in this schedule were determined as of the measurement date.

This is a 10-year schedule. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

See independent auditor's report.

REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF EMPLOYER CONTRIBUTIONS
FISCAL YEAR ENDING JUNE 30,

<u>Teachers Legacy Pension Plan of TCRS</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
Actuarial Determined Contributions (ADC)	\$ 128,281	\$ 154,438	\$ 177,622	\$ 184,902	\$ 238,842
Contributions in relation to the actuarially determined contribution	<u>128,281</u>	<u>154,438</u>	<u>177,622</u>	<u>184,902</u>	<u>238,842</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Covered payroll	\$ 1,444,609	\$ 1,707,389	\$ 1,964,845	\$ 2,045,371	\$ 2,630,419
Contributions as a percentage of covered payroll	8.88%	9.04%	9.04%	9.04%	9.08%
<u>Teachers Retirement Plan of TCRS</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
Actuarial Determined Contributions (ADC)	Not applicable	\$ 14,725	\$ 54,252	\$ 144,152	\$ 194,250
Contributions in relation to the actuarially determined contribution		<u>23,559</u>	<u>86,692</u>	<u>144,152</u>	<u>194,250</u>
Contribution deficiency (excess)		<u>\$ (8,834)</u>	<u>\$ (32,440)</u>	<u>\$ -</u>	<u>\$ -</u>
Covered payroll		\$ 588,983	\$ 2,167,299	\$ 3,603,816	\$ 4,856,250
Contributions as a percentage of covered payroll		4.00%	4.00%	4.00%	4.00%
<u>Metro Plan</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
Actuarial Determined Contributions (ADC)	\$ 144,260	\$ 259,859	\$ 285,587	\$ 237,483	\$ 338,847
Contributions in relation to the actuarially determined contribution	<u>144,260</u>	<u>259,859</u>	<u>285,587</u>	<u>237,483</u>	<u>338,847</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Covered payroll	\$ 842,788	\$ 1,444,705	\$ 1,841,309	\$ 1,924,498	\$ 2,745,924
Contributions as a percentage of covered payroll	17.117%	17.987%	15.510%	12.340%	12.340%

This is a 10-year schedule. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

See independent auditor's report.

KIPP NASHVILLE
 REQUIRED SUPPLEMENTARY INFORMATION
 SCHEDULE OF EMPLOYER CONTRIBUTIONS - Continued

NOTES TO SCHEDULE

	<u>TCRS Plans</u>	<u>Metro Plan</u>
Valuation date	June 30, 2016	July 1, 2017
Actuarially determined contribution rates are calculated as of	June 30, 2016	July 1, 2017
Methods and assumptions used to determine contribution rates:		
Actuarial cost method	Entry age normal	Entry age normal
Amortization method	Level dollar closed	Level dollar closed
Amortization period	20 years	30 years
Asset valuation method	10 year smoothed within a 20% corridor to market value	5 year smoothed market
Mortality	Customized table based on actual experience	115% RP-2014 Blue Collar Table
Investment rate of return	7.50%	7.25%
Projected salary increases	4.25% **	4.00%
Inflation	3.00%	2.50%
Cost of living adjustments	2.50%	1.25%

** Graded salary ranges from 8.97 to 3.71 percent based on age, including inflation. Amount reported above is the average projected increase

See independent auditor's report.

OTHER INFORMATION

KIPP NASHVILLE
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS AND STATE FINANCIAL ASSISTANCE
YEAR ENDED JUNE 30, 2018

<u>Program Name/Grantor</u>	<u>Federal CFDA Number</u>	<u>Pass-through Entity Identifying Number</u>	<u>Total Expenditures</u>
<u>Federal Awards</u>			
U.S. DEPARTMENT OF EDUCATION:			
Passed through KIPP Foundation			
Supporting Effective Educator Development Grant	84.423A	N/A	\$ 162,501
Passed through Tennessee Department of Education and Metropolitan Nashville Public Schools			
Title I, Part A Cluster			
Title I Grants to Local Educational Agencies	84.010 *	N/A	830,352
Special Education Cluster (IDEA)			
Special Education - Grants to States	84.027	N/A	326,471
School Improvement Grant	84.377	N/A	<u>250,310</u>
Total U.S. Department of Education			<u>1,569,634</u>
Total Federal Awards			<u>1,569,634</u>
<u>State Financial Assistance</u>			
TENNESSEE DEPARTMENT OF EDUCATION:			
Basic Education Program	N/A	N/A	307,000
Passed through Metropolitan Nashville Public Schools			
Basic Education Program	N/A	N/A	<u>15,662,791</u>
Total State Awards			<u>15,969,791</u>
Total Federal and State Awards			<u>\$ 17,539,425</u>

Note 1: The schedule of expenditures of federal awards and state financial assistance includes the federal grant activity presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and the state grant activity presented in accordance with the requirements of the State of Tennessee. Because the schedule presents only a selected portion of the operations of KIPP Nashville, it is not intended to and does not present the financial position or changes in financial position of KIPP Nashville. The schedule is prepared using the accrual basis of accounting. Expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

Note 2: KIPP Nashville had no amounts which it passed-through to subrecipients.

Note 3: KIPP Nashville has elected not to use the 10-percent de minimis indirect cost rate allowed under the Uniform Guidance.

* Major Program in accordance with the Uniform Guidance.

See independent auditor's report.

KIPP NASHVILLE
 COMBINING BALANCE SHEET
 NONMAJOR GOVERNMENTAL FUNDS
 JUNE 30, 2018

	Permanent	
	KIPP Alumni Scholarship Fund	Total Nonmajor Governmental Funds
ASSETS		
Investments	\$ 216,085	\$ 216,085
Total assets	\$ 216,085	\$ 216,085
LIABILITIES		
Accounts payable and accrued expenditures	\$ -	\$ -
Total liabilities	-	-
FUND BALANCES		
Nonspendable	128,300	128,300
Restricted	87,785	87,785
Total fund balances	216,085	216,085
Total liabilities and fund balances	\$ 216,085	\$ 216,085

See independent auditor's report.

KIPP NASHVILLE
 COMBINING STATEMENT OF REVENUES, EXPENDITURES,
 AND CHANGES IN FUND BALANCES
 NONMAJOR GOVERNMENTAL FUNDS
 YEAR ENDED JUNE 30, 2018

	Permanent		Total
	KIPP		Nonmajor
	Alumni		Governmental
	Scholarship		Funds
	Fund		Funds
REVENUES			
Contributions	\$ 4,500	\$	4,500
Interest	9,225		9,225
Investment appreciation	8,973		8,973
Total revenues	22,698		22,698
 EXPENDITURES	-		-
 NET CHANGE IN FUND BALANCES	22,698		22,698
 FUND BALANCES, June 30, 2017	193,387		193,387
 FUND BALANCES, June 30, 2018	\$ 216,085	\$	216,085

See independent auditor's report.

SCHEDULE OF ASSETS, LIABILITIES AND FUND BALANCES BY SCHOOL
KIPP ACADEMY NASHVILLE
GOVERNMENTAL FUNDS
JUNE 30, 2018

	General Purpose School Fund	Restricted Contribution Fund	Federal and State Grants Fund	Nonmajor Governmental Funds	Total Governmental Funds
ASSETS					
Cash and cash equivalents	\$ 1,152,286	\$ -	\$ -	\$ -	\$ 1,152,286
Investments	-	-	-	216,085	216,085
Receivables	11,098	-	24,104	-	35,202
Due from other funds	24,104	-	-	-	24,104
Other current assets	33,084	-	-	-	33,084
Total assets	<u>\$ 1,220,572</u>	<u>\$ -</u>	<u>\$ 24,104</u>	<u>\$ 216,085</u>	<u>\$ 1,460,761</u>
LIABILITIES					
Accounts payable	\$ 115,463	\$ -	\$ -	\$ -	\$ 115,463
Accrued expenditures	46,309	-	-	-	46,309
Due to other funds	-	-	24,104	-	24,104
Advance contributions and grants	-	-	-	-	-
Total liabilities	<u>161,772</u>	<u>-</u>	<u>24,104</u>	<u>-</u>	<u>185,876</u>
DEFERRED INFLOWS OF RESOURCES					
	<u>10,518</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>10,518</u>
FUND BALANCES					
Nonspendable	33,084	-	-	128,300	161,384
Restricted	-	-	-	87,785	87,785
Unassigned	1,015,198	-	-	-	1,015,198
Total fund balances	<u>1,048,282</u>	<u>-</u>	<u>-</u>	<u>216,085</u>	<u>1,264,367</u>
Total liabilities, deferred inflows of resources and fund balances	<u>\$ 1,220,572</u>	<u>\$ -</u>	<u>\$ 24,104</u>	<u>\$ 216,085</u>	<u>\$ 1,460,761</u>

See accompanying independent auditor's report and notes to schedules.

SCHEDULE OF ASSETS, LIABILITIES AND FUND BALANCES BY SCHOOL
KIPP NASHVILLE COLLEGE PREP
GOVERNMENTAL FUNDS
JUNE 30, 2018

	General Purpose School Fund	Restricted Contribution Fund	Federal and State Grants Fund	Total Governmental Funds
ASSETS				
Cash and cash equivalents	\$ 1,563,477	\$ -	\$ -	\$ 1,563,477
Receivables	10,500	-	29,496	39,996
Due from other funds	29,496	-	-	29,496
Other current assets	45,134	-	-	45,134
Total assets	<u>\$ 1,648,607</u>	<u>\$ -</u>	<u>\$ 29,496</u>	<u>\$ 1,678,103</u>
LIABILITIES				
Accounts payable	\$ 452,820	\$ -	\$ -	\$ 452,820
Accrued expenditures	43,770	-	-	43,770
Due to other funds	-	-	29,496	29,496
Advance contributions and grants	-	-	-	-
Total liabilities	<u>496,590</u>	<u>-</u>	<u>29,496</u>	<u>526,086</u>
DEFERRED INFLOWS OF RESOURCES				
	<u>9,953</u>	<u>-</u>	<u>-</u>	<u>9,953</u>
FUND BALANCES				
Nonspendable	45,134	-	-	45,134
Restricted	-	-	-	-
Unassigned	<u>1,096,930</u>	<u>-</u>	<u>-</u>	<u>1,096,930</u>
Total fund balances	<u>1,142,064</u>	<u>-</u>	<u>-</u>	<u>1,142,064</u>
Total liabilities, deferred inflows of resources and fund balances	<u>\$ 1,648,607</u>	<u>\$ -</u>	<u>\$ 29,496</u>	<u>\$ 1,678,103</u>

See accompanying independent auditor's report and notes to schedules.

KIPP NASHVILLE COLLEGIATE HIGH SCHOOL
GOVERNMENTAL FUNDS
JUNE 30, 2018

	General Purpose School Fund	Restricted Contribution Fund	Federal and State Grants Fund	Total Governmental Funds
ASSETS				
Cash and cash equivalents	\$ 1,494,869	\$ -	\$ -	\$ 1,494,869
Receivables	10,039	-	32,986	43,025
Due from other funds	32,986	-	-	32,986
Other current assets	18,708	-	-	18,708
Total assets	<u>\$ 1,556,602</u>	<u>\$ -</u>	<u>\$ 32,986</u>	<u>\$ 1,589,588</u>
LIABILITIES				
Accounts payable	\$ 139,419	\$ -	\$ -	\$ 139,419
Accrued expenditures	56,794	-	-	56,794
Due to other funds	-	-	32,986	32,986
Advance contributions and grants	-	-	-	-
Total liabilities	<u>196,213</u>	<u>-</u>	<u>32,986</u>	<u>229,199</u>
DEFERRED INFLOWS OF RESOURCES				
	<u>9,516</u>	<u>-</u>	<u>-</u>	<u>9,516</u>
FUND BALANCES				
Nonspendable	18,708	-	-	18,708
Restricted	-	-	-	-
Unassigned	<u>1,332,165</u>	<u>-</u>	<u>-</u>	<u>1,332,165</u>
Total fund balances	<u>1,350,873</u>	<u>-</u>	<u>-</u>	<u>1,350,873</u>
Total liabilities, deferred inflows of resources and fund balances	<u>\$ 1,556,602</u>	<u>\$ -</u>	<u>\$ 32,986</u>	<u>\$ 1,589,588</u>

See accompanying independent auditor's report and notes to schedules.

SCHEDULE OF ASSETS, LIABILITIES AND FUND BALANCES BY SCHOOL
KIPP KIRKPATRICK ELEMENTARY SCHOOL
GOVERNMENTAL FUNDS
JUNE 30, 2018

	General Purpose School Fund	Restricted Contribution Fund	Federal and State Grants Fund	Total Governmental Funds
ASSETS				
Cash and cash equivalents	\$ 1,813,146	\$ 10,000	\$ -	\$ 1,823,146
Receivables	12,244	-	121,793	134,037
Due from other funds	121,793	-	-	121,793
Other current assets	25,091	-	-	25,091
Total assets	<u>\$ 1,972,274</u>	<u>\$ 10,000</u>	<u>\$ 121,793</u>	<u>\$ 2,104,067</u>
LIABILITIES				
Accounts payable	\$ 201,299	\$ -	\$ -	\$ 201,299
Accrued expenditures	53,171	-	-	53,171
Due to other funds	-	-	121,793	121,793
Advance contributions and grants	-	10,000	-	10,000
Total liabilities	<u>254,470</u>	<u>10,000</u>	<u>121,793</u>	<u>386,263</u>
DEFERRED INFLOWS OF RESOURCES				
	<u>11,606</u>	<u>-</u>	<u>-</u>	<u>11,606</u>
FUND BALANCES				
Nonspendable	25,091	-	-	25,091
Restricted	-	-	-	-
Unassigned	<u>1,681,107</u>	<u>-</u>	<u>-</u>	<u>1,681,107</u>
Total fund balances	<u>1,706,198</u>	<u>-</u>	<u>-</u>	<u>1,706,198</u>
Total liabilities, deferred inflows of resources and fund balances	<u>\$ 1,972,274</u>	<u>\$ 10,000</u>	<u>\$ 121,793</u>	<u>\$ 2,104,067</u>

See accompanying independent auditor's report and notes to schedules.

SCHEDULE OF ASSETS, LIABILITIES AND FUND BALANCES BY SCHOOL
KIPP NASHVILLE COLLEGE PREP ELEMENTARY SCHOOL
GOVERNMENTAL FUNDS
JUNE 30, 2018

	General Purpose School Fund	Restricted Contribution Fund	Federal and State Grants Fund	Total Governmental Funds
ASSETS				
Cash and cash equivalents	\$ 605,248	\$ -	\$ -	\$ 605,248
Receivables	4,065	-	11,559	15,624
Due from other funds	11,559	-	-	11,559
Other current assets	35,671	-	-	35,671
Total assets	<u>\$ 656,543</u>	<u>\$ -</u>	<u>\$ 11,559</u>	<u>\$ 668,102</u>
LIABILITIES				
Accounts payable	\$ 399,752	\$ -	\$ -	\$ 399,752
Accrued expenditures	24,606	-	-	24,606
Due to other funds	-	-	11,559	11,559
Advance contributions and grants	-	-	-	-
Total liabilities	<u>424,358</u>	<u>-</u>	<u>11,559</u>	<u>435,917</u>
DEFERRED INFLOWS OF RESOURCES				
	<u>3,853</u>	<u>-</u>	<u>-</u>	<u>3,853</u>
FUND BALANCES				
Nonspendable	35,671	-	-	35,671
Restricted	-	-	-	-
Unassigned	192,661	-	-	192,661
Total fund balances	<u>228,332</u>	<u>-</u>	<u>-</u>	<u>228,332</u>
Total liabilities, deferred inflows of resources and fund balances	<u>\$ 656,543</u>	<u>\$ -</u>	<u>\$ 11,559</u>	<u>\$ 668,102</u>

See accompanying independent auditor's report and notes to schedules.

SCHEDULE OF ASSETS, LIABILITIES AND FUND BALANCES BY SCHOOL
KIPP ANTIOCH COLLEGE PREP ELEMENTARY SCHOOL
GOVERNMENTAL FUNDS
JUNE 30, 2018

	General Purpose School Fund	Restricted Contribution Fund	Federal and State Grants Fund	Total Governmental Funds
ASSETS				
Cash and cash equivalents	\$ -	\$ 500,000	\$ -	\$ 500,000
Receivables	-	-	92,798	92,798
Due from other funds	92,798	-	-	92,798
Other current assets	1,260	-	-	1,260
Total assets	<u>\$ 94,058</u>	<u>\$ 500,000</u>	<u>\$ 92,798</u>	<u>\$ 686,856</u>
LIABILITIES				
Accounts payable	\$ 45,379	\$ -	\$ -	\$ 45,379
Accrued expenditures	2,996	-	-	2,996
Due to other funds	-	-	92,798	92,798
Advance contributions and grants	-	500,000	-	500,000
Total liabilities	<u>48,375</u>	<u>500,000</u>	<u>92,798</u>	<u>641,173</u>
DEFERRED INFLOWS OF RESOURCES				
	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
FUND BALANCES				
Nonspendable	1,260	-	-	1,260
Restricted	-	-	-	-
Unassigned	44,423	-	-	44,423
Total fund balances	<u>45,683</u>	<u>-</u>	<u>-</u>	<u>45,683</u>
Total liabilities, deferred inflows of resources and fund balances	<u>\$ 94,058</u>	<u>\$ 500,000</u>	<u>\$ 92,798</u>	<u>\$ 686,856</u>

See accompanying independent auditor's report and notes to schedules.

SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES BY SCHOOL
KIPP ACADEMY NASHVILLE
GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2018

	General Purpose School Fund	Restricted Contribution Fund	Federal and State Grants Fund	Nonmajor Governmental Funds	Total Governmental Funds
REVENUES					
Contributions	\$ 623,403	\$ 9,358	\$ -	\$ 4,500	\$ 637,261
District funding	3,625,062	-	-	-	3,625,062
Federal and state grants	-	-	356,581	-	356,581
Interest and investment income	5,759	-	-	18,198	23,957
Other income	<u>13,627</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>13,627</u>
Total revenues	<u>4,267,851</u>	<u>9,358</u>	<u>356,581</u>	<u>22,698</u>	<u>4,656,488</u>
EXPENDITURES					
Current:					
Instructional	211,273	4,378	-	-	215,651
Occupancy	298,726	-	-	-	298,726
Office	108,548	-	-	-	108,548
Organizational development	50,440	-	-	-	50,440
Professional services and fees	136,511	-	-	-	136,511
Employee compensation	2,575,772	4,371	286,581	-	2,866,724
Staff development	56,375	609	-	-	56,984
Transportation	55,491	-	-	-	55,491
Debt Service					
Principal	57,768	-	-	-	57,768
Interest	5,840	-	-	-	5,840
Capital outlay	<u>224,989</u>	<u>-</u>	<u>70,000</u>	<u>-</u>	<u>294,989</u>
Total expenditures	<u>3,781,733</u>	<u>9,358</u>	<u>356,581</u>	<u>-</u>	<u>4,147,672</u>
OTHER FINANCING SOURCES (USES):					
Additions to debt	3,609	-	-	-	3,609
Transfers out	<u>(1,232,625)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(1,232,625)</u>
Total other financing sources (uses)	<u>(1,229,016)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(1,229,016)</u>
NET CHANGE IN FUND BALANCES	(742,898)	-	-	22,698	(720,200)
FUND BALANCES, June 30, 2017	<u>1,791,180</u>	<u>-</u>	<u>-</u>	<u>193,387</u>	<u>1,984,567</u>
FUND BALANCES, June 30, 2018	<u>\$ 1,048,282</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 216,085</u>	<u>\$ 1,264,367</u>

See accompanying independent auditor's report and notes to schedules.

SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES BY SCHOOL
KIPP NASHVILLE COLLEGE PREP
GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2018

	General Purpose School Fund	Restricted Contribution Fund	Federal and State Grants Fund	Total Governmental Funds
REVENUES				
Contributions	\$ 641,372	\$ 8,951	\$ -	\$ 650,323
District funding	3,430,218	-	-	3,430,218
Federal and state grants	-	-	363,720	363,720
Interest and investment income	5,447	-	-	5,447
Other income	22,529	-	-	22,529
Total revenues	<u>4,099,566</u>	<u>8,951</u>	<u>363,720</u>	<u>4,472,237</u>
EXPENDITURES				
Current:				
Instructional	184,838	4,188	-	189,026
Occupancy	236,088	-	-	236,088
Office	80,637	-	-	80,637
Organizational development	47,450	-	-	47,450
Professional services and fees	123,520	-	-	123,520
Employee compensation	2,486,834	4,180	287,520	2,778,534
Staff development	44,777	583	-	45,360
Transportation	55,106	-	-	55,106
Debt Service				
Principal	76,097	-	-	76,097
Interest	51,667	-	-	51,667
Capital outlay	<u>2,526,186</u>	<u>-</u>	<u>76,200</u>	<u>2,602,386</u>
Total expenditures	<u>5,913,200</u>	<u>8,951</u>	<u>363,720</u>	<u>6,285,871</u>
OTHER FINANCING SOURCES (USES):				
Additions to debt	2,125,000	-	-	2,125,000
Transfers out	<u>(1,014,761)</u>	<u>-</u>	<u>-</u>	<u>(1,014,761)</u>
Total other financing sources (uses)	<u>1,110,239</u>	<u>-</u>	<u>-</u>	<u>1,110,239</u>
NET CHANGE IN FUND BALANCES	(703,395)	-	-	(703,395)
FUND BALANCES, June 30, 2017	<u>1,845,459</u>	<u>-</u>	<u>-</u>	<u>1,845,459</u>
FUND BALANCES, June 30, 2018	<u>\$ 1,142,064</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 1,142,064</u>

See accompanying independent auditor's report and notes to schedules.

SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES BY SCHOOL
KIPP NASHVILLE COLLEGIATE HIGH SCHOOL
GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2018

	General Purpose School Fund	Restricted Contribution Fund	Federal and State Grants Fund	Total Governmental Funds
REVENUES				
Contributions	\$ 290,391	\$ 331,395	\$ -	\$ 621,786
District funding	3,279,695	-	-	3,279,695
Federal and state grants	-	-	308,980	308,980
Interest and investment income	5,208	-	-	5,208
Other income	73,125	-	-	73,125
Total revenues	<u>3,648,419</u>	<u>331,395</u>	<u>308,980</u>	<u>4,288,794</u>
EXPENDITURES				
Current:				
Instructional	244,247	3,998	-	248,245
Occupancy	311,335	-	-	311,335
Office	92,465	-	-	92,465
Organizational development	50,872	-	-	50,872
Professional services and fees	123,227	-	-	123,227
Employee compensation	2,710,028	326,840	250,180	3,287,048
Staff development	74,250	557	-	74,807
Transportation	524	-	-	524
Debt Service				
Principal	-	-	-	-
Interest	-	-	-	-
Capital outlay	<u>50,911</u>	<u>-</u>	<u>58,800</u>	<u>109,711</u>
Total expenditures	<u>3,657,859</u>	<u>331,395</u>	<u>308,980</u>	<u>4,298,234</u>
OTHER FINANCING SOURCES:				
Additions to debt	-	-	-	-
Transfers in	<u>57,695</u>	<u>-</u>	<u>-</u>	<u>57,695</u>
Total other financing sources	<u>57,695</u>	<u>-</u>	<u>-</u>	<u>57,695</u>
NET CHANGE IN FUND BALANCES	48,255	-	-	48,255
FUND BALANCES, June 30, 2017	<u>1,302,618</u>	<u>-</u>	<u>-</u>	<u>1,302,618</u>
FUND BALANCES, June 30, 2018	<u>\$ 1,350,873</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 1,350,873</u>

See accompanying independent auditor's report and notes to schedules.

SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES BY SCHOOL
KIPP KIRKPATRICK ELEMENTARY SCHOOL
GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2018

	General Purpose School Fund	Restricted Contribution Fund	Federal and State Grants Fund	Total Governmental Funds
REVENUES				
Contributions	\$ 719,414	\$ 42,951	\$ -	\$ 762,365
District funding	3,999,923	-	-	3,999,923
Federal and state grants	-	-	895,357	895,357
Interest and investment income	6,352	-	-	6,352
Other income	19,504	-	-	19,504
Total revenues	<u>4,745,193</u>	<u>42,951</u>	<u>895,357</u>	<u>5,683,501</u>
EXPENDITURES				
Current				
Instructional	456,932	10,487	-	467,419
Occupancy	168,724	-	-	168,724
Office	114,372	-	2,186	116,558
Organizational development	59,196	-	-	59,196
Professional services and fees	130,383	-	-	130,383
Employee compensation	2,515,745	31,775	736,090	3,283,610
Staff development	56,228	689	15,200	72,117
Transportation	4,970	-	-	4,970
Debt Service				
Principal	-	-	-	-
Interest	-	-	-	-
Capital outlay	<u>104,643</u>	<u>-</u>	<u>141,881</u>	<u>246,524</u>
Total expenditures	<u>3,611,193</u>	<u>42,951</u>	<u>895,357</u>	<u>4,549,501</u>
OTHER FINANCING SOURCES (USES):				
Additions to debt	-	-	-	-
Transfers in	<u>(1,159,787)</u>	<u>-</u>	<u>-</u>	<u>(1,159,787)</u>
Total other financing sources (uses)	<u>(1,159,787)</u>	<u>-</u>	<u>-</u>	<u>(1,159,787)</u>
NET CHANGE IN FUND BALANCES	(25,787)	-	-	(25,787)
FUND BALANCES, June 30, 2017	<u>1,731,985</u>	<u>-</u>	<u>-</u>	<u>1,731,985</u>
FUND BALANCES, June 30, 2018	<u>\$ 1,706,198</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 1,706,198</u>

See accompanying independent auditor's report and notes to schedules.

SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES BY SCHOOL
KIPP NASHVILLE COLLEGE PREP ELEMENTARY SCHOOL
GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2018

	General Purpose School Fund	Restricted Contribution Fund	Federal and State Grants Fund	Total Governmental Funds
REVENUES				
Contributions	\$ -	\$ 253,255	\$ -	\$ 253,255
District funding	1,327,893	-	-	1,327,893
Federal and state grants	-	-	435,530	435,530
Interest and investment income	2,108	-	-	2,108
Other income	4,422	-	-	4,422
Total revenues	<u>1,334,423</u>	<u>253,255</u>	<u>435,530</u>	<u>2,023,208</u>
EXPENDITURES				
Current				
Instructional	134,144	1,523	94,363	230,030
Occupancy	222,458	-	-	222,458
Office	51,461	-	3,906	55,367
Organizational development	20,094	-	-	20,094
Professional services and fees	62,415	-	-	62,415
Employee compensation	1,238,396	251,520	180,705	1,670,621
Staff development	69,238	212	-	69,450
Transportation	56,485	-	-	56,485
Debt Service				
Principal	-	-	-	-
Interest	47,373	-	-	47,373
Capital outlay	<u>2,522,835</u>	<u>-</u>	<u>156,556</u>	<u>2,679,391</u>
Total expenditures	<u>4,424,899</u>	<u>253,255</u>	<u>435,530</u>	<u>5,113,684</u>
OTHER FINANCING SOURCES:				
Additions to debt	2,125,000	-	-	2,125,000
Transfers in	<u>1,062,119</u>	<u>-</u>	<u>-</u>	<u>1,062,119</u>
Total other financing sources	<u>3,187,119</u>	<u>-</u>	<u>-</u>	<u>3,187,119</u>
NET CHANGE IN FUND BALANCES	96,643	-	-	96,643
FUND BALANCES, June 30, 2017	<u>131,689</u>	<u>-</u>	<u>-</u>	<u>131,689</u>
FUND BALANCES, June 30, 2018	<u>\$ 228,332</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 228,332</u>

See accompanying independent auditor's report and notes to schedules.

SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES BY SCHOOL
KIPP ANTIOCH COLLEGE PREP ELEMENTARY SCHOOL
GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2018

	General Purpose School Fund	Restricted Contribution Fund	Federal and State Grants Fund	Total Governmental Funds
REVENUES				
Contributions	\$ -	\$ 50,000	\$ -	\$ 50,000
District funding	-	-	-	-
Federal and state grants	-	-	138,549	138,549
Interest and investment income	-	-	-	-
Other income	-	-	-	-
Total revenues	<u>-</u>	<u>50,000</u>	<u>138,549</u>	<u>188,549</u>
EXPENDITURES				
Current				
Instructional	2,568	-	249	2,817
Occupancy	-	-	-	-
Office	317	-	1,983	2,300
Organizational development	47	-	-	47
Professional services and fees	1,475	-	-	1,475
Employee compensation	70,094	50,000	59,673	179,767
Staff development	12,514	-	-	12,514
Transportation	-	-	-	-
Debt Service				
Principal	-	-	-	-
Interest	-	-	-	-
Capital outlay	<u>2,154,661</u>	<u>-</u>	<u>76,644</u>	<u>2,231,305</u>
Total expenditures	<u>2,241,676</u>	<u>50,000</u>	<u>138,549</u>	<u>2,430,225</u>
OTHER FINANCING SOURCES:				
Additions to debt	-	-	-	-
Transfers in	<u>2,287,359</u>	<u>-</u>	<u>-</u>	<u>2,287,359</u>
Total other financing sources	<u>2,287,359</u>	<u>-</u>	<u>-</u>	<u>2,287,359</u>
NET CHANGE IN FUND BALANCES	45,683	-	-	45,683
FUND BALANCES, June 30, 2017	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
FUND BALANCES, June 30, 2018	<u><u>\$ 45,683</u></u>	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>	<u><u>\$ 45,683</u></u>

See accompanying independent auditor's report and notes to schedules.

KIPP NASHVILLE
NOTES TO SCHEDULE OF ASSETS, LIABILITIES AND FUND BALANCES
BY SCHOOL AND SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN
FUND BALANCES BY SCHOOL
AS OF AND FOR THE YEAR ENDED JUNE 30, 2018

As of June 30, 2018, KIPP Nashville operates the following charter schools in Nashville, Tennessee (collectively, the “Schools”):

- KIPP Academy Nashville (grades five through eight)
- KIPP Nashville College Prep (grades five through eight)
- KIPP Nashville Collegiate High School (grades nine through twelve)
- KIPP Kirkpatrick Elementary School (grades kindergarten through four)
- KIPP Nashville College Prep Elementary School (Grades kindergarten through four);
- KIPP Antioch College Prep Elementary School (Grades kindergarten through four); opening in fiscal year 2019

KIPP Nashville operates a regional office for the management and support of the Schools.

Allocations

Each School is a part of the KIPP Nashville network of schools. KIPP Nashville maintains a regional office for management and support of the schools. Certain activities, including fundraising and administration are conducted centrally by the regional office. Accordingly, all assets, liabilities, fund balance, revenues and expenses recorded on the regional office general ledger have been allocated to the various schools in operation and, when applicable, those schools in process of being opened. All financial transactions and balances directly related to a school are recorded directly by that school. Financial transactions and balances of the regional office are allocated to the Schools using the following methodology:

- Cash transfers are made to fund any unrestricted operating deficits and growth needs, which are based primarily on enrollment
- Revenues from fundraising are allocated based primarily on enrollment
- Expenditures of shared services and administration are allocated based primarily on enrollment

Cash and Cash Equivalents

KIPP Nashville operates a pooled-cash management program for the benefit of the Schools. Cash balances reported within the schedule of assets, liabilities and fund balance by school represent each school’s portion of the pooled-cash program, resulting from its operation. Also included in KIPP Academy Nashville’s cash balances may be accounts received from central fundraising activities, which have not been transferred or utilized by other schools. KIPP Academy Nashville, as the first school in KIPP Nashville’s network, holds certain funds for operational needs and future development.

KIPP Nashville management, under the direction of the Board of Directors, and within limits of grant agreements or donor restrictions, may make transfers among the Schools as necessary to fund operations and growth. Accordingly, cash presented for each school may be transferred among the KIPP Nashville schools.



Independent Auditor's Report on Internal Control Over
Financial Reporting and on Compliance and Other Matters
Based on an Audit of Financial Statements Performed in
Accordance with *Government Auditing Standards*

To the Board of Directors
KIPP Nashville
Nashville, Tennessee

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of KIPP Nashville as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the KIPP Nashville's basic financial statements, and have issued our report thereon dated December 17, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered KIPP Nashville's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of KIPP Nashville's internal control. Accordingly, we do not express an opinion on the effectiveness of KIPP Nashville's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.



To the Board of Directors
KIPP Nashville

Compliance and Other Matters

As part of obtaining reasonable assurance about whether KIPP Nashville's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of KIPP Nashville's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering KIPP Nashville's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Nashville, Tennessee
December 17, 2018



Independent Auditor's Report on Compliance for the Major Program
and on Internal Control Over Compliance
Required by the Uniform Guidance

To the Board of Directors
KIPP Nashville
Nashville, Tennessee

Report on Compliance for the Major Federal Program

We have audited KIPP Nashville's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on KIPP Nashville's major federal program for the year ended June 30, 2018. KIPP Nashville's major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for KIPP Nashville's major federal program based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about KIPP Nashville's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for the major federal program. However, our audit does not provide a legal determination of KIPP Nashville's compliance.



To the Board of Directors
KIPP Nashville

Opinion on the Major Federal Program

In our opinion, KIPP Nashville complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2018.

Report on Internal Control Over Compliance

Management of KIPP Nashville is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered KIPP Nashville's internal control over compliance with the types of requirements that could have a direct and material effect on the major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for the major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of KIPP Nashville's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Nashville, Tennessee
December 17, 2018

KIPP NASHVILLE
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2018

SECTION I - SUMMARY OF INDEPENDENT AUDITOR'S RESULTS

Financial Statements

Type of auditor's report issued: Unmodified

Internal control over financial reporting:
Material weakness(es) identified? yes x no
Significant deficiency(ies) identified? yes x none reported

Noncompliance material to financial statements noted? yes x no

Federal Awards

Internal control over major program:
Material weakness(es) identified? yes x no
Significant deficiency(ies) identified? yes x none reported

Type of auditor's report issued on compliance for major program: Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? yes x no

Identification of major programs:

<u>CFDA Number</u>	<u>Name of Federal Program</u>
84.010	Title I Grants to Local Educational Agencies

Dollar threshold used to distinguish between Type A and Type B programs: \$750,000

Auditee qualified as low-risk auditee? x yes no

SECTION II - FINANCIAL STATEMENT FINDINGS

None reported.

SECTION III - FINDINGS AND QUESTIONED COSTS FOR FEDERAL AWARDS

None reported.

KIPP NASHVILLE
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2018

KIPP Nashville had no audit findings for the year ended June 30, 2017.

KIPP Nashville

Statement of Financial Position

As of November 30, 2019 and October 31, 2019

	11/30/2019	10/31/2019	\$ Chg
Assets			
Current Assets			
Cash and Cash Equivalents			
Operating Cash Accounts	9,829,190	8,764,508	1,064,682
Restricted Cash Accounts	728,449	722,434	6,015
Construction Cash Accounts	808,277	592,976	215,301
Total Cash and Cash Equivalents	11,365,916	10,079,918	1,285,998
Other Current Assets			
Pledges Receivable	1,343,512	1,344,187	(675)
Grants Receivable	753,887	726,112	27,775
Food Service Receivable	46,290	460	45,830
Other Accounts Receivable	57,256	303,144	(245,888)
Prepaid Expenses	430,242	449,546	(19,304)
Deferred Outflows of Resources - Pensions	1,528,445	1,528,445	0
Net Pension Asset	163,798	163,798	0
Total Other Current Assets	4,323,430	4,515,692	(192,262)
Total Current Assets	15,689,347	14,595,610	1,093,736
Fixed Assets			
Fixed Assets			
Classroom Furniture/Equipment	3,247,584	3,246,417	1,168
Office Furniture/Equipment	1,022,211	1,022,211	0
Buildings/Improvement	18,265,139	4,211,813	14,053,326
Land	2,071,624	2,071,624	0
Construction in Progress	7,298,477	21,075,622	(13,777,145)
School Buses	1,236,271	1,236,271	0
Accumulated Depreciation	(3,636,990)	(3,366,281)	(270,709)
Loan Fees	85,951	85,951	0
Accumulated Amortization	(11,868)	(11,019)	(848)
Total Fixed Assets	29,578,400	29,572,609	5,792
Total Fixed Assets	29,578,400	29,572,609	5,792
Total Assets	45,267,747	44,168,219	1,099,528
Liabilities and Net Assets			
Liabilities			
Current Liabilities			
Accounts Payable	494,400	474,670	19,730
Accrued Payroll & Retirement	595,176	512,353	82,823
Accrued Expenses	438,578	442,928	(4,351)
Deferred Revenue-Grants	97,794	124,569	(26,775)
Deferred Inflows of Resources-Pledges	1,343,512	1,344,187	(675)
Deferred Inflows of Resources-Pensions	1,438,584	1,438,584	0
Transportation Loans-ST	179,573	178,632	941
Total Current Liabilities	4,587,617	4,515,923	71,694
Long Term Liabilities			
Transportation Loans-LT	172,355	191,688	(19,333)
Antioch Construction Loans-LT	14,150,000	13,672,853	477,147
Charter Impact Fund Loan-EP Campus LT	10,419,852	10,434,541	(14,688)
Total Long Term Liabilities	24,742,207	24,299,081	443,126
Total Liabilities	29,329,824	28,815,004	514,820
Total Net Assets	15,937,923	15,353,215	584,708
Total Liabilities and Net Assets	45,267,747	44,168,219	1,099,528

These financial statements have not been subjected to an audit, review, or compilation engagements, and no assurance is provided on them. Substantially all disclosures required by GAAP-USA are omitted.

KIPP Nashville

Statement of Activities - Combined (FC)

For the Five Months Ended November 30, 2019

	Current Month			Year To Date			Annual		
	Actual	Budget	Variance	% Spent	Actual	Budget	Variance	% Spent	Balance
Revenues									
Revenues									
State & Local Revenue	2,545,621	2,457,016	88,605	(3.5%)	10,368,038	9,828,063	539,976	(5.2%)	14,202,119
Federal Revenue	119,770	25,532	94,238	(78.7%)	948,782	765,805	182,978	(19.3%)	2,910,027
Fundraising	555,391	85,000	470,391	(84.7%)	940,088	729,166	210,922	(22.4%)	3,200,000
Other Revenue	36,424	14,076	22,348	(61.4%)	453,672	73,746	379,926	(83.7%)	174,143
Total Revenues	3,257,205	2,581,624	675,582	(20.7%)	12,710,581	11,396,779	1,313,802	(10.3%)	30,854,327
Total Revenues	3,257,205	2,581,624	675,582	(20.7%)	12,710,581	11,396,779	1,313,802	(10.3%)	18,143,747
Expenses									
Personnel									
Teachers	699,800	685,525	(14,275)	2.0%	3,723,415	3,677,247	(46,167)	1.2%	8,725,545
Administrative	384,182	382,538	(1,644)	0.4%	2,063,660	2,003,771	(59,889)	2.9%	4,772,619
Support - Salaried	166,325	153,602	(12,723)	7.6%	788,882	804,584	15,702	(2.0%)	1,916,372
Transportation Salaries	53,366	51,735	(1,630)	3.1%	276,632	270,995	(5,638)	2.0%	645,460
Contracted Support	70,497	38,852	(31,646)	44.9%	185,683	187,591	1,908	(1.0%)	459,553
Part-Time Instructor	1,297	0	(1,297)	100.0%	5,389	0	(5,389)	100.0%	0
Relocation Expenses	0	0	0	0.0%	24,013	26,250	2,237	(9.3%)	26,250
Benefits	359,453	331,638	(27,815)	7.7%	1,645,139	1,712,857	67,718	(4.1%)	4,088,996
Total Personnel	1,734,921	1,643,891	(91,030)	5.2%	8,712,813	8,683,295	(29,518)	0.3%	20,634,795
Other Expense Categories									
Direct Student Expenses	134,713	128,641	(6,073)	4.5%	750,746	817,341	66,595	(8.9%)	1,810,760
Transportation	38,785	26,369	(12,416)	32.0%	128,247	128,613	366	(0.3%)	309,963
Technology	43,675	36,709	(6,966)	15.9%	191,483	190,095	(1,387)	0.7%	445,152
Administration	312,303	242,588	(69,715)	22.3%	1,254,760	1,263,478	8,717	(0.7%)	3,018,350
Facilities	142,124	152,188	10,064	(7.1%)	743,678	788,116	44,438	(6.0%)	1,867,794
Depreciation & Amortization	271,557	271,557	(0)	0.0%	535,552	535,552	(0)	0.0%	1,001,299
Uncategorized Expenses - Coding Required	3,534	0	(3,534)	100.0%	3,940	0	(3,940)	100.0%	0
Total	946,691	858,051	(88,640)	9.4%	3,608,405	3,723,194	114,789	(3.2%)	8,453,318
Total Expenses	2,681,612	2,501,942	(179,670)	6.7%	12,321,218	12,406,489	85,271	(0.7%)	29,088,113
Gains & (Losses) - Realized & Unrealized									
Unrealized - Gain / (Loss)	9,115	0	9,115	(100.0%)	16,021	6,906	9,115	(56.9%)	6,906
Total Gain / (Loss) - Unrealized	9,115	0	9,115	(100.0%)	16,021	6,906	9,115	(56.9%)	6,906
Total Gains & (Losses) - Realized & Unrealized	9,115	0	9,115	(100.0%)	16,021	6,906	9,115	(56.9%)	6,906
NET SURPLUS/(DEFICIT)	584,708	79,682	505,026	(86.4%)	405,384	(1,002,804)	1,408,188	(347.4%)	1,773,120
									1,367,736

These financial statements have not been subjected to an audit, review, or compilation engagements, and no assurance is provided on them. Substantially all disclosures required by GAAP-USA are omitted.

KIPP Nashville
Statement of Cash Flows

For the Five Months Ended November 30, 2019

	Actual
CASH FLOWS FROM OPERATING ACTIVITIES	
NET SURPLUS/(DEFICIT) FOR PERIOD	584,708
ADJUSTMENTS TO RECONCILE NET INCOME TO NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES	
Decrease in Pledges Receivable	675
Decrease in Other Accounts Receivable	245,888
Increase in Grants Receivable	(27,775)
Increase in Food Service Receivable	(45,830)
Decrease in Prepaid Insurance	14,458
Decrease in Prepaid Expenses- Other	4,846
Decrease in Accumulated Depreciation	270,709
Decrease in Accumulated Amortization	848
Increase in Accounts Payable	11,797
Increase in Credit Cards	7,933
Increase in Accrued 1% Kipp Foundation Fee	18,327
Increase in Accrued Payroll and Other Expense	60,145
Decrease in Deferred Revenue	(26,775)
Decrease in Deferred Inflows of Resources	(675)
NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES	1,119,279
CASH FLOWS FROM INVESTING ACTIVITIES	
Classroom Furniture	(1,168)
Leaschold Improvements	(7,241)
Construction in Progress	13,777,145
Building Improvements	(14,046,085)
NET CASH PROVIDED (USED) BY INVESTING ACTIVITIES	(277,349)
CASH FLOWS FROM FINANCING ACTIVITIES	
Loan - Bus 2 - S/T Portion	361
PNFP Loan - S/T Portion	151
PNFP Loan #90022419 - S/T Portion	249
PNFP Bus Loan #90341766 - S/T Portion	181
Loan - Bus 2 - L/T Portion	(3,779)
PNFP Loan - L/T Portion	(6,893)
PNFP Loan #90022419 - L/T Portion	(5,224)
PNFP Bus Loan #90341766 - L/T Portion	(3,436)
Antioch Construction Loan #5222	477,147
Charter Impact Fund Loan - EP Campus	(14,688)
NET CASH PROVIDED (USED) BY FINANCING ACTIVITIES	444,067
NET INCREASE/(DECREASE) IN CASH	1,285,998
CASH AND CASH EQUIVALENTS AS OF 11/1/2019	10,079,918
CASH AND CASH EQUIVALENTS AS OF 11/30/2019	11,365,916

These financial statements have not been subjected to an audit, review, or compilation engagements, and no assurance is provided on them. Substantially all disclosures required by GAAP-USA are omitted.

Attachment V

Litigation Documents

Attachment V: Litigation Documents

Not applicable; KIPP Nashville is not involved in any current or past litigation or arbitration proceedings.

Attachment W

Emergency Response and Crisis Management Plan



METRO
NASHVILLE
PUBLIC
SCHOOLS

2019-20 EMERGENCY RESPONSE AND CRISIS MANAGEMENT PLAN

Office of School Safety and Security

Phone: 615-259-8747

Fax: 615-214-8658



STANDARD™
RESPONSE PROTOCOL



I. PLAN OVERVIEW

Beginning with the 2006-07 school year, MNPS emergency response and crisis management plans were revised to be compliant with federal and municipal executive orders to adopt the National Incident Management System (NIMS) model. NIMS is a well-tested means of responding to emergencies effectively. One of the NIMS requirements is that responders and school personnel use the same terminology. Although many roles will remain the same, the title of the person in that role will change. In 2017 – 2018 MNPS emergency response and crisis management plans were to bring us in line with national best practices and the Standard Response Protocol (SRP) and the Standard Reunification Method found at www.iloveyouguys.org. Please feel free to contact the Safety and Security Office if you have any questions.

There are four (4) basic responses to an emergency – evacuation, lockdown, lockout, and shelter-in-place.



A. Evacuation

1. To a site on campus – use for fire drills or evacuation as a result of a bomb threat.
2. To a transportation site – use when there is a more serious threat to the safety of staff and students, such as a hazardous chemical spill, that requires evacuation to an off-campus site. This site needs to be about five (5) miles away.



B. Lockdown – use when there is an **internal threat**, such as an intruder in the school or school shooting incident.



C. Lockout/Secure the Building's Perimeter - when there is an **external threat**, such as criminal activity in the vicinity of the school.



D. Shelter-in-place

1. General shelter – use when transportation from the school has been delayed, such as during a winter storm.
2. Tornado shelter – shelter in a place of safety within the school. This may require relocation to more structurally sound parts of the building.

II. PREVENTION AND MITIGATION:

Hazard Hunt (see page 21) – identify any special circumstances in or near your school/facility that pose problems or potential risk to persons or property, or which might impede evacuation, such as factories, airports, railroads, rivers/streams.

- A. Core Team – community members, fireman, policeman, business leaders come in to discuss the dangers and issues that surround the community the school is in. Then rank the list high, medium and low. “High” needs its own plan and should be listed on the Hazard Hunt.
- B. Crisis Team – school staff assigned to perform specific duties inside the plan and assist with drills.

III. PREPARATION/PLANNING PHASE:

- A. Conduct an asset survey to determine staff members' skills which may be needed during an emergency, such as:
 1. First aid, CPR and/or AED (automated external defibrillator) training
 2. Bilingual
 3. Knowledge or training in assisting persons with disabilities
- B. Identify students and staff that may need assistance in an emergency.
 1. **Students:** Develop a plan for each student with the assistance of the student's parent/guardian.
 - a. Design student evacuation plans based on student abilities, schedule, and the physical layout of the building.
 - b. Maintain a current and accurate list of the medical needs of the disabled students at the school.
 2. **Staff:** Discuss evacuation plan with staff members who may need assistance.
 - a. List these staff along with the nature of the assistance needed (see page 23).
 - b. Assign person(s) to assist the identified staff member.
 3. Train students, staff and assistants according to the plan.
 4. Drill in accordance with the plan.
 5. If the Fire Department has visited your school and designated “Areas of Refuge”, these areas should be clearly marked, easily accessible, and known to all individuals needing evacuation assistance.

C. PRINCIPAL’S RESPONSIBILITIES:

1. Read the plan. Appoint Crisis Team members, assign reading of the plan, and train the Crisis Team.
 - a. Assign appropriate responsibilities and empower staff to initiate the plan independent of the Incident Commander’s direction or presence.
 - b. Appoint at least one (1) alternate for each Crisis Team position.

2. Determine two (2) locations suitable for Command Posts and take the emergency response information to the sites. Place and maintain the following in each Command Post:
 - a. Emergency Call List:
 - i. SRO, if applicable
 - ii. 911 – remain on the line with the dispatcher until released
 - iii. Security Office 615-259-8747
 - iv. The appropriate EDSSI (Ex. Dir. of School Support and Improvement)
 - v. Communications Office 615-259-8405
 - b. All Schedules
 - i. Master Schedule
 - ii. Bell Schedule
 - iii. Lunch Schedule
 - iv. Assembly Schedule
 - vi. Home Room Schedule
 - vii. School Communications
 - c. Student Alpha List
 - d. Staff Alpha List
 - e. P.A. Instructions
 - f. Floor Plan:
 - i. Zones should be color outlined (not filled-in with solid colors). This will make copies of the floor plan easier to read when copied.
 - ii. Utility shut-off locations identified as follows:

Electricity	(E)
Water.....	(W)
Sprinklers	(S)
Phones.....	(P)
Gas.....	(G)
Air Handling.....	(AH)
Laboratory Chemical Storage.....	(LC)
Camera Locations, Numbers and Direction of View	(C1>, C2>, C3>, etc.)
 - iii. Number the Main Building exits clockwise beginning at the front/main entrance; portable classrooms should be numbered sequentially after the main building numbers.
 - iv. Classroom Numbers
 - v. Two Command Posts identified as “CP1” and “CP2”
 - vi. If the Fire Department has determined “Areas of Refuge” for disabled students/staff, identify as “AOR”
 - g. Multiple letter size (8½ x 11) color copies of floor plan for distribution to Crisis Team

3. Determine on-campus and off-campus locations for Communications Centers and procedures for parents and news media to receive information.

4. Assure emergency materials are in a location easily accessible and in a form that may be easily transported.

5. Determine two or more emergency relocation sites in different directions from the school. At least one (1) of these sites should be a minimum of five (5) miles from the building.

6. Determine procedures to identify injured students and to account for and release students and staff from the school or relocation site.

7. Train your staff during the August in-service. Inform substitute and itinerant teachers by *substitute/information packet*

or by other methods. Execute one (1) practice drill without students after the training.

8. Determine unannounced practice dates in September, November, January, and March.

9. Complete and return ONLY the following items to the Security Office by July 31, 2019:
- a. Evaluation Check-off List (see pages 17-18)
 - b. School Crisis Team List (see page 19)
 - c. Additional Staff Communications List (see page 20)
 - d. Building/Area Master “Hazard Hunt” form (see page 21)
 - f. Staff with Specialized Medical Training form (see page 22)
 - g. Students and Staff Needing Special Assistance form (see page 23)
 - h. Procedures for Staff To Follow If Made Aware of Potential Threat form (see page 24)
 - j. Methods of Notification form (see page 25)
 - k. Reunification Plan (see page 26)
 - l. Procedures for Evac, Reverse Evac, Lockdown, Shelter-in-Place, and Drop-Cover-Hold (see page 27)
 - m. Visitor Management/Access Control Procedures (see page 28)
 - n. Floor Plan (on 8½ x 11 letter-size paper). Each page should not show more than one floor. Refer to checklist.
 - o. Evacuation Routes on a Separate Floor Plan for Fire and Tornado- Use different colors to indicate which.
 - p. MNPS Cardiac Response Team Protocol Form (pg 29)
 - q. Safety Drill Sheet with Scheduled dates for drills to be conducted (pg. 30)
- Maintain all other items (i.e., emergency call list, master schedule, student alpha list, etc.) with your Emergency Response and Crisis Management Plan. Do not send copies of these items to Security Office.

D. **ADDITIONAL ADMINISTRATORS**

Learn the plan. Additional administrators should be cross-trained to replace any member of the Crisis Team in their absence.

E. **CRISIS TEAM ASSIGNMENTS**

Crisis Team assignments should logically fit the skills of the person assigned to the task. The role assigned may parallel that Crisis Team member’s day-to-day work assignments. Descriptions of each role are noted below. Examples of possible Crisis Team members are listed below each title.

Using the Incident Command System (ICS), the number and types of roles activated depend on the nature, severity, and length of the emergency/crisis. ICS is efficient because of its flexibility.

1. **INCIDENT COMMANDER**

- a. Evaluates all information and takes action to stabilize the crisis. Continues plan implementation if remaining in the building.
- b. Activates all appropriate Incident Command System roles. Disengages all bells, if possible.
- c. Uses the P.A. system to take appropriate action using one of the following messages:

Lockdown:

“ALL STAFF, THIS IS A LOCKDOWN, PLEASE CLEAR THE HALLS. Lock all interior doors, turn off lights and get out of sight!” Lockdown! Locks, Lights, Out of Sight!”

(“CRISIS TEAM REPORT TO COMMAND POST 1 or COMMAND POST 2” after the message directs the Crisis Team to report to Command Post 1 or 2, but only if it is safe to do so).

Lockout/Secure the Building’s Perimeter:

“ALL STAFF, THIS IS A LOCKOUT. CRISIS TEAM SECURE THE PERIMETER. LOCK ALL EXTERIOR DOORS AND TAKE OTHER APPROPRIATE ACTIONS.”

Evacuation to an on-campus location:

“ALL STAFF, INITIATE EMERGENCY EVACUATION. EVACUATE TO SITE _____ LOCATED AT _____. PLEASE SWEEP ALL ROUTES TO THE SITE.”

Evacuation to a site for transportation to an off-campus location:

“ALL STAFF, INITIATE EMERGENCY EVACUATION. EVACUATE TO SITE _____ LOCATED AT _____. PLEASE SWEEP ALL ROUTES TO THE SITE. WE WILL BE IMPLEMENTING THE STANDARD REUNIFICATION METHOD FROM THAT LOCATION.

Shelter-in-Place:

“ALL STAFF, BE PREPARED TO INITIATE SHELTER-IN-PLACE PROTOCOLS. (WEATHER RELATED EVENT – e.g. A TORNADO WATCH) HAS BEEN ANNOUNCED.”

“ALL STAFF, INITIATE SHELTER-IN-PLACE PROTOCOLS. (WEATHER RELATED EVENT – e.g. A TORNADO WARNING) HAS BEEN ANNOUNCED.”

- d. Contact SRO, if available. Contact police or other emergency personnel, as appropriate.
- e. Contact the Security Office (615-259-8747)
- f. Contact the appropriate EDSSI (Exec. Dir. of School Support and Improvement).
- g. Direct the appropriate Crisis Team members to collect information to assist emergency responders.
- h. When the emergency/law enforcement responders arrive, Incident Command responsibility passes to the proper agency responder. Remain with the emergency/law enforcement responders until the emergency/crisis has been resolved or you are released. Operations team members will coordinate student accounting, debriefing, and dismissal of students and staff tasks as instructed by emergency responders.
- i. After conclusion of the emergency/crisis, Principal will submit “Safety Drill Report” form (see page 24) to the Security Office.

2. Safety Officer

- a. Replaces the Incident Commander, if necessary.
- b. Assesses potential dangers.
- c. Stops or prevents unsafe acts.
- d. Assists emergency personnel.
- e. Monitors the safety of all staff.
- f. Ensures staff emotional, psychological, and physical safety, including their stress level.

3. School Public Information Officer

Maintains contact between the Incident Commander and the MNPS Communications Office.

4. Liaison Officer

- a. Assists the Incident Commander as the point of contact for other participating organizations.
- b. Briefs the Incident Commander on the needs of other organizations.
- c. Briefs the Administration of the school district and other participating organizations making sure all organizations are working together.

5. Planning and Intelligence Officer

- a. Gathers and assesses information.
- b. Maintains file of potential hazards.
- c. Gathers all intelligence, such as:
 - i. Photographs
 - ii. Audio recordings
 - iii. Videos
- d. Monitors mass media broadcasts.
- e. Based on information available, advises the Incident Commander and Safety Officer whether the emergency/crisis is close to resolution.
- f. Identifies high-risk areas in the school and on-campus.

6. Operations

- a. Operations functions include the following:
 - i. Searches and secures building(s)
 - ii. Renders first aid, CPR, AED (automated external defibrillator)
 - iii. Accounts for students, staff, and visitors
 - iv. Oversees and monitors student release and family reunification
 - v. Coordinates grounds and maintenance activities

- vi. Ensures the availability of food, water, and proper sanitation
- vii. Traffic safety
- viii. Bilingual translator, when appropriate
- ix. Implements crisis intervention and recovery activities
- b. Depending upon the size of your school, operations functions may be shared or the Principal may designate teams for specific operations functions.

7. **Logistics Officer**

- a. Logistics team members coordinate replenishment of staff, supplies, and other needed items. Logistics functions include the following:
 - i. Finds resources
 - ii. Provides additional or replacement staff
 - iii. Provides supplies and materials
 - iv. Arranges for shelter, if away from school
 - v. Provides food and water
 - vi. Documents all activities
- b. Depending upon the size of your school, logistics functions may be shared or the Principal may designate teams for specific logistics functions.

8. **Additional Administrators**

- a. Replace Crisis Team members, if necessary.
- b. Assist emergency personnel as directed.

IV. REUNIFICATION **NEW**

One critical aspect of crisis response is accountable reunification of students with their parents or guardians in the event of a school crisis or emergency. The Standard Reunification Method provides school and district safety teams with proven methods for planning, practicing and achieving a successful reunification. However, site-specific considerations will impact how these practices can be integrated into school and district safety plans. Successful planning and implementation also demands partnerships with all responding agencies participating in a crisis response. A predetermined, practiced reunification method ensures the reunification process will not further complicate what will probably be a chaotic, anxiety-filled scene. In fact, putting an orderly reunification plan into action will help defuse the emotion building at the site. ***Do not publicly announce the reunification location until all available students have been delivered to the site.***

- A. Establish a parent check-in location
 - 1. **Greeters** direct parents/guardians to the check-in location
 - 2. **Checkers** verify IDs
 - 3. Parents/guardians complete reunification cards
 - 4. This process works best when you can keep the parents/guardians outside of the building
- B. Establish a student staging area
 - 1. This area is out of sight of parents
 - 2. **Reunifier** recovers students from the staging area and delivers them to the reunification site
 - 3. **Kid Wranglers** are school staff assigned to remain in student assembly area to manage students until reunified
 - 4. **Counselors** should be available and in a private area out of sight of students and parents
- C. Students are reunified after all information is verified
 - 1. The reunification area is not in the same location as the check-in
 - 2. Should be out of sight of the check-in area
- D. Offsite reunification
 - 1. Transportation Team
 - a. Assemble a master student roster, teacher roster and guest roster
 - b. Identify the reunification site
 - c. Provide transport of students and staff to reunification site
 - d. Track students and staff being taken to medical facilities
 - 2. Reunification Team
 - a. Have roles already assigned (same as onsite)
 - b. Proceed to location and prepare for student, staff and parent arrival

V. RECOVERY PHASE:

Recovery starts when the crisis begins. This may be the phase most used to assist you with problems that arise in your school. Actions taken during the Recovery Phase may be initiated because of the serious injury or death of a student/staff member whether naturally or prematurely, violently or accidentally, on-campus or off-campus. Both the District and schools will have designated Crisis Aftercare Response Event (CARE) Teams.

- A. Designate members of your staff as members of the school-based CARE Team who have leadership abilities and react with calm assurance in the face of a crisis.
 1. The members should be faculty/staff who know and relate well to the students, and have the students' respect.
 2. The school should include a school counselor, psychologist, or social worker on the CARE Team who has been trained in post-crisis intervention.
 3. Other members may include coaches, STARS specialists, and family resource coordinators.

- B. CARE Team roles include the following:
 1. **Leader/Coordinator** – coordinates the school's CARE Team activities, in conjunction with the principal.
 2. **Family Liaison** – opens communications between the family and the school; in addition, provides support to the family, advising them of school and district procedures.
 3. **Phone Tree Coordinator** – establishes and disseminates contact information to mobilize the school's CARE Team in the event of a crisis
 4. **Support Services Coordinator** – assesses and coordinates additional resources
 5. **School Counselor, Psychologist or Social Worker** - provides support to those in need
 6. **Roamers** – members of the CARE Team or staff appointed on the day of the crisis to assist the CARE Team by being visible and available to students

- C. Establish a CARE Action Plan with activities, contact information, sample letters to parents/guardians, and staff, and checklists.

VI. PRACTICE PROCEDURES

A. PRINCIPAL

1. *Fall In-Service Training (Staff Only)*

- a. The Plan is a sensitive and confidential document. Do not distribute the complete plan, instead handout the applicable “Lockdown Practice” forms (see pages 9-14). Staff should read their assigned duties, complete the appropriate sections, and then proceed to their assigned areas.
- b. Use the P.A. system to execute security drills by giving the following announcements:

Lockdown:

“ALL STAFF, THIS IS A LOCKDOWN, PLEASE CLEAR THE HALLS, Lock all interior doors, turn off lights and get out of sight!” “ Lockdown! Locks, Lights Out of Sight!” (“CRISIS TEAM REPORT TO COMMAND POST 1 or COMMAND POST 2” after the message directs the Crisis Team to report to Command Post 1 or 2, but only if it is safe to do so).

Lockout/Secure the Building’s Perimeter:

“ALL STAFF, THIS IS A LOCKOUT. CRISIS TEAM SECURE THE PERIMETER. LOCK ALL EXTERIOR DOORS, AND TAKE OTHER APPROPRIATE ACTIONS.”

Evacuation:

i. Evacuation to an On-Campus Location:

“ALL STAFF, INITIATE EMERGENCY EVACUATION. EVACUATE TO SITE _____ LOCATED AT _____. PLEASE SWEEP ALL ROUTES TO THE SITE.”

ii. Evacuation to a site for Transportation to an Off-Campus Location:

“ALL STAFF, INITIATE EMERGENCY EVACUATION. EVACUATE TO SITE _____ LOCATED AT _____. PLEASE SWEEP ALL ROUTES TO THE SITE. WE WILL BE IMPLEMENTING THE STANDARD REUNIFICATION METHOD FROM THAT LOCATION.

Shelter-in-Place:

- i. **“ALL STAFF, BE PREPARED TO INITIATE SHELTER-IN-PLACE PROTOCOLS. (WEATHER RELATED EVENT – e.g. A TORNADO WATCH) *HAS BEEN ANNOUNCED.*”**
- ii **“ALL STAFF, INITIATE SHELTER-IN-PLACE PROTOCOLS. (WEATHER RELATED EVENT – e.g. A TORNADO WARNING) *HAS BEEN ANNOUNCED.*”**

Do not deviate from this system-wide uniform emergency action code phrases listed above.

- c. Operations/Student and Staff Accounting Team members will assess “Staff Knowledge and Skills” forms (page 16), missing staff, and/or other areas of concern.
- d. Principal will sign and submit the “Safety Drill Report” form (see page 24) to the Security Office. Keep a copy of the “Staff Knowledge and Skills” forms (see page 16) with your records.

2. Required Safety Drills

- a. **Lockdown Drills:** Five (5) required lockdown drills per year.
 - i. The first drill will be conducted in August with staff only. Determine unannounced practice dates for other four (4) drills to be conducted in September, November, January, and March. Additional dates may be chosen at the Principal’s discretion. For maximum effect, do not announce dates to staff in advance.
 - ii. Disengage all bells, if possible.
 - iii. Use the P.A. system to lockdown the school and move the Crisis Team to the appropriate Command Post, but only if it is safe to do so.
 - iv. After release from the lockdown, the Crisis Team will evaluate attendance and assess the practice session.
 - v. Submit “Safety Drill Report” form (see page 24) to the Security Office.
- b. **Evacuation/Fire Drills:** Two (2) evacuation/fire drills must completed within the first thirty (30) school days and then one (1) evacuation/fire drill every thirty (30) school days thereafter. The first drill must be conducted in August with staff only. Additional dates may be chosen at the Principal’s discretion. For maximum effect,

- do not announce dates to staff in advance. Plan each drill with an “emergency” that staff has to respond to. Do not always practice your drills in a static environment.
- c. **Fire Safety Announcements:** Four (4) must be read during the year.
 - d. **AED Drill:** One (1) AED drill is required for each school that has an AED and all staff must be trained on the use of an AED. All MNPS schools are equipped with an AED. The AED drill is a drill in which a group of people act out a CPR emergency. One person is assigned to call 911, another performs CPR, one person goes to get the AED and bring it back, and someone is assigned to wait for EMS and direct them to the location of the emergency when they arrive. This drill does need to include all staff or students.
For assistance with AED Drill, contact Angel Carter with Project ADAM- angel.carter@vumc.org.
 - e. **Active Aggressor Drill:** One (1) is required each year. (see TCA 49-6-807).
 - i. Each School Safety Team shall conduct at least one armed intruder drill.
 - 1) The drill does not have to include students.
 - 2) A lockdown drill with staff checking all doors and compliance will suffice.
 - ii. The drill shall be conducted in coordination with Metro Police
 - 1) Metro Police review all MNPS drill and emergency procedures
 - 2) This constitutes MNPD coordination
 - iii. Armed Intruder Drill results must be kept on file for five (5) years.
 - f. **Tornado/Severe Storms Drills:** Two (2) tornado/severe storm drills are required each year – one in September and another in March.
3. **Crisis Team Training**
- a. Practice Crisis Team roles so that in the event of an emergency the Crisis Team will respond automatically.
 - b. **The Crisis Team must be proficient and provide accurate information, especially with regard to student and staff attendance/accounting.**

**METROPOLITAN NASHVILLE PUBLIC SCHOOLS
2019-20 EMERGENCY RESPONSE AND CRISIS MANAGEMENT PLAN
DRILL PROCEDURES**

CLASSROOM TEACHERS

1. Respond to the following security announcements by cautiously proceeding to the appropriate area:

Lockdown:

“ALL STAFF, THIS IS A LOCKDOWN, PLEASE CLEAR THE HALLS, Lock all interior doors, turn off lights and get out of sight!” “ Lockdown! Locks, Lights Out of Sight!” (“CRISIS TEAM REPORT TO COMMAND POST 1 or COMMAND POST 2” after the message directs the Crisis Team to report to Command Post 1 or 2, but only if it is safe to do so).

Lockout/Secure the Building’s Perimeter:

“ALL STAFF, THIS IS A LOCKOUT. CRISIS TEAM SECURE THE PERIMETER. LOCK ALL EXTERIOR DOORS, AND TAKE OTHER APPROPRIATE ACTIONS.”

Evacuation to an On-Campus Location:

“ALL STAFF, INITIATE EMERGENCY EVACUATION. EVACUATE TO SITE _____ LOCATED AT _____ . PLEASE SWEEP ALL ROUTES TO THE SITE.”

Evacuation to a site for Transportation to an Off-Campus Location:

“ALL STAFF, INITIATE EMERGENCY EVACUATION. EVACUATE TO SITE _____ LOCATED AT _____ . PLEASE SWEEP ALL ROUTES TO THE SITE. WE WILL BE IMPLEMENTING THE STANDARD REUNIFICATION METHOD FROM THAT LOCATION.

Shelter-in-Place:

“ALL STAFF, BE PREPARED TO INITIATE SHELTER-IN-PLACE PROTOCOLS. (WEATHER RELATED EVENT – e.g. A TORNADO WATCH) HAS BEEN ANNOUNCED.”

“ALL STAFF, INITIATE SHELTER-IN-PLACE PROTOCOLS. (WEATHER RELATED EVENT – e.g. A TORNADO WARNING) HAS BEEN ANNOUNCED.”

If the alert is for a lockdown, clear the hallways by compelling others to enter your classroom, lock the door, cover the view port (door glass), lower and close the blinds, and move everyone to a safe location within the classroom away from any doors or windows. Barricade the door closed. Have a plan.

If circumstances permit, email the Security Office with any emergency issues (e.g. injuries, intruders) at security@mnps.org. This email will be forwarded to the proper emergency responders (Police, Fire, EMS, OEM).

Use the Raptor 6 Emergency Application if available at your school

For a lockout, secure the building’s perimeter by locking all exterior doors, lower and close the blinds.

- a. All outside activities come inside
- b. Be aware of exterior door security.
- c. Normal activity continues inside, however monitor all exterior doors and windows, and check hallways frequently for unauthorized guests.
- d. **When there exists a threat that exposes specific classrooms to danger (e.g. gunfire is being received from outside), move below window level (“drop and cover”) or behind concrete walls/barriers until an interior safe area is available.**

If the alert calls for evacuation take the attendance book and lead your class out of the building by the prescribed route, in an orderly manner.

If the alert requires that you shelter-in-place, either stay in your classroom or go to the appropriate place of shelter (as in a tornado warning).

2. Immediately take attendance. Add the names of any students or adults present but not normally assigned to your class, unless evacuation requires immediate departure from the building. Keep the attendance record with you until directed otherwise.

3. IT IS EXTREMELY IMPORTANT THAT YOU REMAIN IN CONTROL OF YOUR CLASS. Continue usual classroom routine, but under no circumstances release anyone into the hallway.
4. Wait patiently until either: 1) a predetermined signal is given (e.g. "All Clear"); 2) you are able to identify a Crisis Team member at the door; or 3) emergency personnel are at the door and have provided proper identification. Do not be afraid to call 911 and give dispatchers a password for the emergency responder to give before letting them in the room. Submit a copy of your attendance with additions to the Crisis Team member.
5. When directed, guide your class from the building in a controlled manner to the area designated by the Crisis Team member. Take your copy of the attendance record with you. LEAVE YOUR CLASSROOM DOOR LOCKED. Students may not go to their lockers or the restroom.
6. At the relocation site, retake attendance. NOTIFY YOUR CRISIS TEAM MEMBER OF ANY DISCREPANCY.
7. Supervise students until the **Incident Commander** releases them. Students must remain under your supervision until released.
8. Consider yourself dismissed only when the **Incident Commander** advises. Do not return to the building until directed to return.
9. Be cautious of making statements to the media or allowing the media access to your students.

**METROPOLITAN NASHVILLE PUBLIC SCHOOLS
2019-20 EMERGENCY RESPONSE AND CRISIS MANAGEMENT PLAN
DRILL PROCEDURES**

NON-TEACHING STAFF

1. Respond to the following security announcements by cautiously proceeding to the appropriate area:

Lockdown:

“ALL STAFF, THIS IS A LOCKDOWN, PLEASE CLEAR THE HALLS, Lock all interior doors, turn off lights and get out of sight!” “Lockdown! Locks, Lights Out of Sight!” (“CRISIS TEAM REPORT TO COMMAND POST 1 or COMMAND POST 2” after the message directs the Crisis Team to report to Command Post 1 or 2, but only if it is safe to do so).

Lockout/Secure the Building’s Perimeter:

“ALL STAFF, THIS IS A LOCKOUT. CRISIS TEAM SECURE THE PERIMETER. LOCK ALL EXTERIOR DOORS, AND TAKE OTHER APPROPRIATE ACTIONS.”

Evacuation to an On-Campus Location:

“ALL STAFF, INITIATE EMERGENCY EVACUATION. EVACUATE TO SITE _____ LOCATED AT _____ . PLEASE SWEEP ALL ROUTES TO THE SITE.”

Evacuation to a site for Transportation to an Off-Campus Location:

“ALL STAFF, INITIATE EMERGENCY EVACUATION. EVACUATE TO SITE _____ LOCATED AT _____ . PLEASE SWEEP ALL ROUTES TO THE SITE. WE WILL BE IMPLEMENTING THE STANDARD REUNIFICATION METHOD FROM THAT LOCATION.

Shelter-in-Place:

“ALL STAFF, BE PREPARED TO INITIATE SHELTER-IN-PLACE PROTOCOLS. (WEATHER RELATED EVENT – e.g. A TORNADO WATCH) HAS BEEN ANNOUNCED.”

“ALL STAFF, INITIATE SHELTER-IN-PLACE PROTOCOLS. (WEATHER RELATED EVENT – e.g. A TORNADO WARNING) HAS BEEN ANNOUNCED.”

2. If the alert is for a lockdown, clear the hallways by compelling others to enter your classroom or office, lock the door, cover the view port (door glass), lower and close the blinds, and move everyone to a safe location within the classroom away from any doors or windows. Barricade the door closed. Have a plan.
3. If circumstances permit, email the Security Office with any emergency issues (e.g. injuries, intruders) at security@mnps.org. This email will be forwarded to the proper emergency responders (Police, Fire, EMS, OEM).
4. Use the Raptor 6 Emergency Application if available at your school.

**METROPOLITAN NASHVILLE PUBLIC SCHOOLS
2019-20 EMERGENCY RESPONSE AND CRISIS MANAGEMENT PLAN
DRILL PROCEDURES**

SECRETARIES

1. Respond to the security announcement by cautiously proceeding to the appropriate area. If the announcement is to lockdown, compel anyone in your area to enter your office, lock the door, and prepare a list of all persons present including visitors. For a lockout, secure the building's perimeter by locking all exterior doors, lower and close the blinds. If the announcement is to evacuate, take your list of visitors and leave the area by the pre-determined route. Please escort visitors with you.
2. Only emergency related phone messages should be transferred to the Crisis Team by phone. Other messages should be noted and terminated quickly. Refer information inquiries to the **Communications Office**.
3. When directed, move to the relocation site. Monitor students at the relocation area.
4. Consider yourself dismissed only when the **Incident Commander** advises. Do not return to the building until directed to return.

**METROPOLITAN NASHVILLE PUBLIC SCHOOLS
2019-20 EMERGENCY RESPONSE AND CRISIS MANAGEMENT PLAN
DRILL PROCEDURES**

CUSTODIANS

1. Respond to the security announcement by going to the appropriate area. If the announcement is to lockdown, seek a secure and locked location. For a lockout, secure the building's perimeter by locking all exterior doors, lower and close the blinds. If the announcement is to evacuate, leave the building by the pre-determined route.
2. The head custodian or designee is a Crisis Team member and should cautiously proceed to the appropriate Command Post with keys only if "**CRISIS TEAM REPORT TO COMMAND POST 1 or COMMAND POST 2**" is announced.
3. When directed, move to the relocation site.
4. Consider yourself dismissed only when the **Incident Commander** advises. Do not return to the building until directed to return.

**METROPOLITAN NASHVILLE PUBLIC SCHOOLS
2019-20 EMERGENCY RESPONSE AND CRISIS MANAGEMENT PLAN
DRILL PROCEDURES**

CAFETERIA WORKERS

1. Respond to the security announcement by going to the appropriate area.
2. If the announcement is to lockdown, lock your doors, account for your staff, and list names of personnel and others present.
 - a. Have a plan to safely lockdown each of the scheduled breakfast groups and lunch groups that come into the cafeteria
 - b. The most dangerous time of the day is the 1st hour of school.
 - c. Your staff needs to know what to do and when and have practiced.
3. The cafeteria manager or designee is a Crisis Team member and should cautiously proceed to the appropriate Command Post with kitchen keys, if possible, **only if** "**CRISIS TEAM REPORT TO COMMAND POST 1 or COMMAND POST 2**" is announced.
4. Workers remain in the preparation area for additional direction by a Crisis Team member or emergency responder ***unless*** the security announcement is to evacuate or shelter-in-place. Evacuate the building by the pre-determined route. Shelter-in-place according to instructions.
5. When directed, move to the relocation site.
6. Consider yourself dismissed ***only*** when the **Incident Commander** advises. Do not return to the building until directed to return.

**CRISIS PLAN DEVELOPMENT
FOR
AFTERSCHOOL PROGRAMS / ATHLETICS**

1. Athletic Directors and Afterschool program managers are required to have crisis plans in place for all afterschool activities including but not limited to:
 - a. Fun Company
 - b. Athletic contests and practices
 - c. Drama productions and practices
 - d. School sponsored activities
 - e. Large events should have plans designed specifically for them
2. Read the plan, appoint Crisis Team members, assign reading of the plan, and train the Crisis Team.
3. Assign appropriate responsibilities and empower staff to initiate the plan independent of the Incident Commander's direction or presence.
4. Appoint at least one (1) alternate for each Crisis Team position.
5. Determine two (2) locations suitable for Command Posts and take the emergency response information to the sites.
6. Place and maintain the following in each Command Post:
 - a. Emergency Call List:
 - i. SRO, if applicable
 - ii. 911 – remain on the line with the dispatcher until released
 - iii. Security Office 615-259-8747
 - iv. The appropriate EDSSI (Ex. Dir. of School Support and Improvement)
 - v. Communications Office 615-259-8405
 - vi. Staff Phone numbers and responsibilities
 - b. Maps/floorplans of locations of use:
 - i. Fields
 - ii. Locker rooms
 - iii. Classrooms
7. Determine on-campus and off-campus locations for Communications Centers and procedures for parents and news media to receive information.
8. Assure emergency materials are in a location easily accessible and in a form that may be easily transported.
9. Determine two (2) or more emergency relocation sites in different directions from the school. At least one (1) of these sites should be a minimum of five (5) miles from the building.
10. Develop crowd management plan
11. Determine procedures to identify injured students and to account for and release students and staff from the school or relocation site.
12. Train your staff in August and again in January.

**2019-20 EMERGENCY RESPONSE AND CRISIS MANAGEMENT PLAN
Staff Knowledge and Skills Form
(Do not send this form to the Security Office)**

TO BE COMPLETED BY ALL STAFF

NAME: _____ ROOM #: _____ POSITION: _____

DATE: _____ OFFICE #: _____ MOBILE #: _____ FAX#: _____

Staff Skills Inventory

Please check any of the following areas below in which you have training or expertise:

- | | | |
|---|--|---|
| <input type="checkbox"/> First Aid | <input type="checkbox"/> Search & Rescue | <input type="checkbox"/> Counseling/Mental Health |
| <input type="checkbox"/> CPR | <input type="checkbox"/> Hazardous Materials | <input type="checkbox"/> Firefighting |
| <input type="checkbox"/> Emergency Medical | <input type="checkbox"/> Media Relations | <input type="checkbox"/> Incident Debriefing |
| <input type="checkbox"/> Multilingual, list languages _____ | | <input type="checkbox"/> Experience with Disabilities |

Explain or clarify items checked above, if needed:

Building/Area “Hazard Hunt”

The Emergency Response and Crisis Management Team is interested in identifying any special circumstances that exist in our building or near our location which present unique problems or potential risk to persons or property. These may include materials used in offices, issues specific to your location in the building, situations that may impede evacuation from the building, community issues (e.g. factories, airport, water plant, rivers/streams, etc.). Please describe any such potential hazards below and actions requested to mitigate the hazard:

Potential Hazard	Action Requested to Mitigate the Hazard
1.	
2.	
3.	
4.	

List below persons other than yourself in this room during the drill

RETURN THIS SHEET TO THE CRISIS TEAM MEMBER UPON REQUEST

**METROPOLITAN NASHVILLE PUBLIC SCHOOLS
2019-20 EMERGENCY RESPONSE AND CRISIS MANAGEMENT PLAN
EVALUATION CHECK-OFF LIST**

School: Date:

Address:

Location of Command Post #1

Is an AED (Automated External Defibrillator) in Command Post #1? Yes No

Is the Red Cross Emergency Kit in Command Post #1? Yes No

Location of Command Post #2

Is an AED (Automated External Defibrillator) in Command Post #2? Yes No

Is the Red Cross Emergency Kit in Command Post #2? Yes No

Off Campus Relocation Sites: Site #1
(Include Address, Phone and Point of Contact)

Site #2

Site one is direction from the school and approximately miles away from the school.

Site two is direction from the school and approximately miles away from the school.

SCHOOL INFORMATION

Does the school have natural gas service? Yes No Does the school have fire sprinklers? Yes No

Do you use and store lab chemicals? Yes No Number of CCTV cameras, if any?

How many centralized air-handling units? If none, how do you heat and cool?

FLOOR PLAN

		YES	NO	N/A	If NO, When?
1.	Did you submit a floor plan on 8½ x 11 sheet(s) (maximum one floor per page)?				
2.	Are camera locations and directions of view marked C1>, C2>, C3>, etc.?				
3.	Are two Command Posts marked "CP1" and "CP2"?				
4.	Are zones outlined in color (<i>not</i> filled-in with solid colors)?				
5.	Are exits sequentially numbered clockwise beginning with the front door?				
6.	Is the electrical shut-off marked "E"?				
7.	Is the water shut-off marked "W"?				
8.	Is the phone line entry point marked "P"?				
9.	If the school has natural gas service, is the shut-off marked "G"?				
10.	Is the air-handling system shut-off marked "AH"?				
11.	Are laboratory chemical storage sites marked "LC"?				
12.	If the school has fire sprinklers, is the shut-off marked "S"?				
13.	If the Fire Department has assigned Areas of Refuge, are they marked "AOR"?				
14.	Are requested items <i>clearly</i> marked?				

ONLY SUBMIT PAGES 17-30 AND THE FLOORPLANS TO THE SECURITY OFFICE BY AUGUST 1, 2019

CRISIS TEAM

YES NO N/A If NO, When?

15.	Did you submit the Crisis Team list and communication forms? (pp. 14-15)				
16.	Has each Crisis Team member read and discussed the plan?				
17.	Did you train your team and give them a copy of their “duties”?				
18.	Have you practiced relocating without students?				

COMMAND POSTS (DO NOT SUBMIT THE FOLLOWING WITH THE PLAN TO THE SECURITY OFFICE)

19.	Do the Command Posts have outside communication capabilities?				
20.	Do you have the emergency call list and P.A. instructions?				
21.	Do you have a student alpha list, school schedules, and staff alpha list?				
22.	Have you compiled a list of staff assets?				
23.	Do you have enlarged and hand-held floor plans?				
24.	Do you have two “off-campus” relocation sites?				
25.	Do you have a master list of students and staff with special needs?				
26.	Can you easily locate and transport kitchen keys to the Command Post?				

PERSON VERIFYING LIST: **PHONE:**

PRINCIPAL’S SIGNATURE _____

**METROPOLITAN NASHVILLE PUBLIC SCHOOLS
2018-19 EMERGENCY RESPONSE AND CRISIS MANAGEMENT PLAN
SCHOOL CRISIS TEAM**

School: Phone: Fax:

Address:

Enrollment: Administrators and Teachers: Support Staff:

Report Prepared By: Signature: _____

Principal: Signature: _____

Instructions: Name at least one replacement for each role. The number of sections to be completed below depends upon your enrollment. See Page 3 Section E for the team member descriptions.

Assignment	Name	Office Phone #	Mobile Phone #	Home Phone #
Incident Commander				
Deputy Incident Commander				
Safety Officer				
Deputy Safety Officer				
School Public Information Officer				
Deputy School Public Information Officer				
Liaison Officer				
Deputy Liaison Officer				
Planning & Intelligence Officer				
Deputy Planning & Intelligence Officer				
Operations – Student Accounting				
Deputy Operations – Student Accounting				
Logistics Officer				
Deputy Logistics Officer				
Head Custodian				
EDSSI				
Community Resources				

ONLY SUBMIT PAGES 17-30 AND THE FLOORPLANS TO THE SECURITY OFFICE BY AUGUST 1, 2019

**METROPOLITAN NASHVILLE PUBLIC SCHOOLS
2019-20 EMERGENCY RESPONSE AND CRISIS MANAGEMENT PLAN
BUILDING / AREA MASTER “HAZARD HUNT”**

Principals: Please summarize below any special circumstances identified that exist in your building or near your location which present unique problems or potential risk to persons or property. These may include materials used in offices, issues specific to your location in the building, situations which may impede evacuation from the building, community issues (e.g. factories, airport, water plant, rivers/streams, etc.). Please describe any such potential hazards below and actions requested to mitigate:

Potential Hazard	Action Requested to Mitigate the Hazard
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	

**METROPOLITAN NASHVILLE PUBLIC SCHOOLS
2019-20 EMERGENCY RESPONSE AND CRISIS MANAGEMENT PLAN
SCHOOL STAFF WITH SPECIALIZED TRAINING**

Principals: Please complete the information below for any staff with specialized training in the event of an emergency. Examples: CPR/AED/First Aid, Survivalist Training, Crisis Management, etc.

Staff Name	Room #	Phone #	Training
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

**METROPOLITAN NASHVILLE PUBLIC SCHOOLS
2019-20 EMERGENCY RESPONSE AND CRISIS MANAGEMENT PLAN
STUDENT AND STAFF NEEDING SPECIAL ASSISTANCE**

Principals: Please complete the information below for any student and staff requiring special assistance in the event of an emergency, such as during an evacuation.

Staff Name	Person Assisting	Assistance Needed
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

**METROPOLITAN NASHVILLE PUBLIC SCHOOLS
2019-20 EMERGENCY RESPONSE AND CRISIS MANAGEMENT PLAN**

Principals: Please complete the information below for the specific methods for notifying students, staff, and guests within the building when there is a crisis. How are you going to notify your staff? PA System? Text?

**METROPOLITAN NASHVILLE PUBLIC SCHOOLS
2019-20 EMERGENCY RESPONSE AND CRISIS MANAGEMENT PLAN**

Principals: This form states the District adopted procedures from the I LOVE YOU GUYS Foundation for Evacuation, Reverse Evacuation, Shelter-in-Place, Lockdown, and Drop-Cover-Hold. If you have another procedure that your school follows other than this, please add in the space provided.

Evacuation Procedures: **To a site on campus** – use for fire drills or evacuation as a result of a bomb threat. **To a transportation site** – use when there is a more serious threat to the safety of staff and students, such as a hazardous chemical spill, that requires evacuation to an off-campus site. This site needs to be about five (5) miles away. Uses the P.A. system to take appropriate action using one of the following messages: **Evacuation to an on-campus location:** *“ALL STAFF, INITIATE EMERGENCY EVACUATION. EVACUATE TO SITE _____ LOCATED AT _____. PLEASE SWEEP ALL ROUTES TO THE SITE.”* **Evacuation to a site for transportation to an off-campus location:** *“ALL STAFF, INITIATE EMERGENCY EVACUATION. EVACUATE TO SITE LOCATED AT _____. PLEASE SWEEP ALL ROUTES TO THE SITE. WE WILL BE IMPLEMENTING THE STANDARD REUNIFICATION METHOD FROM THAT LOCATION.* If the alert calls for evacuation, teachers need to take the attendance book and lead the class out of the building by the prescribed route, in an orderly manner. Immediately take attendance when teachers reach the evacuation site.

Reverse Evacuation Procedures: If there is an external threat, and staff and students are outside at the time, all those staff and students need to immediately come inside the building and go into Lockout.

Shelter in Place Procedures: **General shelter** – use when transportation from the school has been delayed, such as during a winter storm. **Tornado shelter** – shelter in a place of safety within the school. This may require relocation to more structurally sound parts of the building. Uses the P.A. system to take appropriate action using one of the following messages: *“ALL STAFF, BE PREPARED TO INITIATE SHELTER-IN-PLACE PROTOCOLS. (WEATHER RELATED EVENT – e.g. A TORNADO WATCH) HAS BEEN ANNOUNCED.”* *“ALL STAFF, INITIATE SHELTER-IN-PLACE PROTOCOLS. (WEATHER RELATED EVENT – e.g. A TORNADO WARNING) HAS BEEN ANNOUNCED.”*

Lockdown Procedures: Locks-Lights-Out of Sight. Clear the hallways by compelling others to enter your classroom, lock the door, cover the view port (door glass), lower and close the blinds, and move everyone to a safe location within the classroom away from any doors or windows. Barricade the door closed. Uses the P.A. system to take appropriate action using the following message: *“ALL STAFF, THIS IS A LOCKDOWN, PLEASE CLEAR THE HALLS, Lock all interior doors, turn off lights and get out of sight!”* *“Lockdown! Locks, Lights Out of Sight!”* Wait patiently until: 1) An “All Clear” has been called over PA, 2) a Crisis Team member unlocks the classroom door, or 3) Law Enforcement unlocks the door.

Drop-Cover-Hold (Earthquake Procedure): In the spontaneous, unlikely event of an earthquake, students and staff are to **Drop**- where they are, onto hands and knees. This position protects them from being knocked down and also allows them to stay low and crawl to shelter if nearby. **Cover**-their head and neck with one arm and hand. If a sturdy table or desk is nearby, crawl underneath it for shelter. If no shelter is nearby, crawl next to an interior wall (away from windows). Stay on knees; bend over to protect vital organs. **Hold On**- until shaking stops. Under shelter: hold on to it with one hand; be ready to move with shelter if it shifts. No shelter: hold on to head and neck with both arms and hands.

Other Procedures: _____

**METROPOLITAN NASHVILLE PUBLIC SCHOOLS
2019-20 EMERGENCY RESPONSE AND CRISIS MANAGEMENT PLAN**

Principals: This form states the District procedure for Visitor Management using the Raptor system. If you have another procedure that your school follows other than this, please add in the space provided.

Metro Nashville Public Schools has implemented the Raptor 6 visitor management system (commonly called Raptor). The purpose of Raptor is to replace manual paper-based logs. Raptor allows schools and facilities to produce visitor badges, and electronically check all visitors against registered sexual offender databases. The overall goal is to better control access to all MNPS District and Charter schools; thus providing enhanced protection for our students and staff.

General Procedures: All MNPS District and Charter schools will use the Raptor system during regular school hours on all days that the main office is open. All staff assigned to check-in individuals will receive training on visitor check-in procedures. Staff is expected to check to ensure that all persons who are not assigned to the campus have a visitor’s badge. It is the responsibility of all staff members to challenge anyone on school district property that does not have an issued MNPS ID or visitor’s badge. ANY person that does not have a MNPS ID or a visitor’s badge with the current date displayed should be escorted to the main office immediately. Signs should be placed at doors directing visitors to the main office to sign in.

Entry Procedures: The front doors should always be locked. All persons entering through the front doors should be initially challenged after they have buzzed the office. Once the person has been allowed to enter the building they should immediately report to the office and be scanned into the Raptor system. The person will submit a State issued ID (e.g., driver’s license) or any Government issued ID (passport cards, military IDs, Canadian driver’s license, Consulate IDs). The clerk will compare the ID photo with the person handing over the ID. If the photo and the person match, the clerk will then scan the visitor’s ID and issue a badge with the visitor’s destination and current date if there is no alert indicated from the system. The identification is returned to the visitors after it is scanned. If the visitor does not have acceptable photo identification available, the person will be allowed to have their information manually entered into the system and a badge will be issued. All visitors will be asked to return their badge and be signed out before leaving the campus.

Other Procedures: _____

MNPS Cardiac Emergency Response Team Protocol

This attachment is adopted by **Metro Nashville Public Schools (MNPS)**.

School Name & Address _____

School Emergency Phone# *during school-hours & after-hours*

A. Cardiac Emergency Response Team members

Team Coordinator _____	<input type="checkbox"/> CPR		
1.	<input type="checkbox"/> CPR	6.	<input type="checkbox"/> CPR
2.	<input type="checkbox"/> CPR	7.	<input type="checkbox"/> CPR
3.	<input type="checkbox"/> CPR	8.	<input type="checkbox"/> CPR
4.	<input type="checkbox"/> CPR	9.	<input type="checkbox"/> CPR
5.	<input type="checkbox"/> CPR	10.	<input type="checkbox"/> CPR

B. Location of AED(s)

1.	3.
2.	4.

Follow these steps in responding to a suspected cardiac emergency **during school hours**:

1. As soon as a sudden cardiac arrest is suspected, the teacher/staff closest to victim alerts front office of "Code AED" in room _____. If student is unresponsive, begin CPR.
2. Front office announces alert: "Code AED" in Mr/Mrs _____ classroom, room #____, gym, football field, cafeteria, etc. Cardiac Emergency Response team report to **(location)** immediately. Front office also calls 9-1-1, providing the school address and patient condition. Front office staff will facilitate access to the victim for arriving EMS personnel by specifying which door to enter, sending someone to go to door to wait for EMS arrival, and escorting them to the exact location of the victim.
3. All team members will report immediately to victim. The team member closest to the AED should retrieve the AED en route to the scene, leaving the AED cabinet door open; the alarm typically signals other team members that the AED has been retrieved.
4. If CPR has not been initiated, begin CPR. When the AED arrives, attach AED as soon as possible and follow the audible prompts. Continue CPR until the patient is responsive or EMS arrives. Do not turn off or remove AED from patient even if they become responsive.
5. Designated school personnel should:
 - a. Contact parent/guardian
 - b. Copy victim's emergency card on file and send with EMS
 - c. Contact school administration and Office of School Safety and Security (615-259-8747)

Principal's Signature

Date

SAFETY DRILL SHEET
2019-2020

School Name: _____

Principal: _____

49-6-807. Annual armed intruder drill.

Each school safety team shall conduct at least one (1) armed intruder drill annually. The drill shall be conducted in coordination with the appropriate local law enforcement agency.

Scheduled Date of Drill	Actual Date Completed	After Drill De-Briefing?	Weather Conditions	Number of Occupants	Timing of Drill

68-102-137. Public and

private schools -- Institutions -- Fire drills -- Doors to be kept unlocked -- Safety drills.

(b) Fire drills requiring full evacuation in educational occupancies where such occupancies constitute the major occupancy of a building shall be held at least one (1) time every thirty (30) school days, with two (2) fire drills occurring during the first thirty (30) full days of the school year. **Additionally, four (4) fire safety educational announcements will be conducted throughout the year.**

Scheduled Date of Drill	Actual Date Completed	After Drill De-Briefing?	Weather Conditions	Number of Occupants	Timing of Drill	Fire Safety Announcement (4)

(f) In addition to the fire drills required by this section in educational occupancies, safety drills not requiring full evacuation of all persons from the building shall be conducted at least three (3) times during each school year.

Scheduled Date of Drill	Actual Date Completed	After Drill De-Briefing?	Number of Occupants	Timing of Drill

49-2-122. Placement of automated external defibrillator (AED) devices in schools.

(c) A school having one (1) or more AEDs shall also conduct an annual cardiopulmonary resuscitation (CPR) and AED drill for school personnel to practice the use of these life saving measures and to evaluate the school's preparedness in the event of a sudden cardiac arrest.

Scheduled Date of Drill	Actual Date Completed	After Drill De-Briefing?	Timing of Drill

AED Drill Observation Sheet

Date/Time: _____ / _____

School: _____

Drill Location and Scenario: _____

RESPONSE ACTION	YES	NO
Victim unresponsiveness was determined	YES	NO
Office was called	YES	NO
Cardiac Emergency Response Team was called	YES	NO
EMS/911 was called	YES	NO
Cardiac Emergency Response Team arrived	YES	NO
CPR was started	YES	NO
AED arrived to the scene within 2 minutes	YES	NO
AED pads were placed immediately on the victim's bare chest	YES	NO
AED advised a first shock	YES	NO
Proper body mechanics re: CPR	YES	NO
Proper AED pad placement	YES	NO
Did someone go to meet/direct EMS	YES	NO
Crowd control took place	YES	NO
AED DRILL ACTIVITY *** will need stopwatch or timer***	RECORDED TIME	
<i>(start timer when first person arrives on scene and discovers the victim)</i>		
Time from discovery of the victim to the overhead drill announcement		
Time from discovery of the victim to initiation of high-quality CPR		
Time from discovery of the victim to delivery of 1 st AED shock (goal: 3 min or less)		

Debriefing:

What did you learn from the drill? _____

What felt good about your response? _____

What was hard to remember? _____

What, if any, changes would you like to make to improve your school's response plan?

Do you feel better prepared after this drill? _____

Cardiac Emergency Response Team Members who attended drill:

1 _____ 2 _____ 3 _____

4 _____ 5 _____ 6 _____

7 _____ 8 _____ 9 _____

Principal's Signature

Date

KIPP Nashville

KIPP Nashville
Special Education
Handbook

Table of Contents

Mission	3	MNPS Contracted RSP Case Management Policy	
Special Education Overview	4	FBA/BIP Overview	37
Child Find	5	Steps to Create a FBA & Implement a BIP	
S-Team Process	6	Long-Range BIP Implementation	
Specific Learning Disability (SLD) Referral Through RTI	9	Classroom Behavioral Interventions (Examples)	
Evaluation Decision Process for SLD Through RTI	10	BIP – Phase I Interventions: Teach Replacement Behaviors (Examples)	
Initial and Re-Evaluation Process	11	BIP – Phase II Interventions: Teach Appropriate Social Skills (Examples)	
Special Education Case Management	13	FBA/BIP Process	40
Easy IEP		FBA/BIP Outside Provider Application	41
Parent/Guardian Communication		Paraprofessionals	42
Timelines for Scheduling Various IEP Meetings		Application Process	
File Management/Auditing		Paraprofessional Renewal Process	
Running IEP Meetings		Extended School Year	48
Students Transferring from Out of State/County		High Cost Reimbursement	51
IEP Team & Supporting Documentation	20	Homebound Services	52
IEP Team		Discipline Policies for SWD	53
Supporting Documentation		Suspensions & Short Term Removals	
IEP Content	22	Long Term Removals	
Section 1: Student Information		Manifestation Determination Review Meetings	
Section 2: Current Descriptive Information		Disciplinary Appeals	
Section 3: Present Levels of Performance		Special Exceptions	
Section 4: Consideration of Special Factors		Unidentified Children	
Section 5: Measurable Annual Goals		Isolation and Restraint	
Section 6: Program Participation		Exiting Special Education	58
Section 7: State/District Mandated Tests		Medication Policies	59
Section 8: Special Education and Related Services		Crisis Situation Protocol	60
Section 9: Transition Services			
Section 10: Least Restrictive Environment			
Transition Plan Overview	32		
Related Service Providers	34		
Types of RSPs			
Roles and Responsibilities			

KIPP Nashville Special Education Mission:

We believe all teachers will support and educate all students - regardless of disability, cognitive ability or behavioral needs - to ensure academic growth and success.

Therefore we:

- understand that even though multiple students may have the same label that it is a very small piece of the whole picture of the student. We work to get to know each student individually.
- provide families with details of what we are working on in the classroom & provide resources for families to use at home while working with their child.
- protect the safety and privacy of our students.
- make sure our RTI (Response to Intervention), evaluation, and IEP paperwork is in compliance 100% of the time.
- provide students what they need, when they need it, in the amount they need it, and adjust as often as students' progress warrants. We will continue to reflect and adjust until students' progress shows us we are doing it right – for both academics and behavior.
- give support and intervention based on need, not simply based on who has an IEP or not.
- understand it is the responsibility of all teachers and staff to support students with IEPs or in need of intervention. All of our kids are all of our kids, especially when they need more support from us.
- follow our school/regional instructional vision and work to ensure our core instruction is strong.
- provide intervention as quickly and effectively as possible to maximize students' mastery of skills and behavior.
- communicate proactively with families about students' intervention and progress.
- track and analyze data to create small groups based on student need instead of label, and make adjustment instruction.
- meet kids where they are emotionally (and physically) to provide supports – such as breaks, food, tools – to support their learning and increase emotional stability
- are relentless about achieving student goals for every single one of our kids. plan for small group and individual 1:1 time as thoroughly as we would for whole group.
- measure the effectiveness of interventions and service hours by the progress students are making, not just on compliance
- solve problems as a team which includes students, families, Learning Specialist, Gen Ed teachers, service providers, counselors, and school leadership team.
- ensure students – at every level in the referral process – are never grouped together when referring to who they are or what they need/get (i.e. Tier 2 gets x, Tier 3 gets y, SPED gets z).
- talk to all of our students about learning differences and individuality to create an inclusive learning environment.
- use person first and no absolutes in our language when discussing students' performance and potential with behaviors and academics.
- talk about working hard, growing our brain and not giving up to instill a growth mindset in students.

Special Education Overview

The Individuals with Disabilities Education Act (IDEA), which was amended in 2004, ensures that all children with disabilities receive a free appropriate public education (FAPE). IDEA emphasizes special education and related services designed to meet a child's unique educational needs. The child's unique needs are determined by a group of qualified individuals who make up the Individualized Education Plan (IEP) team.

IDEA contains 6 main principals: FAPE, appropriate evaluation, IEP, LRE, parent/guardian and student involvement in decision making, and procedural safeguards.

FAPE – Free Appropriate Public Education

FAPE is an educational right of children with disabilities in the United States under IDEA. FAPE is defined as an educational program that is individualized to a specific child, designed to meet that child's unique needs, provides access to the general curriculum, meets the grade-level standards established by the state, and from which the child receives educational benefit.

Appropriate Evaluation

A student's qualification for special education services under IDEA is based on evaluating the child using nondiscriminatory and unbiased assessments of academics and any other areas of need.

IEP – Individual Education Plan

An IEP is a plan created to meet the unique needs of a child who qualifies for special education services under IDEA. The objective of the plan is to help the students access the general curriculum of his peers. It is created as a collaboration by the IEP team.

LRE – Least Restrictive Environment

To the maximum extent appropriate, children with disabilities including children in public or private institutions or other care facilities are educated with children who are non-disabled. And the special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and service cannot be achieved satisfactorily.

Parent/guardian and Student Involvement

Parents/guardians must be invited and all attempts must be made for parents/guardians to attend all meetings as full members of the IEP team. This can include, but not limited to scheduling the meeting at a convenient time for the parent/guardian, conference call with the parent/guardian for the meeting, visiting the parent/guardians' house, etc. Their opinions and ideas should be discussed and implemented into the student's educational plan as agreed upon by the team. Children should be included in the decision-making as much as developmentally appropriate. Children must be invited to their meetings at the age of 16 and older to discuss transition plans.

Procedural Safeguards

Under IDEA, children and families are given certain protections to ensure a child's educational rights. These rights include the ability to examine a child's educational records and a process for mediation of any concerns about child's educational plan.

Source: <http://idea.ed.gov/>

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Child Find Process

The purpose of Child Find is to identify, locate, and evaluate those who need special education and related services. A Support Team (S-Team) is a team of school personnel that provides behavioral, social, emotional, academic, and attendance support for KIPP Nashville students. The team will determine what resources are needed in order for a student to be successful in the learning environment. A student referred for an S-Team intervention is not necessarily being referred for exceptional education. However, this team may function as an intermediate step between recognition of a problem and formal referral of the student for a comprehensive evaluation.

Teachers, staff and/or parents/guardians who are concerned about a student can request an S-Team be held. The purpose of the initial S-team meeting is to determine what interventions or supports are needed in order for a student to be successful in the learning environment. Members of the S-Team may include teachers, school counselor, social worker, parents/guardian, principal, and assessment specialist (if appropriate). S-Teams may:

- Review data in the area(s) of concern
- Brainstorm ideas to address specific concerns in the classroom
- Consider hearing, vision, health, nutrition, and environmental factors of the student
- Determine interventions and who is responsible for implementation
- Discuss future actions, progress, and outcomes
- Determine if there is a need to invite an assessment specialist to future meetings

The S-Team process is complete if interventions were successful and the students' academic performance, behavioral, social emotion or attendance has improved. If the interventions are not successful, the team may consider further evaluation for a disability under Section 504 of the Americans with Disabilities Act or Special Education under the Individuals with Disabilities Education Act (IDEA).

S-Team Process

Support Teams (S-Teams) are intended for students who are struggling behaviorally or academically within general education classrooms and a teacher or parent/guardian has expressed concern/testing for special education. The S-Team will meet to discuss the concerns of the teachers and parents/guardians, create an intervention plan or RTI options to support the student, and then reconvene to check on the progress of that student after interventions are implemented. RTI takes the place of an S-Team intervention plan if the concern is purely an academic concern in the areas of reading, writing or math under the Specific Learning Disability category. Any other concerns would go through the S-Team process. Prior to Special Education evaluation, a student should go through the S-team process unless a parent/guardian requests an evaluation and does not want to go through the S-Team/RTI process. When conducting an S-Team, please follow the steps below to ensure we are addressing the needs of students and work towards supporting students to be as successful as possible in the classroom.

A parent/guardian or teacher has expressed concerns about a student academically or behaviorally and/or inquired about testing a student for special education services:

- S-Team coordinator contacts the parent/guardian to schedule a meeting with the S-Team coordinator, the general education teachers and principal or principal designee within 10 days of the meeting request/concern voiced in student's progress. Regardless of area of concern, as many general education teachers as possible should be invited and attend the meeting. The purpose of an S-Team is to first determine the need for supports, and then design supports that can – to the extent possible – be implemented/supported by the general education team. At the very least, however, if there are academic concerns then the general education teacher in that area of concern should be present at the meeting.
- If the team is concerned with the speech/language of a student – i.e. stuttering, speech fluency, expressing or receiving communication – then the Consult Speech Language Pathologist (SLP) should be invited.
- If the team is concerned with reading comprehension, then the Consult Speech Language Pathologist (SLP) should be invited to rule out a language impairment that might be impacting reading comprehension.
- If the student has a diagnosed TBI Traumatic Brain Injury – then the KIPP Nashville school nurse should be invited.
- If the team is considering an evaluation for Special Education or the parent has explicitly requested an evaluation, the Special Education teacher and Contracted School Psychologist should be invited. Typically, this is not done this first meeting, but subsequent meetings. However, if the parent/guardian requested an evaluation the School Psychologist should be invited.
- If academics are a concern, the Special Education teacher/RTI coordinator should be invited.
- If social emotional concerns are present, the counselor should be invited.

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Prior to the meeting:

- Print the KIPP Nashville RTI/S-team Prereferral Packet

- Schedule with the KIPP Nashville School Nurse/Doctor to have a vision and hearing screening completed. This will need to be done prior to a referral to Special Education if a referral is made, so completing this prior to the first S-Team meeting will allow enough time for parents/guardians to follow-up with their PCP if the student fails either the vision or hearing portion of the screening.

During the meeting:

- Complete KIPP Nashville RTI/S-team Prereferral Packet with the team and create the intervention plan/review the RTI data

Post-meeting:

- File the paperwork in a yellow file folder and place in the student's cumulative file in the office. This is NOT the same yellow file that is a part of the KIPP filing system, but a different one which will now be the student's S-Team folder. Work with your Office Manager, if needed, to obtain a yellow folder. Write 'RTI' on the tab of the folder.
- Schedule a follow-up meeting with the S-Team participants 4-6 weeks after implementing the interventions to check on progress.
- At that meeting, complete the section of the KIPP Nashville RTI/S-team Prereferral Packet addressing progress on interventions and adjust the intervention plan as needed
- File the paperwork in the yellow S-Team folder

Track Progress of Interventions

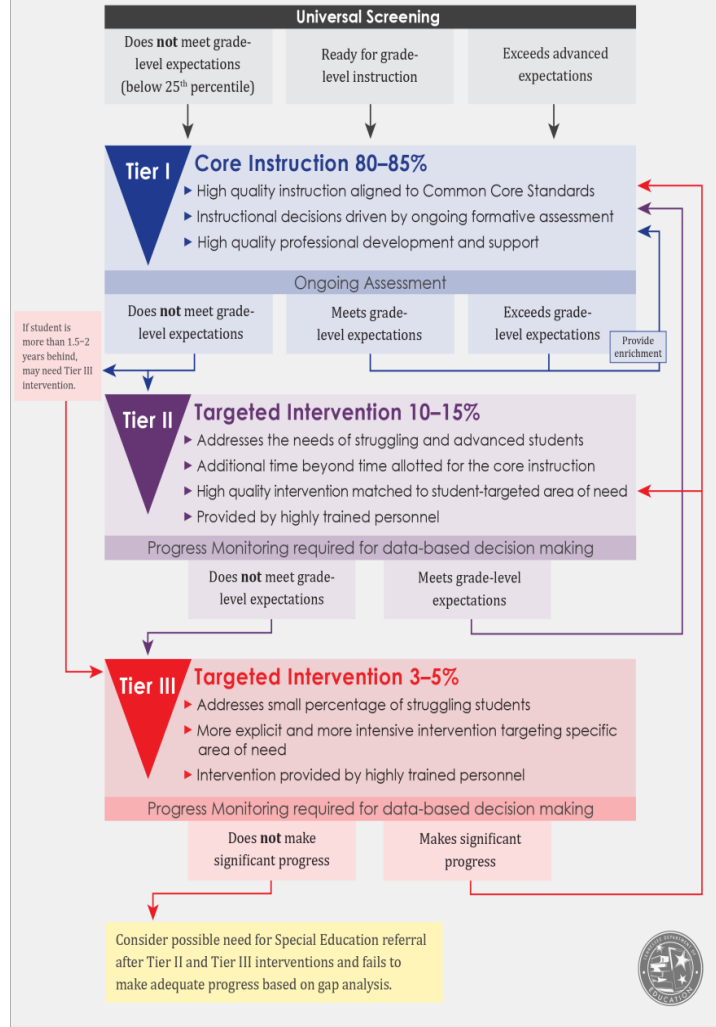
- Continue to meet every 4-6 weeks to monitor the progress of the student until the S-Team feels either an S-Team is no longer needed or there is a referral for Special Education after several attempts at various interventions with fidelity.
- Hold a meeting with the S-Team, including the Special Education teacher, contracted School Psychologist, and contracted Speech Language Pathologist, if no or limited progress if made to discuss options.

Specific Learning Disability Referral through the RTI Process

As of July 1st, 2014 the state of Tennessee transitions to RTI as the referral process for students to qualify for a Specific Learning Disability. Students must have adequate time with interventions in both Tier II and III with 8-10 data points bi-weekly (10-15 if weekly) to be referred for evaluation for a Specific Learning Disability.

KIPP Nashville will be implementing Response to Intervention for academic concerns with students. KIPP Nashville will use MAP for secondary schools and MAP and STEP data for elementary schools as the academic Universal Screeners. For students who fall below the 30th percentile on the Universal Screener, KIPP Nashville will progress monitor with aimsweb and Dibels. Parents will be informed if/when students are moved into or out of Tiers, how the student is progressing in the intervention, and if/when interventions have changed. If a student does not show adequate progress the school will call an S-Team meeting to determine next steps in supporting the student and/or referral for an evaluation. ***Please see the KIPP Nashville RTI Manual for more detailed information.***

RTI² Decision-Making Process



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Evaluation Process for SLD* Using the RTI Framework

Students in Trier III that might be referred at some point should be shared with the School Psych for a data review prior to referral.

Parent/guardian requests evaluation/teacher concerned on academic progress

Case manager ensures **vision/hearing testing** has been completed within 1 year and/or contacts the KIPP Nashville nurse to complete.

Case manager **schedules a meeting** with the team, to include: school psychologist, case manager, at least 1 gen ed teacher, parent/guardian(s), LEA/admin, SLP (if communication concerns are present)

Case manager fills out **S-team referral paperwork** prior to the meeting to document what interventions are being done currently – if any – and/or what the concerns are

Case manager shares any previous RTI data with the school psychologist prior to the S-team meeting

At the meeting, **team decides to evaluate or not** based on the following information:

Student **has RTI intervention data**** due to low Universal Screening academic data

Student **does not have RTI intervention data**** due to average to high Universal Screening academic data

Team discusses past and current data to **determine if moving forward with an evaluation.**

Team discusses past data, potential RTI process moving forward, or other possible supports possible and **determines if moving forward with an evaluation.**

Yes*, if:**

1. minimal/no growth on progress monitoring*;
and/or
2. history/trend of low academic performance or retention;
and/or
3. previous s-teams unsuccessful

No*, if:**

1. ROI/growth relative to national norm on progress monitoring* and trending to meet goal
- Continue RTI interventions & progress monitoring until student moves into Tier 1

Yes*, if:**

1. history/trend of low academic performance or retention;
and/or
2. previous s-teams unsuccessful;
and/or

No*, if:**

1. Universal Screener data is in average/high percentile range; and/or
2. benchmark on AIMSweb is on grade level;
3. there is no history/trend of low academic performance or retention;
and/or
4. previous s-teams unsuccessful;
and/or

School psych gets signature(s) **initial consent for evaluation**

Case manager **completes any S-team paperwork** and collects signatures

Student continues to receive RTI intervention during evaluation process

No further action taken

School psych gets signature(s) **initial consent for evaluation**

Case manager **completes any S-team paperwork** and collects signatures

Student continues to receive RTI intervention during evaluation process

*The RTI process is for referrals for a suspected SLD. All other suspected disabilities use the S-team process.

**Starting in 2015-16 students must have 16-20 data points (8-10 from T2 and 8-10 from T3, OR all 16-20 in T3) from progress monitoring to be considered for evaluation

***These are recommendations – team has final say. The team cannot deny a request for an evaluation due to lack of data.

If at any time a parent denies a request from the S-team – placing student in RTI interventions, to proceed with evaluation, etc – put the action being denied in writing and have the parent sign the document confirming the action/non-action.

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Initial & Re-evaluation Process

Evaluations occur if 1) non-disabled students have been referred for initial evaluation following an S-team meeting/going through the RTI process, and 2) re-evaluations occur every three years – or earlier if needed – for students currently eligible for special education services. The process for both initial and re-evaluations is similar and is outlined below.

Prior to Scheduling the Consent for Evaluation Meeting

- All students going through initial or re-evaluation must have their vision and hearing screened prior to testing for an evaluation.
 - Check the red KIPP medical folder to see if there has been a vision and hearing screening in the last year
 - If no screening was conducted in the last year, schedule a vision and hearing screening through the KIPP Nashville Vision and Hearing Screening Referral Google Form
- If a student is up for a re-evaluation and is SLD, ensure you have been collecting Progress Monitoring (PM) data in their specific area of deficit(s) to ensure we have enough data for the School Psych. Under RTI, the new evaluation process for SLD is through collecting PM data. For more information, see the *Evaluation Process for SLD* Using the RTI Framework* section on page 8.

Consent for Evaluation Meeting

- For Initial Evaluations, this would occur at the conclusion of a S-Team and/or a student moving through the RTI process.
- For Re-evaluations, this would occur every three years upon the Eligibility Due Date or as requested by a parent/guardian or teacher.
- Schedule a consent meeting with the parent/guardian, LEA, general education teacher(s), School Psychologist and Related Service Providers as needed – SLP for communication concerns, OT or PT for fine or gross motor concerns, and school nurse for students with TBI.
- Re-evaluations should be scheduled *at least* 60 days prior to the re-evaluation due date OR the due date of the annual IEP – whichever comes first. This will allow time for testing to occur, if needed, and the ability to reschedule any meetings that are postponed.
- Create and send home a meeting invite for the consent to evaluate meeting.
- Create outlook invitation and send to all meeting participants for the scheduled date/time.
- School Psych will create and bring the Consent to Evaluate signature page.
- Case Manager brings and offers a copy of the Procedural Safeguards for the parent/guardian and always reviews the Procedural Safeguards using the Procedural Safeguards Cheat Sheet found on the T-Drive regardless if the parent/guardian accepts the copy of the Procedural Safeguards or not.
- The School Psych will run the meeting and the team will discuss what concerns there are and their thoughts on what testing needs to be done – comprehensive testing, testing for academic areas/program planning only, etc.
- For re-evaluations only, the team may decide in the consent meeting that the student may still qualify for services with no or partial testing. If no testing is needed, then the team would sign a

KIPP:Nashville

new Eligibility Report at the consent meeting and the following steps would not need to occur. If the team decided that partial planning was needed for program planning purposes, then the team would sign a new Eligibility Report and also follow the step below to schedule the Results Meeting and to create a new IEP based on the results.

- ❑ **If the team decided an evaluation is not needed at this time OR if the team decided to pursue a 504 at this time, please draft up a statement or the post-PWN in the meeting that the team signs noting that the team made this decision and everyone – including the parent/guardian – is in agreement.**
- ❑ Post-meeting, create and send home a post-PWN with a summary of what was discussed at the meeting including, but not limited to, team decisions around testing.

Evaluation

- ❑ After consent is signed for an evaluation, the School Psych will have 60 days to complete the evaluation.
- ❑ Work with the School Psych to get teacher and parent/guardian ratings scales completed and returned in a timely manner.
- ❑ The School Psych will get you the results/findings prior to the next meeting for review.

Results/Eligibility Meeting

- ❑ Prior to the 60 day deadline, schedule the results/eligibility meeting with the parent/ guardian, LEA, general education teacher(s), School Psychologist and Related Service Providers as needed – SLP for communication concerns, OT or PT for fine/gross motor concerns, or school nurse for a student with TBI
- ❑ Create and send home a meeting invite for the consent to evaluate meeting
- ❑ The School Psych will create and bring Psych Report and Eligibility Report
- ❑ Case Manager will bring and offer a copy of the Procedural Safeguards for the parent/guardian and always reviews the Procedural Safeguards using the Procedural Safeguards Cheat Sheet found on the T-Drive regardless if the parent/guardian accepts the copy of the Procedural Safeguards or not
- ❑ The School Psych will run the portion of the meeting which includes reviewing assessment results and discussing eligibility
- ❑ If the student is found eligible, then the case manager can either create an IEP that day in the meeting with the IEP team OR schedule a follow-up IEP meeting with the IEP team to review a draft IEP that was sent home in advance for the parent/guardian to review. According to a new TN DOE statute, IEPs can no longer be draft in advance during initial placement of special education services to prevent predetermination of eligibility.
- ❑ For a re-evaluation, any time there is new testing completed the IEP must be updated either through a new annual IEP OR an IEP addendum.
- ❑ Post-meeting, create and send home a post-PWN with a summary of what was discussed at the meeting

KIPP:Nashville

Special Education Case Management

Easy IEP

Every teacher and contracted related service provider must complete the MNPS Easy IEP training in order to obtain a log-in and gain access to the Easy IEP system for MNPS KIPP Schools. Teachers with the SBE must complete a form allowing access to Easy IEP for the SBE KIPP Schools. Easy IEP is the system that will document all plans and paperwork for students.

Parent/Guardian Communication

All communication with family members should be documented in EasyIEP under the Contact Log. Communication surrounding Mobile Crisis calls should be included in what is documented in EasyIEP.

File Management/Auditing

Expectations for Obtaining Files:

- Each school's Office Manager will be responsible for sending all requests for files.
- The school's Office Manager will be send the 1st request for files for the school year before the school year begins.
- The designated person(s) for each school will create a list for which cumulative files for SWD have not yet been received as of August 25th and give to the Office Manager.
- The Office Manager will complete and document 2nd requests by September 1st.
- All cumulative files not received by September 15th will be requested or picked up by the Office Manager. Each school's designated person(s) (i.e. Student Support Coordinator/Dean) will be in charge of sending email to the Office Manager for remaining missing files as compiled from your schools Learning Specialists.
- For files of mid-year transfer students, the Office Manager will send the 1st request for file(s) within a week of student enrollment, and in the event that the file is not received a 2nd request for file(s) within the second week from student enrollment.
- Case managers must have student's green IEP files for IEP meetings and re-evaluations. If there continues to be difficulty recovering a student's file after the above steps have been documents, please contact the regional Director of Student Support.

Note: The MNPS SPED Coach is no longer recovering missing cum files unless it is an emergency.

Expectations for Auditing Files:

- At the beginning of each school year, all new to KIPP Nashville files should be audited according to the *Initial KIPP Green File Folder Audit* form within the first month of school.
- New to KIPP Nashville files obtained during school year should be audited according to *Initial KIPP Green File Folder Audit* form within two (2) weeks of receiving a new student.
- At the beginning of each school year, all returning to KIPP Nashville files of students with disabilities should be audited according to the *Returning KIPP Green File Folder Audit* form within the first month of school.
- As new documents are created for student's IEP and supporting documents, the auditing checklist should be maintained by the Case Manager to keep files in compliance.

Expectations for Adding Documents throughout Year:

- Signed and finalized copy of IEP/addendum/evaluation documents are uploaded to Easy IEP and added the day of the IEP meeting, or as soon as all of the signatures are obtained.
- Progress Reports are added within two (2) weeks of end of quarter.

KIPP:Nashville

- Existing documents should be moved to the next applicable section of the IEP (i.e. Current IEP moved to Previous IEP section and Previous IEP moved to the Old EE Document section)
- Related Service Providers (i.e. School Psych, SPL, OT, PT) are responsible for filing any documents they have for a student's file (i.e. evaluation reports, eligibility pages, etc) and moving any documentation from the current to previous sections.

Steps for Auditing a Special Education Green Folder:

Pre-Auditing:

1. Make copies of the following documents from the T-drive/Google site:
 - a. *Initial KIPP Green Folder Auditing Form* for new to KIPP students and *Returning KIPP Green Folder Auditing Forms* for returning KIPP students
 - b. *MNPS Green Folder Checklist*
 - c. *MNPS Records Request of Disclosure*
 - d. *SPED File Audit Missing Document Memo*
 - e. KIPP Nashville IEP File Dividers printed on appropriate colored paper
 - i. pastel green for 'Current IEP', 'Current Eval', & 'Transition' sections
 - ii. pastel pink for 'Previous IEP', 'Previous Eval', 'Initial Doc', & 'Old EE Docs' sections
 - iii. goldenrod for 'Behavior' sections
 - f. A stack of manila file folders
2. Make a list of student's you plan to audit to make notes/questions as necessary while auditing to record missing documents for KIPP Nashville and MNPS records.

While Auditing:

1. As you audit, use the *Initial KIPP Green Folder Auditing Form* or *Returning KIPP Green Folder Auditing Forms* to check off what is placed/located in the file in the appropriate section and what you are missing as you go
2. If you come to a missing document complete the following:
 - a. First, check Easy IEP to see if the missing document is listed online. If so, print and file it and if not;
 - b. Use one of the *SPED File Audit Missing Doc Memos* to note what document is missing and place it where in the green IEP file the document should go;
3. Check to ensure the IEP in the 'Current IEP' Section was also faxed into Easy IEP as you audit. If not, fax it into Easy IEP.
4. Collect a list of students who have any of the following signatures missing:
 - a. IEP team participant/guardian signature pages on the IEP in the 'Current IEP' section
 - b. Parent/guardian signature on the Initial Consent to Test eval in 'Current Evaluation' section – for re-evals this is listed in the middle of the *Re-evaluation Summary* packet
 - c. IEP team participants and parent/guardian signature on the *Eligibility* page in 'Current Evaluation' section
 - d. Parent/guardian consent to test in *Initial Document* section
 - e. IEP team participants/guardian signature on *Eligibility* page in the 'Initial Doc' section
5. When you are done auditing the file, give your manager the forms or place in the front of the green file depending the Special Education department at your school

KIPP:Nashville

6. If the student does not have a manila file folder labeled as an 'Old EE Docs' file, create one by place the pastel pink 'Old EE Docs' divider in a manila folder, along with any old documents from the students past that does not belong in one of the sections on the auditing form.

Post-Auditing:

1. Send the Director of Student Support the list of what students are missing which signature pages and any other relevant missing documents from notes kept while auditing.
2. Continue maintenance on your audited file throughout the school year. As you hold meetings and create new IEPs/evaluations, move documents in the 'Current' sections to the 'Previous' sections – as they are no longer current – and move any 'Previous' section materials to the manila folder for 'Old EE Docs'
 - a. Keep all documents in 'Initial Documents' section. This section will not change.

Process for Students with Disabilities (SWD) Enrolling at KIPP Nashville

Students Enrolling During Spring/Summer for Following Academic Year

Students enrolling from a non-KIPP School:

- Dean of Operations creates and sends a list of parents/guardians who indicated their child has an IEP/504 on their KIPP Nashville enrollment packet and/or at the enrollment open house to the Student Support Coordinator (SSC)/Special Ed lead.
- SSC confirms with parent/guardian the student has an IEP and obtains a copy of the IEP.
- SSC reaches out to both the parent/guardian and the student's current school to schedule the student's spring transition meeting.
- At the transition meeting, the SSC discusses tentatively what services will look like at the KIPP Nashville School and brings suggestions for services in the IEP addendum.

Students enrolling from a KIPP Middle School to a KIPP High School:

- 8th grade KIPP Nashville middle school case manager connects with the KIPP Nashville Collegiate High School case manager for 9th grade to discuss possible dates for transition meeting for those students matriculating to the KIPP High School.
- 8th grade KIPP Nashville middle school case manager schedules the transition meeting with the IEP team, including but not limited to: parent/guardian, current case manager from the middle school, future case manager from the high school, Speech Language Pathologist (if student has speech or language services), school psych (if applicable), general education teacher, LEA, and other related service providers (if applicable).
- 8th grade case manager completes the *KIPP Nashville 8th Grade Transition Data* form and returns it to the 9th grade case manager prior to the meeting.
- 9th grade case manager brings the *KNCHS Transition to HS Docs* and the *Collegiate 9th Grade Course Offerings* to the meeting as a reference and/or to provide to parents/guardians and comes prepared with tentatively what services will look like for the following school year.

KIPP:Nashville

Students Enrolling During the School Year for the Current Year

- Office Manager informs the Student Support Coordinator (SSC) when a new student enrolls during the school year if a parent/guardian checks the IEP/504 box on the enrollment packet OR if the cumulative file arrives with a green IEP folder.
- SSC reviews the IEP to see if the IEP team needs to meet to discuss an IEP Addendum to adjust any services and/or supports.
- SSC schedules for any benchmark testing to occur for present levels of the student and intervention placement.

Student Transferring to KIPP from another County and/or State

A SWD who has transferred to KIPP Nashville directly from another county other than Davidson County and/or another state than Tennessee must have their file reviewed and new IEP finalized within 30 days of arriving at KIPP Nashville to ensure the student's IEP meets the MNPS/state of TN requirements. Additionally, if the student transfers from out of state they will also need a re-evaluation completed within 30 days of arriving at KIPP Nashville to ensure the student's eligibility meets the state of TN requirements. The following steps must be completed with the 30 days:

1. Contact Stephanie Dahmer (Stephanie.Dahmer@mnps.org), the Easy IEP Administrator at MNPS, or Kelly Johnson (Kelly.R.Johnson@tn.gov), the Easy IEP Administrator at the SBE, once you learn a student is transferring into KIPP from another county/state to get their Easy IEP account to transfer to your schools account.
2. Once the record is transferred, update the IEP team and designate a Case Manager under the 'Team tab' on Easy IEP
3. Contact the parent/guardian to schedule an IEP meeting
4. Have the School Psych conduct a file review of the current eligibility information to determine if a re-evaluation is necessary, even if the eligibility is from another TN district
5. Schedule a meeting with the IEP team, including the School Psych and other RSP if necessary
6. Create and send home a Meeting Invitation
7. Update the IEP to reflect any changes made to the IEP, such as service type, dates to reflect the IEP meeting date, service providers, and goals
8. Hold the IEP meeting to review changes and/or discuss re-evaluation
9. Finalize the new IEP with the team's signatures
10. Create and send home a post-PWN to document the outcome of the meeting

Timelines for Scheduling Various IEP Meetings

Expectations for Scheduling Meetings

- Parents/guardians need to be given a finalized invitation at least 10 days before and IEP team meeting is scheduled to occur.
 - Best practice is to talk with parents/guardians before the finalizing the meeting time to find a time that is convenient for all members of IEP team.
 - If you cannot connect with the parent/guardian after 48 hours of attempting to reach them, please set a meeting time/date and send home an invitation with a time that works for the IEP team.

KIPP:Nashville

- *Special Note:* To hold a Manifestation Determination meeting, the contact log must be updated that parents/guardians have been contacted to be told the meeting time with **24 hours' notice** and send home an invitation is possible.
- If the parent/guardian requests an IEP team meeting sooner than 10 days from the date of contact, the 10 days' notice can be waived. This should only be in cases of time-sensitive meetings, such as re-scheduled meetings per parent/guardians' request.
- Scheduling IEP/evaluation/re-evaluation result meeting meetings 30 days in advance of the due date/date of choice allows the team to reschedule the IEP meeting if one or more of the team members cannot attend the meeting as scheduled.
 - If the parent/guardian is the IEP team member that has not been able to keep the scheduled meeting, the case manager should reschedule the IEP meeting at another time.
 - If the parent/guardian continues to miss the IEP meetings at the scheduled time, *after the 3rd meeting attempt* the team should hold the IEP meeting and the case manager should send home the IEP to be reviewed and signed by the parent/guardian, along with the 15 day letter. This letter informs the parent/ guardian that if the IEP is not signed and returned by the close of business on the 14th day, the IEP will then be finalized. A template can be found on the T-drive.
- For an initial evaluation, after initial consent is obtained to evaluate a student the team has 60 calendar days to complete the evaluation and determine eligibility. The findings must be shared in a meeting within those 60 days. Snow days and school breaks that arise during the 60 day window are a part of the 60 days and not exempt, so please schedule meetings carefully to account for these as much as possible.
- It is best practice to hold the Initial Annual IEP meeting at the conclusion of an Initial Eligibility Meeting when the student qualifies with a certifying disability and is then eligible for receiving special education services. This will allow the student to begin receiving services as soon as possible if found eligible. However, a team has up to 30 days after eligibility is determined to finalize an IEP if more time is needed to have an effective plan for the student by collecting more data.
- An Annual IEP meeting should be scheduled at least 30 days prior to the expiration of the previous year IEP. The parent/guardian should be given 10 days' notice unless a parent/guardian waives his and/or her 10-day prior written notice rights. If the parent/guardian waives his and/or her rights it must be documented in writing on the invitation and in the pre-prior written notice.
- If a student's re-evaluation is during the current academic year the re-evaluation and IEP should be completed at the same time. The case manager should use the re-evaluation results to inform the new annual IEP, and the IEP team will review the IEP at the re-evaluation results meeting. The re-evaluation should be scheduled at least 60 days prior to the due date of either the re-evaluation or the IEP, whichever comes first.
- When a student with a disability transfers from another county and/or from out-of-state the school has 30 days to hold an IEP meeting and develop a new IEP for Davidson County. For out-of-state transfers, the IEP team must also hold a re-evaluation meeting within 30 days. See the *Student Transferring to KIPP from another County and/or State* on page 14.

Organizing and Running IEP Meetings

Steps to Organizing a Meeting:

1. Check with all IEP participants (LEA, Case Manager, Gen Ed teacher, RSP as needed, School Psych as needed, parent/guardian) for availability for a meeting at least 30 days before IEP/Eligibility expires
2. Best practice is to talk with parents/guardians before the finalizing the meeting time to find a time that is convenient for all members of IEP team. If you cannot connect with the parent/guardian after 48 hours of attempting to reach them, please set a meeting time/date and send home an invitation with a time that works for the IEP team.
3. Conduct assessments to gather information about student's present levels of performance
4. Finalize meeting date with a Final Meeting Invitation to parent/guardian and an Outlook invitation to school IEP Participants
5. Confirm meeting with IEP participants* 3 to 4 days before scheduled meeting
6. In rare cases there is not a general education teacher available during the meeting, the parent/guardian may sign the *Parent Consent to Excuse the Gen Ed Teacher* form, which can be found on the T-Drive in the SPED folder in the Student Support section.
- 7. Draft new IEP to discuss at meeting and send home to guardian 2 days prior to the IEP meeting for their review (new as of 2018-19).**
8. Conduct meeting and get input from IEP Team
9. Finalize all paperwork, get signatures from everyone present and the teachers not present, and send signature pages to EasyFax or upload to Easy IEP.
10. Create a post-PWN capturing what was discussed at the meeting
11. Provide parents/guardians with copies of all finalized documents
12. File documents in student's Green Folder

*Refer to the *Roles and Responsibilities during an IEP Meeting* document to ensure everyone understands their roles at the meeting.

Steps to Running Successful IEP Meeting*:

1. Welcome and Introductions
2. Offer and explain Procedural Safeguards to parents/guardians using the Procedural Safeguards Cheat Sheet found on the T-Drive
3. Explain reason for meeting
4. Ask parent/guardian(s) to sign the invitation to IEP meeting, if not previously returned
5. Ask parents/guardians to verify personal information and share narratives of student's strengths, parental concerns, and effect of disability on progress in the general education curriculum with input from all members of IEP team
6. Review present levels of performance, including progress on previous Measurable Annual Goals. It is helpful to bring samples of the work the student is able to complete successfully and the grade level expectation (if different).
7. Discuss any special considerations for the development of the IEP such as behavior or communication needs
8. Develop and share new Measurable Annual Goals for all areas identified in present levels of performance as exceptional
 - a. If student is 14 years or older include a discussion on transition planning for the student post-high school future
9. Discuss classroom, behavioral, and state-testing accommodations and/or modifications

KIPP:Nashville

10. Discuss special education services that will be provided, included related services and service hours associated with each service. The instructional setting for the service (LRE) should also be determined, as well as the need for Extended School Year (ESY).
 11. Discuss any activities the student will not participate in with the general education
 12. Pass out IEP Participate sheet to have participants sign and date
 13. Explain the Informed Parental Consent page for parents/guardians and have them sign
 14. Provide copy of paperwork to parents/guardians or provide them a copy of paperwork.
- *Use the *IEP Meeting Agenda* as a guide during your meeting

IEP Team & Supporting Documentation

IEP Team

An IEP Team is the team of individuals that is required to meet any time the school and parents/guardians are discussing and/or deciding to change anything about a student with a disability's educational plan or services. All team members are required to be at all meetings held.

IEP Team is comprised of at least the following individuals:

- Parent(s)/Legal Guardian of the child
- General Education Teacher
- Learning Specialist
- Local Education Agency (LEA)
- School Psychologist who can interpret the instructional implications of evaluation results when appropriate
- Related Service Personnel as appropriate (i.e. Speech and Language Service Provider, Hearing Itinerant, Counselor, etc.)
- Child with disability as appropriate
 - Schools are required to give students the opportunity to be a member of the IEP Team at the time that secondary transition services are initiated, at age 16, or younger if determined appropriate by IEP Team.
 - If the child chooses not to attend his or her own IEP meeting, the school must take appropriate steps to ensure the student's preferences and interests are considered when the purpose of the meeting is the consideration of post-secondary goals and transition services needed to reach those goals.

Supporting IEP Paperwork and Documents

Invitation for Meeting

- An Invitation for a Meeting is a document that provides confirmation as to when an IEP meeting will be held and formally invites the parents/guardians to attend.
- The Invitation also includes a separate page for which the parent/guardian should sign, return, and be placed in the student's file, indicating their attendance at the meeting.
- The Invitation should be created and sent home at least ten (10) school days prior to the scheduled meeting.
 - Best practice is to talk with parents/guardians before the finalizing the meeting time to find a time that is convenient for all members of IEP team. If you cannot connect with the parent/guardian within 48 hours, please set a meeting time/date and send home an invitation with a time that works for the IEP team.
 - As noted on page 15 in the *Organizing Meeting Steps* section, prior to sending the Invitation for Meeting check with all IEP Participants for availability at least 30 days before IEP or Eligibility expires.
 - If a meeting is scheduled to be held with less than 10 days' notice to the parent/guardian, the case manager must confirm the parent/guardian waives their right to the 10 days' notice and make a note on the IEP Invitation.

Post-Prior Written Notice

- A Post-Prior Written Notice is required to be completed, sent home, and filed after the IEP meeting is held as a summary of the events that occurred at the meeting.
- Each of the six questions should contain written narratives describing what actions are being proposed and why there are being proposed. The prior written notice should also include description of previously considered options, description of evaluation procedures, tests, or reports used as a basis for the proposal.
 - If parents/guardians agree to hold IEP Team Meeting prior to the previously determined 10 days' notice, the post-PWN should document that ten (10) days' notice is waived under the "other" category.
- The Post-Prior Written Notice should also indicate that the procedural safeguards were shared and reviewed.
- "N/A" is not an acceptable response on the post-PWN. "None at this time" would be acceptable if the case manager feels that there is nothing relevant to share regarding a specific question.

IEP Progress Reports

IEP Progress Reports are Quarterly documents that provide a detailed narrative with data based descriptions and percentage of progress made toward mastery for each annual goal. IEP goals are tracked through the Progress Monitor Wizard in Easy IEP. IEP goal progress monitoring data is set up in the "detail" button under each IEP goal. Bi-weekly data is collected and entered in the Progress Monitoring Wizard. Additionally, Related Service Providers who work with your students are responsible for creating and entering data for students IEP goal progress monitoring.

IEP Progress Reports' reporting periods correspond with the current reporting period within the school year and follow the below schedule:

- Reporting Period 1 – School Quarter 1
- Reporting Period 2 – School Quarter 2
- Reporting Period 3 – School Quarter 3
- Reporting Period 4 – School Quarter 4

IEP Progress Reports are created and sent out within two (2) weeks following end of each Quarter with Report Cards. A copy of the each IEP Progress Report should also be put in student's Green Folder. *IEP Progress Reports for Reporting Period 4 should be mailed home as they are created after the school year has ended*

IEP Content

Please see the document *KIPP Nashville Best Practices When Writing IEPs* when drafting your IEPs.

Section 1: Student Information

Student Information:

Includes student demographics, area of disability, servicing school, medical information, and parent/guardian information.

Best Practices:

- Ask parents/guardians about medical information. If none are reported state “Parent/guardian reports that ____ does not take medication at this time”
- During IEP meeting, ask parent/guardian to review the address and phone numbers under the “Relationship to Student” to ensure they are correct and obtain any incorrect/missing information at that time

Section 2: Current Descriptive Information

Current Descriptive Information:

Narratives including student strengths, parent/guardian concerns, effect of disability on progress on general education curriculum should be completed with input from the parent/guardians and additional members of the IEP team as appropriate, including Related Service Providers.

Strengths:

- Go around table and have teachers/parents/guardians share out strengths to get narrative
- List in strengths – and celebrate! – explicitly what areas the student are strongest in (i.e. “ ____ demonstrates a strength in reading fluency”)

Parent/Guardian Concerns:

- Ask parents/guardians what their concerns are prior to the meeting when call to set up IEP meeting so you can note in the draft form of the IEP and reconfirm/make address additional concerns at the meeting

Impact of Disability on Gen Ed Curriculum:

- Specifically list the student disability and how the disability limits the student in the general education classroom. Additionally, list some of the accommodations and modifications needed to help the student access the general education curriculum.
 - i.e. “KIPPY’s Specific Learning Disability in Reading Comprehension impacts her ability to understand and apply the content read in class, as well as on assignments and tests, throughout all of her general education classes. KIPPY needs support to break down text, with frequent checks for understanding, to ensure she is following along with the class and/or material.”

Section 3: Present Levels of Performance (PLEPs)

Present Levels of Performance:

IDEA requires that a child be assessed in all areas related to his or her suspected disability. This evaluation must be sufficiently comprehensive so as to identify all of the child's special education and related service needs. The PLEPs should include norm and/or criterion referenced data, raw data, and descriptive information of the student's deficit area.

This section outlines the area of need related to the student's disability and the current level of performance in those areas, and the IEP team uses the information in this section to determine appropriate annual goals and services. There are many different assessments that can be administered and included in this section. Data from these assessments should be the baseline data in which the IEP goal is based on. The results included in this section are intended to be descriptive and specific and should be written in such a way that they can be understood by parents/guardians and teachers who may not be otherwise familiar with the student.

All IEPs should include at least the following:

- Pre-vocational Behavior Checklist* for students 13 or younger (to be completed by the teacher most familiar with the student); and
- Results of most recent individual academic assessments* (i.e. MAP data, AIMSweb data, DIBLEs data, teacher made assessments, STEP data, F & P, etc)

IEPs with **behavioral/social-emotional concerns and/or related disabilities:**

- Teacher Observation* (to be completed by someone other than the Exceptional Education teacher and preferably different from teacher completing Prevocational Checklist); and/or
- Social-emotional behavior assessment/inventory* (to be comprised of a combination of KIPP Paycheck Data, teacher observation, and student survey)
- Assessments from the most recent evaluation* (if completed in the last year)

Age Specific Present Levels of Performance:

See the *KIPP Nashville Transition Manual* for more information

- Transition Questionnaire* (if student is turning 14 or older during the duration of this IEP)
- For Preschool students - Statement addressing how disability affects the child's participation in developmentally appropriate activities

Determining Exceptionality:

Within each assessment or indicator of academic performance, it is necessary to note if the child is exceptional in the given area for planning and goal setting purposes.

To align with the Tennessee Department of Education RTI program, KIPP Nashville defines exceptional within these areas as scoring in the 25th percentile or below in a specific academic area or one standard deviation above or below measured cognitive ability. The IEP Team will determine if prevocational and/or social-emotional behaviors and characteristics are developmentally appropriate and determine if goals are appropriate, but typically goals are created when an area of concern is noted on the prevocational checklist or if a student has an FBA/BIP.

Example of Exceptionality:

- A 6th grade student scored in the 18th percentile on a grade-level passage on a nationally normed reading fluency benchmark

Writing PLEPs:

IEPs should have at least 2 data points/PLEPs for each area of exceptionality, followed by at least 1 MAG for each area the student is found to be exceptional. Below is a chart of commonly used PLEPs.

Behavior Assessment	Pre-Vocational Checklist	_(teacher name)_, _(student name)_ 's_(subject)_ teacher, filled out the prevocational checklist about his/her habits in the classroom. He/she reported strengths in the areas of _____. He/she noted concerns in his/her ability to _____.
Math Assessments	MAP – Measures of Academic Performance	_(student name)_ took the _(year)_ (Fall/Winter/Spring) __ Math MAP Assessment. He/she scored a _____. This score places him in the _____percentile. This means that in a group of 100 __ graders he/she would outperform ____ other students. Performance is comparable to students in the _____ grade level. He/she had strengths in _____ and _____. He/she had weaknesses in _____ and _____.
	NSF – AIMSweb Number Sense Fluency	_(student name)_ scored an ____ on the _____ grade level number sense fluency probe, which places him/her in the _____ percentile for ____ grade. This means that in a group of 100 __ graders he/she would outperform ____ other students. He/she struggled with _____. His/her area of strength was on _____.
	Woodcock Johnson	<p>On the Woodcock Johnson Math Calculation sub test, which is the ability to solve basic arithmetic problems, _(student name)_ obtained a raw score of ____ which is equivalent to a _____ grade level.</p> <p>On the Woodcock Johnson Math Applied Problems subtest, which is the ability to solve math word problems, _(student name)_ obtained a raw score of ____ which is equivalent to a _____ grade level.</p> <p>On the Woodcock Johnson Math Fluency subtest, which is the ability to solve basic problems automatically, _(student name)_ obtained a raw score of ____ which is equivalent to a _____ grade level.</p> <p>Overall, _(student name)_ 's areas of strength are _____. His/her area(s) of weakness are _____.</p>
Reading Assessments	MAP – Measures of Academic Performance	_(student name)_ took the __ (year) __ (Fall/Winter/Spring) __ Reading MAP Assessment. He/she scored a _____. This score places him in the _____percentile. This means that in a group of 100 __ graders he/she would outperform ____ other students. Performance is comparable to students in the _____ grade level. He/she had strengths in _____ and _____. He/she had weaknesses in _____ and _____.

	<p>ORF – AIMSweb fluency</p>	<p>_(student name)_ scored an ____ on the ____ grade ORF, which assesses reading fluency. This score places him/her at the ____ percentile for reading fluency. This means that in a group of 100 ____ graders he/she would outperform ____ other students.</p>
	<p>SRF – AIMSweb reading comp</p>	<p>_(student name)_ scored an ____ on the ____ grade SRF, which assesses reading comprehension. This score places him/her at the ____ percentile for reading comprehension. This means that in a group of 100 ____ graders he/she would outperform ____ other students.</p>
	<p>Woodcock Johnson</p>	<p>On the Woodcock Johnson Phonemic Awareness subtest, which is the ability to hear and manipulate sounds, _(student name)_ obtained a raw score of ____ which is equivalent to a ____ grade level.</p> <p>On the Woodcock Johnson Alphabetic Principal subtest, which is the ability to associate sounds with letters, _(student name)_ obtained a raw score of ____ which is equivalent to a ____ grade level.</p> <p>On the Woodcock Johnson Reading Fluency subtest, which is the ability to read smoothly and quickly, _(student name)_ obtained a raw score of ____ which is equivalent to a ____ grade level.</p> <p>On the Woodcock Johnson Reading Vocabulary subtest, which is the ability to understand meaning of different words, _(student name)_ obtained a raw score of ____ which is equivalent to a ____ grade level.</p> <p>On the Woodcock Johnson Reading Comprehension subtest, which is the ability to make meaning of the text, _(student name)_ obtained a raw score of ____ which is equivalent to a ____ grade level.</p> <p>Overall, _(student name)_’s areas of strength are _____. His/her area(s) of weakness are _____.</p>
	<p>WIST</p>	<p>On the Word Identification and Spelling Test, _(student name)_ obtained a raw score of ____ which places him/her in the ____ percentile. This means that in a group of 100 ____ graders he/she would outperform ____ other students.</p> <p>_(student name)_’s areas of strength are _____. His/her areas of weakness are _____.</p>

Section 4: Consideration of Special Factors of IEP Development

Six Questions:

Does the student have limited English proficiency?

If yes, what is his/her primary mode of language?

Note: This would be marked if the student was a current English Language (EL student).

Is the student blind or visually impaired?

If yes, does the student need instruction in Braille?

Does the student have communication needs?

If yes, what are they?

Note: If a student works with a Speech Language Pathologist due to a Language or Speech Impairment, mark yes to this question and describe.

Is the student deaf or hard of hearing?

- If yes, did the IEP Team consider?
 - a. the student's language and communication needs;
 - b. opportunities for direct communications with peers and professional personnel in the student's language and communication mode;
 - c. necessary opportunities for direct instruction in the student's language and communication mode?

Is assistive technology necessary in order to implement the student's IEP?

- If yes, what is needed?

Does the student's behavior impede his/her learning or that of others?

- If yes, the IEP Team has addressed the student's behavior in the following way(s):
 - Functional Behavior Assessment
 - Behavior Intervention Plan
 - Accommodations
 - Measurable Annual Goals
 - Other (write in) _____

Note: This would be marked yes if the student had behavior goals on his/her IEP, an FBA/BIP, or if the student has had a MDR meeting.

Does the student demonstrate cognitive processing deficits that impact his/her classroom performance and warrant consideration in the development of the IEP (i.e. accommodation use)?

- If yes, explain:

Note: Consult the student's most recent evaluation and our School Psychologist. If the student scored below a 77 on one or more of the areas of cognitive processing areas (i.e. Working Memory, Processing Speed, etc), mark yes and explain.

Section 5: Measurable Annual Goals

Measurable Annual Goals:

These are goals that identify what specific knowledge, skills, and/or behaviors a student is expected to be able to demonstrate within annual IEP timeframe. Goals should address the needs that are summarized in the child's present levels of academic achievement and functional performance.

A measurable annual goal must be written for each area, including Academics, Prevocational, Transitional, and Social-Emotional Behavior, where exceptionality is determined through the PLEPs.

Measurable annual goals provide a mechanism for determining whether the child is progressing in the general education curriculum and special education program. Progress on the measurable annual goals must be quantified on the Quarterly Progress Reports.

Best Practices:

- If possible, list the skill needed to acquire the goal so whoever picks up the IEP knows exactly what the student is working on

- The goal should be set based off of the baseline data from the PLEPs.
- Use pre-existing PM tools if necessary (AIMSweb, Wilson Just Words, F & P, gen ed classroom materials etc.) that are already being given to collect data and avoid having to create teacher-made tools and/or over assessing students

Writing Measurable Annual Goals:

Strong measurable annual goals have the following components:

Condition	Name	Clearly Defined Behavior	Performance Criteria		
Describe the situation (materials, setting, accommodations) in/with the student will perform the behavior.	Student's name	Describe the behavior (what will he/she actually do) in observable, measurable terms using stems from standards	The level (how well) the student must demonstrate mastery	The number of times needed to demonstrate mastery (how consistently)	Evaluation schedule (how often) and method (how measured)
<i>Given</i>	<i>he/she</i>	<i>will do this,</i>	<i>this well,</i>	<i>this many days/times</i>	<i>as measured this often, using this measure.</i>

Given _____ (condition/materials/setting/accommodations), _____ (student's name) will (do what measurable/observable skill/behavior in functional terms), _____ (to what extent/how well to determine mastery), _____ (# of times/frequency/how consistency), by _____ (how often) evaluated/determined by _____ (measure).

Examples:

Reading: Given a reading passage at Joseph's instructional level, Joseph will read 80 words in 1 minute with 95% accuracy on 3 consecutive probes using a weekly R-CBM (reading curriculum based measure).

Math: Given multiplication problems with 3 digit numbers and graph paper, Adrianna will follow the steps of computation in order to compute and answer the problems with 80% accuracy on 3 consecutive assessments within 1 month.

Decoding: Given a 1st grade R-CBM (reading curriculum based measure), without prompting, Trey will decode vowel-consonant-vowel words with 90% accuracy for 4 consecutive weeks on a 1 minute probe administered weekly.

Behavior: During unstructured tasks, Jaqueline will remain within her desk work area, defined by tape and furniture, with no more than 1 prompt for 80% of the activities within the school week as measured by an observation tool.

Social Emotional: Given small group activities, Isaac will participate as defined by sitting with his group and answering or asking 2 questions on topic for 80% of the opportunities given within a 2 weeks period.

**If a student has needed to be restrained more than once in the school year, hold an IEP meeting to add the need for the use of restraints in the Program Modifications/Supports for School section under the Social-Emotional Goal listed in the MAG section of the IEP.*

Progress Monitoring for IEP Goals:

Under the “Details” button of each IEP goal there is a section to set up progress monitoring for each goal. This must be completed to enter bi-weekly data in the Progress Monitoring Wizard and the create Progress Reports at the end of each quarter.

Section 6: Program Participation

This section outlines the areas in which a student will receive modifications or accommodations. It also details the specifics of those modifications or accommodations.

- Modifications or accommodations can be selected for any area in which a student participates: core academic classroom, enrichment opportunities, extracurricular activities, lunch, recess, etc.
- Accommodations and modifications can be incorporated into any combination of program and different accommodations and/or modifications can be put in place for different subjects.
- It is important to select appropriate accommodations and modifications based on the individual child’s needs and deficits as seen in the PLEPs.
- Accommodations and modifications should only be listed for subject areas in which the disability is present.
- Clarify between “not applicable” if the student does not take a specific course OR “no accommodations” if a student does not need accommodations for a specific course

Accommodations	Modifications
<p>An accommodation <i>is a change that helps a student overcome or work around the disability.</i></p> <p>Accommodations do not fundamentally alter or lower the standard or expectation of the course/test.</p> <p>Examples:</p> <ul style="list-style-type: none"> - Extended time or breaks (primarily for tasks/assessments) - -Extra time (primary for tasks/ assignments) - Highlighting text - Calculator, multiplication table - Directions in multiple formats - Reading test verbatim 	<p>A modification <i>is a change in what is being taught to or expected from the student.</i></p> <p>Modifications are a change that fundamentally alter or lower the expectation of the course, standard, or test.</p> <p>Examples:</p> <ul style="list-style-type: none"> - Lower grade level curriculum - Lower grading scale - Simplified vocabulary - Lower level of understanding for specialized curriculum

Section 7: State/District Mandated Tests

Any state or district mandated test that the student will be participating in during the duration of this IEP should be indicated on this section. Consult with the Case Manager in the grade above where the

KIPP:Nashville

student currently is enrolled if unsure what assessments are given in that grade (i.e. pre-ACT, Explore, etc).

Options for selection include but are not limited to: TCAP/TN Ready Achievement tests, End of Course Exams (EOC), English Linguistically Simplified Assessment (Ecase managerA), or TCAP Writing Test.

Please see the charts below for the most common testing conditions and accommodations. The list is not exhaustive, but will help identify which features require an IEP/504 Plan, an English Learner (EL) status, or are open to any student who needs it; as a reminder, *it is a requirement that the feature is used consistently in class before it is allowed on any State assessments.*

The State of Tennessee has restricted the use of the Read Aloud accommodation for students with disabilities. The TN DOE has noted that only students with disabilities that impact the students ability to decode and read words correctly now qualify for the Read Aloud accommodation. Students who struggle with Reading Comprehension no longer qualify for Read Aloud.

Testing Conditions	ELA / SS			Math			Science		
	IEP / 504	EL	Any	IEP / 504	EL	Any	IEP / 504	EL	Any
Flexible Setting / Small Group			X			X			X
Student Reads Aloud to Self			X			X			X
Noise Buffer/FM System			X			X			X
Blank scratch or graph paper			X			X			X

Accessibility Features for All	ELA / SS			Math			Science		
	IEP / 504	EL	Any	IEP / 504	EL	Any	IEP / 504	EL	Any
Read Aloud / Human Signer for Test Instructions			X			X			X
Line Reader for text			X			X			X
Highlighter			X			X			X

Accessibility Features for All (identified in advance)	ELA / SS			Math			Science		
	IEP / 504	EL	Any	IEP / 504	EL	Any	IEP / 504	EL	Any
Magnification / Color Overlays / Masking			X			X			X
Read Aloud / Human Signer for Test Items	X					X	X	X	

Accommodations	ELA / SS			Math			Science		
	IEP / 504	EL	Any	IEP / 504	EL	Any	IEP / 504	EL	Any
Adult Transcription / Scribe	X			X					X
Assistive Technology (speech-to-text, word prediction)	X			X			X		
Braille/Large Print	X			X					X
Calculator						N/A*	X		
Extended Time	X	X		X	X		X	X	
Manipulatives							X		
Prompting Upon Request							X		
Rest / Breaks / Multiple Same Day Sessions	X	X		X	X				X
Read Aloud / Human Signer for Test Items	X					X	X	X	
Visual Representations for Math				X					
Word-to-Word Dictionary		X			X			X	

*A calculator is required for all students on calculator-allowed subtests. No students may access a calculator during the calculator-prohibited subtests.

Section 8: Special Education and Related Services

Students with disabilities can be eligible for a variety of related services and may access exceptional education support in different ways. KIPP Nashville provides a continuum of special education and related services that are individually determined by the IEP Team. Services hours determined by the IEP team should reflect the area of ears of exceptionality in the PLEPs and the areas addressed in the MAGs. *Special Education Services provide specifically designed instruction, at no cost to the parents/guardians. These services are designed to meet the unique needs of a child with a disability.*

KIPP:Nashville

Related Services help children with disabilities benefit from their special education by providing extra help and support in needed areas, such as speaking or moving. Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education. These services include but are not limited to speech-language pathology and audiology services, occupational therapy, and counseling services.

If you think a student has a communication, fine or gross motor, vision, or hearing gap, please contact the Speech Language Pathologist, Occupational Therapist, Physical Therapist, Audiologist, or Vision Itinerant and invite them to the next IEP meeting to discuss if evaluation is needed.

Students with Medicaid coverage (TennCare) who receive services from related service providers have their services covered at no cost to KIPP Nashville. The Case Manager, Related Service Provider, and Project Play business manager work together to contact families and the related service provider to arrange this coverage. This paperwork can be found on both the T-drive and the KIPP Nashville Student Support Google site.

It is the IEP team's responsibility to review all of the evaluation information, to identify what special education and related services the child needs, and to include them in the IEP. The IEP must also specify with respect to each service:

- *when* the service will begin;
- *who* is responsible for providing services;
- *how often* it will be provided and for what amount of time; and
- *where* it will be provided

See page 31 for more information on *Related Service Providers*.

Section 9: Transition Services

Early Childhood Transition (EC):

This plan focuses on helping the family meet the developmental needs of their child, such as learning to sit up, walk, or talk. These needs are defined in an Individualized Family Service Plan (IFSP) which is replaced by an Individualized Education Program (IEP) upon entering preschool.

Transition Services:

This process is for students and their families, as well as all members of the IEP team, to think about life after high school, to identify a student's desired outcomes, and to plan their community and school experiences to ensure that the students acquire the knowledge and skills necessary to achieve their goals. For students 13 or younger this process starts with the Pre-vocational Checklist completed by the student's teacher. For students 14 years and older during the IEP year, this process includes a transition assessment completed by the student. See page 29 for more information on *Transition Services Overview*.

Section 10: Least Restrictive Environment (LRE)

KIPP Nashville provides students with access to education and curriculum in the least restrictive environment as determined by the IEP Team.

Transition Plan Overview*

The transition section of the IEP must be completed for all students that turn 14 years of age within an IEP year. Typically, transition plans will begin in the 7th or 8th grade. The plans will continue throughout high school for the duration of their time in the special education program in order to adequately prepare students for life beyond high school and college. The purpose of the transition plan at KIPP Nashville is to spark the interest of the student to see their development in both academic and nonacademic areas in high school and beyond.

Students will be administered a transition assessment every year for their annual IEP. The KIPP Nashville Transition Manual lists assessments to choose from to assess the various aspects of transition. Some assessments can be used for more than one section of transition, however ensure there is one assessment that identifies wants and preferences and one that identifies skills.

Writing the Transition Plan

Students 14 Years and Older:

Following the administration of the transition assessments, input all of the identified information in EasyIEP in the student's IEP under the Transition Service tab. For student's 14+ years old, "Transition Services Planning Measurable Post-Secondary Goals" will include a selection of the goal from a dropdown box, as well as a narrative of the goal the student will work towards. The Tennessee Department of Education requires transition goals for the employment, education and training sections of the transition plan. Independent living and community involvement goals are written as needed per student. Students will also need one goal on the Measurable Annual Goal section of the IEP to correspond with the goals listed in the transition section of the IEP.

Course of Study:

As a part of the transition from middle to high school courses of study from grades 9 through 12 should be written in the narrative portion of the IEP. The courses should be written as follows to comply with current graduation requirements:

- Grade 9 Course of Study: English 1, Algebra 1, World History, Composition, Electives
- Grade 10 Course of Study: English II, Geometry, World History II, Chemistry, Composition, Electives
- Grade 11 Course of Study: English III, Algebra II, US History, Biology, Electives
- Grade 12 Course of Study: English IV, Math, Science, Economics, Government, Electives

Students 16 Years and Older:

For students 16+ years old, the section Transition Service Needs will be completed in addition to the Measurable Post-Secondary Goals. Click "Add Transition Services" to add goals and services regarding accomplishing the post-secondary goals. There should be one goal under the Transition Services section to correspond with each goal listed under the Measureable Post-Secondary Goal section. Additionally, students will need one goal on the Measurable Annual Goal section of the IEP to correspond with the goals listed in the transition section of the IEP.

Student Attendance at Meetings:

Students who are 16 and older *must* be invited to attend an IEP meeting if transition planning is going to be considered and/or discussed at the meeting. If the student is not in attendance at the meeting, documentation of the students preferences and interests must be accounted for by one of the following

KIPP:Nashville

forms: student interview, student portfolio, interest inventory, student inventory, vocational assessment, or any other document that notes the student's interest.

*Refer to the *KIPP Nashville Transition Manual* located on the school drive for more specific information.

Related Services Providers

KIPP Nashville uses contracted services through Project Play for the Related Services provided to students with disabilities. Each school will be assigned Related Services Providers to their school over the summer.

Types of Related Services Providers can include but is not limited to the following:

- Hearing Itinerant
- Occupational Therapist
- Physical Therapist
- School-based Counselor
- Speech and Language Pathologist
- School Nurse (for students with TBI)

Roles & Responsibilities

	Case Manager	Related Service Provider
Consent to Evaluate Meetings*	<ul style="list-style-type: none"> <input type="checkbox"/> Contact Related Service Provider (RSP) to coordinate schedules for evaluation meetings <input type="checkbox"/> Confirms meeting dates and times with parents/guardians <input type="checkbox"/> Sends outlook invitation for meeting date/time to all participants <input type="checkbox"/> Sends home invitation <input type="checkbox"/> Informs all meeting attendees of any changes in meeting details <input type="checkbox"/> Confirms meeting day and time with meeting attendees 3-4 business days before meeting <input type="checkbox"/> Provides a copy of & reviews the Procedural Safeguards if applicable <input type="checkbox"/> Sends home post-PWN 	<ul style="list-style-type: none"> <input type="checkbox"/> Creates and brings consent to test documents to the meeting <input type="checkbox"/> During meeting share assessment process with family <input type="checkbox"/> Faxes or uploads documentation into Easy IEP and files in green Special Education folder
Assessment Process*	<ul style="list-style-type: none"> <input type="checkbox"/> Provides RSP with a copy of student's schedule and available times for evaluation <input type="checkbox"/> Works with RSP to get rating scales completed from teachers and parents/guardians 	<ul style="list-style-type: none"> <input type="checkbox"/> Administers evaluation of student's current levels <input type="checkbox"/> Works with Learning Specialist to get rating scales completed from teachers and parents/guardians <input type="checkbox"/> Create assessment report

KIPP:Nashville

<p>Eligibility Meeting*</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Contacts RSP, LEA, gen ed teachers, and EL teacher (if applicable) to coordinate schedules for eligibility meeting <input type="checkbox"/> Confirms meeting day and time with parents/guardians <input type="checkbox"/> Sends outlook invitation for meeting date/time to all participants <input type="checkbox"/> Sends home invitation <input type="checkbox"/> Informs all meeting attendees of any changes in meeting details <input type="checkbox"/> Confirms meeting day and time with meeting attendees 3-4 business days before meeting <input type="checkbox"/> Provides a copy of & reviews the Procedural Safeguards if applicable <input type="checkbox"/> Sends home post-PWN 	<ul style="list-style-type: none"> <input type="checkbox"/> Sends results to Case Manager prior to the meeting <input type="checkbox"/> During meeting share results of assessment with family <input type="checkbox"/> Faxes or uploads report and eligibility page into Easy IEP and files in green Special Education folder
<p>Initial/ Review IEP</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Contacts RSP a month before meeting needs to be held to coordinate schedules <input type="checkbox"/> Confirms meeting day and time with parents/guardians <input type="checkbox"/> Sends home invitation <input type="checkbox"/> Informs all meeting attendees of any changes in meeting details <input type="checkbox"/> Confirms meeting day and time with meeting attendees 3-4 business days before meeting <input type="checkbox"/> Drafts IEP and sends home a copy of the draft 48 hours prior to the IEP meeting <input type="checkbox"/> Sends home post-PWN 	<ul style="list-style-type: none"> <input type="checkbox"/> Drafts Present Levels of Performance and Measurable Annual Goals for areas of need in service category and send to Case Manager 72 hours prior to the IEP meeting
<p>Contact Log</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Sets-up a system with RSP to obtain contact logs <input type="checkbox"/> Provide soft or hard copy template as requested 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides student's Case Manager with completed contact logs for every student by the first Friday of every month. The logs can be given in hard or soft copy. <input type="checkbox"/> The logs should provide information on the goals addressed and the time spent with each student during each session

KIPP:Nashville

Progress Reports	<ul style="list-style-type: none"> <input type="checkbox"/> Sets up progress monitoring towards all goals responsible for in Easy IEP <input type="checkbox"/> Enters progress monitoring data towards goal bi-weekly in Easy IEP <input type="checkbox"/> Finalizes progress report once RSP enters remaining data in Easy IEP <input type="checkbox"/> Progress reports are due 2 weeks after the end of the quarter <input type="checkbox"/> Send completed progress reports home with report cards 	<ul style="list-style-type: none"> <input type="checkbox"/> Sets up progress monitoring towards all goals responsible for in Easy IEP <input type="checkbox"/> Enters progress monitoring data towards goal bi-weekly in Easy IEP
General	<ul style="list-style-type: none"> <input type="checkbox"/> Provide RSP with student schedule <input type="checkbox"/> Keep RSP up-to-date about any special schedule changes (i.e., major assessments or field lessons) <input type="checkbox"/> Record student's related service providers to Meeting Organizer <input type="checkbox"/> Update RSP on any paperwork or policy changes <input type="checkbox"/> <i>Responsible for collaborating with parents/guardians to get TennCare forms completed</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Alert Case Manager of any concerns about students

Metro Nashville Public Schools Contracted Services Case Management Policy

If a student qualifies only in the area serviced by the Related Service Provider, the Related Service Provider will assume the title as the Case Manager under file in EasyIEP. The Learning Specialist on the team, however, will assume responsibility for scheduling with parents/guardians and maintaining paperwork.

Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) Overview

When to Conduct an FBA:

- If a student's behavior is a danger to self or others.
- If a student's behavior is socially stigmatizing from peers.
- If a student's behavior is highly work-interfering.
 - Examples of this could include, but are not limited to:
 - repeated classroom disruptions
 - a high volume of incomplete work
 - a pattern of suspensions within a short time
- If a student reaches 5 Out of School Suspension days.

Goal of FBA/BIP:

The goal of the FBA should be to observe a student to collect data on specific behaviors that impair a student's learning or access to peer interaction and to find a function of the behavior. Additionally, the FBA is also meant to collect baseline data so the team can be informed if the interventions set in place are working. The BIP should be designed to teach a student a replacement behavior to fill the same function as the less desired behavior observed in FBA.

Creating the FBA/BIP:

- If the child is protected under IDEA, then the child's IEP team should make-up the FBA/BIP team.
- If the child is not protected under IDEA, then the FBA/BIP team should consist of at least a General Education Teacher, LEA, and the student's parent/guardian. The team may need additional members skilled in the ability to conduct FBA and implement BIP.

Steps to Create a FBA and Implement a BIP

Step 1: Parental Consent

- If the child is protected under IDEA, call an IEP meeting to discuss consent, data collection, and creation of an FBA/BIP
- See 01.FBA Written Consent* on school drive – obtain parent/guardian signature for consent
- The team together will operationally define the behaviors in specific objective terms (*See 02.FBA BIP forms: FBA Page 1* fill out Step 1 and Step 2). KIPP Nashville recommends keeping focused on the 1-2 most disruptive behavior at a time.
- Decide on data collection method for baseline data collection (soft copy *03.Data Sheet Templates* file folder available)
 - outcome recording (permanent product) – measures the product of the behavior
 - event recording (frequency) – number of times a behavior occurs in a set time
 - momentary time sampling – records if behavior is occurring at conclusion of set interval or during any time during the interval
 - intensity – measure of severity of the behavior
 - duration – length of time a behavior occurs

Step 2: Collect ABC and Baseline Data/ Information

KIPP:Nashville

- Collect Antecedent Behavior Consequence (ABC) data (*See 04.ABC form*)
 - Document dates taken on *02.FBA BIP forms: FBA Page 1 Step 3a*
 - A minimum of 10 data points must be collected throughout the data collection.
- Collect Baseline data (*See 03.Data Sheet Templates*)
 - Collect and document baseline data on all behaviors defined in consent meeting using data collection method determined by team on *02.FBA BIP forms: FBA Page 1 Step 3b*
 - Data collection can be completed by any school personnel available as long as the operationally defined behaviors are clearly explained before the observation takes place
 - Data collection should take place in any environment that the student has previously demonstrated the behavior
 - The time of the observation should be the same for each observation
- As needed, create graphs of baseline data (*See 05.Graphing Templates*)
- Conduct Parent/Guardian, Student, Teacher Interviews (*See 06.Interview Forms* file folder)
 - Document dates taken on *02.FBA BIP forms: FBA Page 1 Step 4*
- Create Hypothesized function (*See 02.FBA BIP forms: FBA Page 1 Step 5*)
 - Share with all of those involved in the creation
 - Brainstorm replacement behaviors that have the same function as problem behavior

Step 3: Draft BIP

- Consult with teachers and possibly the counselor to draft BIP
- Complete Steps 1-4 on *02.FBA BIP forms: BIP Phase 1*
- Complete Step 6 if students' behavior presents a danger to self or others
- If student is protected under IDEA and has IEP, an Addendum IEP should be created to include Present Levels of Performance for Social/Emotional Behaviors and Measurable Annual Behavior Goals
- Draft Safety Plan if a student's behavior puts him or herself in danger or endangers others, a safety plan should be created as part of the Behavior Intervention Plan (*See 07.Safety Plan*)
 - The Safety Plan should be shared and implemented by all teachers and school personnel who interact with student in environments addressed by safety plan

Step 4: Share draft BIP with IEP or S-Team

- If the child is protected under IDEA, call an IEP meeting to discuss the results of the data collection, draft of the BIP as a team, and review the IEP Addendum created based on new goals and with FBA/BIP data
- Revise with any input from team
- Share plan with student and other school personnel not in IEP meeting

Step 5: Implement BIP with Fidelity and Consistency

- Continue to use on-going data collection method to monitor operationally defined behaviors (*See 03.Data Sheet Templates*)
- Update Summary of Data *02.FBA BIP forms: FBA Page 1 Step 3b. Use the same time frame or number of observations (about 1-2 weeks) for intervention average as baseline average*

Step 6: BIP Implementation Results

- Hold a meeting with the team 4-6 weeks after BIP implementation
- Use on-going data collected to determine if plan is working to reduce behaviors
 - Decide interventions to maintain, to omit, and additional interventions to consider
 - Continue implementation of revised plan. Share with team every 4-6 weeks
- Special Note: If plan is implemented with consistency and fidelity without decreasing behavior BIP Phase 2 needs to be drafted and implemented

Long-Range BIP Implementation

If a behavior is successfully being replaced with appropriate behavior, implementation plan should be slowly thinned to reduce extrinsic motivation for student and start generalization of appropriate behavior.

If behavior goals are met, then the team should consider ending the implementation of the BIP with just maintenance checks or move to other student behaviors that need to be addressed.

Classroom Behavioral Interventions (Examples)

- Provide one-step or simplified instructions
- Have students explain instructions
- Provide a visual class agenda
- Teach student self-monitoring techniques
- Provide preferential seating to maximize learning
- Provide transition warnings
- Assign students classroom jobs
- Offer preferred reinforce for task completion
- Give specific behavior praise immediately
- Provide an adult daily check-in and/or check-out

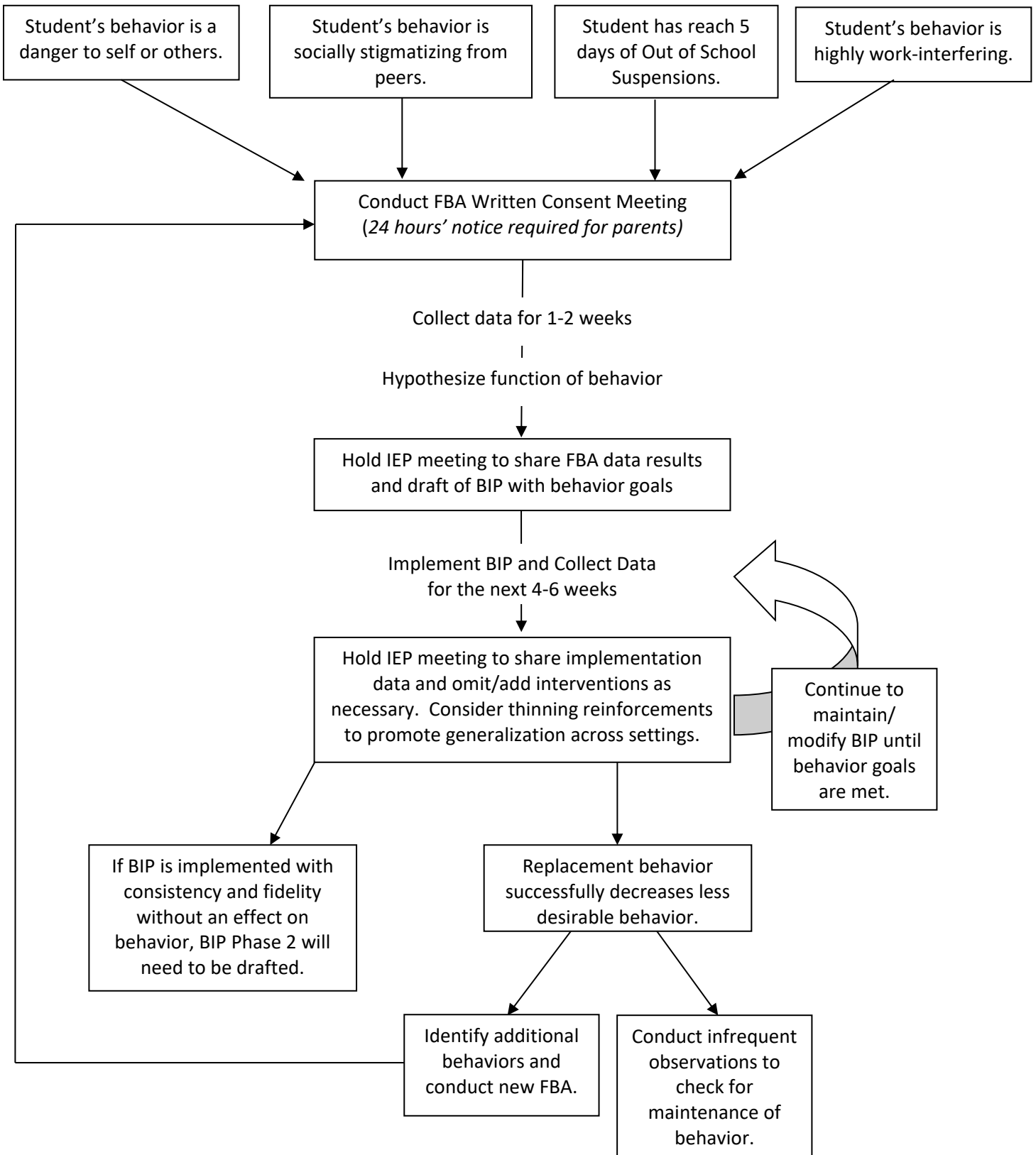
Behavioral Intervention Plan – Phase I Interventions (Examples): Teach Replacement Behaviors

- Frequent praise set to timer
- Points/Tracking system to earn preferred reinforcers
- Check-in/check-out with preferred adult/Lunch Bunch
- Token Economy
- Planned ignoring of target behavior
- Behavioral Prompt – visual cues or hand gestures to help student realize the occurrence of the problem behavior
- Manila Folder Offices

Behavioral Intervention Plan – Phase II Interventions (Examples): Teach Appropriate Social Skills

- Restricted Bathroom Plan
- Social Skills Classes
- Problem Solving Sessions
- Proximity to adult during transitions

FBA/BIP Process



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FBA/BIP Application Process

If you think a student(s) needs support an FBA/BIP from a BCBA/behavior specialist to be successful throughout the school day, please follow the process below. All schools must go through the Director of Student Support (DSS) prior to requesting an FBA/BIP from an outside BCBA/provider (i.e. Project Play).

1. Case Manager (if applicable), Student Support Coordinator (if applicable), Principal/Dean of Students, and grade team meet to discuss the student(s) needs.
 - a. Complete the FBA/BIP Referral Intervention Plan on page 2 of the FBA/BIP Referral Packet (attached)
 - i. Identify the problem behavior(s)
 1. Select the most impactful behavior to focus on
 - ii. Attempt 2-3 interventions to support the student's behavior.
 1. Resource: refer to the [PBIS World](#) website for suggestions based on the student's behavior
2. If needed for students with disabilities, contact the parent to notify of any changes in services and hold an IEP team meeting.
3. After 4-6 weeks of implementation of intervention implementation with fidelity contact the DSS to consult on the behavior:
 - a. Schedule an observation of the student
 - b. Schedule a meeting to discuss the concerning behaviors prior to the observation
 - c. Send the DSS the following:
 - i. Completed FBA/BIP Referral Packet (attached)
 - ii. Student's Discipline Record from Infinite Campus/PowerSchool
 - iii. Student's schedule
 - iv. Student's attendance from
 - v. Current IEP (if applicable)
 - vi. Current S-team (if applicable)
 - vii. Previous S-team (if applicable)
4. DSS completes a preliminary observation of the student and sends feedback to the team and/or schedules a meeting with the Principal/DOS/case manager/etc. to have one of two next steps:
 - a. If additional interventions are recommended and/or previous interventions were not implemented with fidelity, implement any additional suggested feedback from the DSS.
 - b. FBA/BIP is approved and DSS will connect school with contracted BCBA/behavior specialist
5. If additional interventions/steps are recommended, once the feedback from the initial consultation has been implemented for 4-6 weeks, contact the DSS to set up a follow-up consultation meeting to discuss the student's continued needs if necessary.
 - a. If FBA/BIP is approved and Director of Student Support will connect school with contracted BCBA/behavior specialist.
6. If the student is a student with a disability, schedule an IEP meeting with the IEP team to add the FBA/BIP, get consent for and FBA and update the IEP to reflect any supports if needed.

**If guardian refuses to sign consent for the FBA, schools may create a BIP without guardian permission and can consult with BCBA as needed.

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FBA/BIP Referral Packet

Student's Name: _____ DOB: _____ Grade: _____

Homeroom Teacher: _____ Date of Referral: _____

Please send this completed packet along with the following to the Director of Student Support:

<input type="checkbox"/> Completed FBA/BIP Referral Packet (this form)	<input type="checkbox"/> Student's attendance from
<input type="checkbox"/> Student's Discipline Record from Infinite Campus/PowerSchool	<input type="checkbox"/> Current IEP (if applicable)
<input type="checkbox"/> Student's schedule	<input type="checkbox"/> Current S-team (if applicable)
	<input type="checkbox"/> Previous S-team (if applicable)

Medical Concerns or Diagnosis (if any): _____

Situational Trauma (if known): _____

Counseling Services (circle one): YES or NO

If Yes, please list Counselor/Provider Information: _____

Guardian Concerns: _____

Discipline Record/Concerns (include # of and reason for any suspensions): _____

Name the identified behavior and a description of the behaviors observed:

Behavior: _____

Description:

Previous S-team's or Evaluation OR current S-team or IEP (check all that apply):

- | | |
|--|---|
| <input type="checkbox"/> Previous S-team | <input type="checkbox"/> Current S-team |
| <input type="checkbox"/> Previous evaluation
(that did not lead to eligibility for special education) | <input type="checkbox"/> Current IEP |

Teacher Comments/Concerns: _____

FBA/BIP Referral Intervention Plan

Student: _____ **School:** _____ **Grade:** _____ **Date:** _____

Briefly describe planned accommodations/interventions/recommendations in the left column during the Support Team meeting. The column on the right should be completed by the responsible person(s) prior to the review Support Team meeting(s) to indicate progress made using the listed modifications and interventions with the start and end dates.

Behavior(s) Concern:

1. _____
2. _____

Intervention(s): briefly describe the intervention	Person(s) Responsible/Location: list the name(s) of the person doing this action/intervention and where it will take place	Start Date: list date interventions began	Progress/Outcome: to be completed after 4-6 weeks of intervention implementation – describe the impact of the intervention on the student's behavior/attach any data	End Date: list date interventions ended

Paraprofessional Application Process

If you think a student(s) needs support from a paraprofessional throughout all part of the school day, please follow the process below.

7. Case Manager, Student Support Coordinator, and Principal (as needed) meet to discuss the student(s) needs.
8. Complete the *Student Needs Rubric*.
 - a. If rubric scores are 0-2 in all columns, refer to the *Student Support Checklist*, *Student Support Options* and the *Prompt and Environmental Support Guidelines* documents for suggestions and implement those suggestions prior to moving forward.
 - b. If rubric scores are 3-4 in any column, complete the *Student Support Checklist* and continue below.
9. Complete the *Student Support Checklist* and implement any action that has not been utilized yet for this student. Additionally, reference the *Student Support Options* and the *Prompt and Environmental Support Guidelines* documents for additional resources.
10. Contact the parent to notify of any changes in services due and hold an IEP team meeting.
11. After 4-6 weeks of implementation of supports added from the *Student Support Checklist*, contact the Director of Student Support to set up a consultation meeting to discuss the student's needs and review the following:
 - a. Send a copy of the following when requesting the consultation meeting to review together at the meeting:
 - i. The student's current IEP
 - ii. The student's most recent evaluation (psych, SLP, OT,PT, etc)
 - iii. The student's current FBA/BIP
 - iv. Completed *Student Support Checklist*
 - b. Notes from the Director of Student Support's observation (see below)
 - c. Discuss options implemented from the *Prompt and Environmental Support Guidelines* and the *Student Support Options* documents.
12. Director of Student Support completes a preliminary observation of the student.
13. Implement any additional suggested supports based on the consultation meeting with the Director of Student Support.
14. Once the recommendations from the initial consultation has been implemented for 4-6 weeks, contact the Director of Student Support to set up a follow-up consultation meeting to discuss the student's continued needs if necessary.
15. If approved for a paraprofessional, contact your hiring manager to start a search for the staff member, schedule an IEP meeting with the parent and IEP team to add the paraprofessional, and update the IEP to reflect the services.
16. Each May the Director of Student Supports will meet with the School Leader and Student Support Coordinator to determine the need for continued paraprofessional support funded through the SST.
 - a. Prior to the meeting, the Student Support Coordinator will complete an observation of the rubric.
 - b. At the meeting, the team will reassess the student needs on the *Student Needs Rubric* and the *Student Support Checklist* and determine the need for continued para support.

Prompts and Environmental Support Guidelines

What are prompts?

Prompts are the person-to-person assistance from an adult that help the student perform the desired response or behavior. Prompts should be as a continuum, with a high level of prompting at one end (8) and the low level of prompting at the other end (1).

Description of Prompts

Prompt	Description	Continuum	Order in Hierarchy
Full Physical Prompt/Hand over Hand	Adult completely, physically assists student to complete task	Most intrusive	8
Partial Physical/Touch Prompt	Occasional physical contact or assistance to student to perform task	Most intrusive	7
Full Model	Physical demonstration of entire task by adult	Less intrusive	6
Partial Model	Adult physically demonstrates part of task	Less intrusive	5
Verbal Prompt	Adult verbally models task or verbally encourages students to perform task	Less intrusive	4
Pictorial/Written Prompt	Adult presents pictures, symbols or written directions (i.e. PECS or personal white board)	Less intrusive	3
Proximity Prompt	Adult is in close proximity and/or places task-related items close to student	Less intrusive	2
Gestural Prompt	Adults uses physical gesture of prompt	Less intrusive	1
Independent w/o Prompt	Student completes activity without assistance	Least intrusive	0

To fade a prompt, increase the time between the first directive and additional prompts and/or move to a less intrusive prompt level.

What are Environmental Supports?

Assistance that is available in the school/classroom environment that can help the student perform the desired behaviors or response, such as:

1. **Peer Supports:** peer buddy, peer tutor, line buddy, related arts buddy, etc.
2. **Natural Adult Supports:** teacher, cafeteria workers, general assistance, office staff, custodian, etc.
3. **Visual Supports:** visual boundaries around desk, tape on the floor to mark space (in line/around desk), picture cues, schedules, color-coding, etc.

<p style="text-align: center;"><u>Visual Supports</u></p> <p>Individual picture/written schedule Visual timer Task completion sequence First/then boards Choice boards Visual boundaries (i.e. colored tape) Colored overlays Graphic organizers Highlighted text/assignments Large print Agenda Video modeling Videotapes Enlarged directions/key information</p>	<p style="text-align: center;"><u>Behavioral Supports</u></p> <p>Alternative workspace (more than one desk/study carrel, etc) Organization system Adaptive seating (ball chair, club chair, etc) Preferential seating Physical boundaries (i.e. bookshelf, desk, tables) Proximity control Social stories Reward/token system Prompt hierarchy Choices School-wide Positive Behavior Intervention and Supports FBA/BIP Sensory items (breaks, fidgets, wiggle cushions) Break system</p>
<p style="text-align: center;"><u>Curricular Supports</u></p> <p>Modified assignments (length, difficulty, etc) Segment directions/assignments Work systems Hands on activities Study guide/advance organizer Manipulatives Gridline paper for math assignments Planner/assignment book Peer or cross age tutors Adapted writing instruments Choices/options for learning Content presented using multimedia</p>	<p style="text-align: center;"><u>Assistive Technology</u></p> <p>Keyboard for writing assignments Computer software (Kidspiration, Starfall) Read aloud system (Learning Ally, Google Read and Write) Touch screens Voice output device Calculator/calculation charts Videotapes Audiotapes MotivAider Timer (audible) Bookmark/reading window</p>

Paraprofessional Renewal Process

For any student who has a paraprofessional in the current school year and you think they need the continued support of the paraprofessional for the following year, complete the following process below:

1. Contact the Director of Student Support by April 16th to set up a meeting to discuss the student's needs and review the following:
 - a. Send a copy of the following when requesting the meeting to review together at the meeting:
 - i. The student's current IEP
 - ii. The student's most recent evaluation (psych, SLP, OT,PT, etc)
 - iii. The student's current FBA/BIP (if applicable)
 - b. Notes from the Director of Student Support's observation (see below)
 - c. Discuss options implemented from the *Prompt and Environmental Support Guidelines* and the *Student Support Options* documents.
2. Director of Student Support completes a preliminary observation of the student.
3. During the meeting, the Case Manager, Student Support Coordinator, and Principal (as needed) discuss the student(s) current needs. The team will review the following:
 - a. Case manager brings data on the student's goals/objectives/ benchmarks that address increasing independence.
 - b. Reassess the student needs on the *Student Needs Rubric* and the *Student Support Checklist*.
 - c. If support is needed, the team will discuss the need for a one-on-one support vs. a shared paraprofessional.

Extended School Year

Extended School Year (ESY) is the provision of special education services beyond the traditional school year. The IEP team considers specific criteria to determine if a student is eligible for ESY services. These services will vary depending on the student's individual needs.

ESY Criteria Considered:

- Significant regression of skills during interruption of services
- The rate of probable recoupment of skills (6-8 weeks is average after summer break)
- The severity of the disability
- Physical issues
- Critical life skills
- Interfering behaviors
- Opportunities at home

ESY is NOT:

- based on the category of student's disability
- mandated for all special education students
- a child care service
- necessarily a continuation of the total IEP provided during the regular school year
- required to be provided all day, or every day
- summer school, compensatory services, or an enrichment program
- required to be provided in a traditional classroom setting
- a service to be provided to maximize each student's potential

To Consider Eligibility for ESY:

Complete Review for Extended School Year form to consider if a student meets the criteria to attend ESY.

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REVIEW FOR EXTENDED SCHOOL YEAR

Student's Name _____ School _____ Homeroom _____
Case Manager _____ Grade _____ DOB _____ Date Completed _____

Complete the following checklist to consider if ESY is required to provide FAPE. Check the statements that describe the student and write the corresponding points scored in each area.

_____ **Level of Support the student receives according to his/her current IEP**

Check the services according to student's IEP – select all that apply:

- | | | | |
|--|----------|-----------------------|----------------|
| _____ 1-15 hours of weekly direct services | (1 pt.) | _____ OT services | (.5 pts.) |
| _____ 16-22 hours of weekly direct services | (2 pts.) | _____ PT services | (.5 pts.) |
| _____ 22.5-33.75 hours of weekly direct services | (3 pts.) | _____ Speech services | (.5 pts.) |
| _____ 1:1 assistant | (3 pts.) | _____ Other services | (.5 pts. each) |

List other related services:

How many hours of direct services are recommended for following school year? _____

_____ **Rate of progress toward IEP goals and objectives according to current progress report:**

- _____ IEP progress report documents 4s (goal met) for 50% or more of the annuals goals (0 pts.)
OR IEP progress report documents 3s (objective met) for 50% or more of the objectives
- _____ IEP progress report documents 5s (anticipate meeting goal) on 50% or more annual goals (1pts.)
OR IEP progress report documents 2s (some progress) on 50% or more objectives
- _____ IEP progress report documents 6s (do not anticipate meeting goal*) on 51% - 75% annual goals (3 pts.)
OR IEP progress report documents 1s (lack of progress*) on 51% - 75% objectives
- _____ IEP progress report documents 6s (do not anticipate meeting goal*) on 76% -100% annual goals (4 pts.)
OR IEP progress report documents 1s (lack of progress*) on 76% -100% objectives

***points should not be given if lack of progress is due to excessive absences/tardies**

_____ **Social Emotional Behavior needs** (choose one)

- _____ The student does not require specific Social-Emotional/Behavior support. (0 pt.)
- _____ The student's behavior is addressed with a BIP and/or goals and objectives. (1 pt.)
- _____ The student's behavior is addressed with an updated BIP. However, behavior continues to be problematic as documented by disciplinary records, behavior charts, suspensions, etc. (3 pts.)
- _____ The student's behavior is addressed with a BIP and requires a specialized environment to meet social/emotional needs. (example: separate setting; 1:1 attendant) (4 pts)

_____ **Physical needs (choose one)**

- _____ The student does not require related services for physical needs. **(0 pts.)**
- _____ The student requires related services (OT, PT, and/ or Nursing) to address physical needs for 1 to 10 hours weekly. **(1 pt.)**
- _____ The student requires related services (OT, PT, and/or Nursing) to address physical needs for 11 to 33.75 hours weekly. **(3 pts.)**
- _____ The student requires related services (OT, PT and/or Nursing) **and** requires moderate assistance with mobility devices to access his/her environment. **(4 pts.)**

_____ **Regression of skills after a break (Winter Break, Spring Break, Summer Break)**

- _____ The student’s pre and post assessments show a loss of 1 to 30% of skills after a break. **(0 pts.)**
- _____ The student’s pre and post assessments show a loss of 31% to 50% of skills after a break. **(1 pts)**
- _____ The student’s pre and post assessments show a loss of 51% to 75% of skills after a break. **(3 pts)**
- _____ The student’s pre & post assessments show a loss of 76% to 100% of skills after a break. **(4pts)**
(attach documentation if assessments show 51% or more regression)

_____ **Recoupment of skills after a break (Winter Break, Spring Break, Summer Break)**

- _____ The student recoups skills within the first week back from a break. **(0 pts)**
- _____ The student recoups skills within the second week back from a break. **(1 pts.)**
- _____ The student recoups skills within the third week after returning from a break. **(3 pts.)**
- _____ The student does not recoup skills lost after a break. **(4 pts.)**

_____ **Total points**

A score of 12 or above indicates a need for ESY services.

Additional Comments:

Indicate type and frequency of related services recommended for ESY:

___ Speech	___ Language	___ OT	___ PT	___ Counseling	___ Nursing	___ Transportation	Other
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High Cost Reimbursement

Additional funds for very high cost children with disabilities are subject to the availability of federal funds as specified in Public Law 108-446, Section 602(8) and 611(e)(3). Please remember that Functionally Delayed and Intellectually Gifted are state disability categories and not federal; therefore, requests for reimbursement for these disabilities are *not* accepted.

Some children require extensive and costly special education and related services that create a severe financial burden on the school/school system. Additional funds will be used to assist in the provision of such a high cost program *when the additional cost is greater than three times the state's average per pupil expenditures (~\$29,800 in 17-18).*

Allowable expenditures for determining a high cost child are:

- a. One-on-one assistance.
- b. Specialized equipment specific to the child and required to provide FAPE.
- c. Special transportation exceeding requirements of special education buses/vans.
- d. Cost of contractual services for an eligible child – for Related Services this must be 3 times the typical contracted amount of services since Related Service Providers are not hired by KIPP Nashville.

Non-allowable expenditures for determining a high cost child are:

- a. Pro-rated salaries for teachers or teaching assistants already providing special education services.
- b. Pro-rated salaries of related services personnel already providing services.
- c. Pro-rated salaries of special education bus drivers and attendants already providing services.
- d. Pro-rated time of director, supervisor, principal school psychologist and/or counselor for administrative duties, meetings, etc.
- e. Specialized equipment/materials already provided by the school system.

Documentation Needed for High Cost Reimbursement:

One of the main costs typically associated with High Cost Reimbursement is when a student requires a one-on-one paraprofessional. This must be documented in a student's IEP for the duration of the school year to capture the services that were provided to the student throughout the year.

A student is assigned a one-to-one paraprofessional would have his/her IEP will reflect those hours in some combination in two areas under the services:

- (a) as a related service called - *Aide within the Gen Ed Setting*; and/or
- (b) as a direct service called - *Aide within Special Education Setting*.

Submitting an Application for High Cost Reimbursement

The Director of Student Supports will work with the KIPP Nashville School to submit the High Cost Reimbursement form to MNPS, the SBE, and/or the TNDOE. The Director of Student Support will review IEPs of students the school is seeking High Cost Reimbursement for by August 31st to ensure the student's services are documented correctly.

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Homebound Services

Homebound Instruction is an option for any general education student or student with a disability who is out of the building due to a medical condition for two or more weeks or pregnancy. The team – S-team (for general education students) or IEP team (for SWD) – would meet with the parent/guardian to see if the student qualifies for this service. This process is outlined below.

Homebound Forms

Prior to holding a meeting with the parent/guardian, the S-team coordinator (for general education student) or IEP Case Manager (for SWD) distributes the appropriate Homebound Instruction forms. There is a general medical condition set of forms and a pregnancy set of forms. The parent/guardian is given both the parent/guardian form to fill out themselves and the medical provider form to give to the treating physician to complete. The school form is completed by the S-team coordinator or the IEP Case Manager prior to the meeting with the parent/guardian. These forms can be found on the T-drive or on the KIPP Nashville Student Support Google site.

Homebound Meeting

The S-team or IEP team meets – comprised of the Case Manager, LEA, parent/guardian, general education teacher, and any RSP as necessary – once forms have been completed by all parties. The team then discusses if homebound services are appropriate as per the doctor’s recommendation. If homebound instruction is deemed necessary, the team determines the appropriate amount of homebound instruction that will take place* and the plan for the student to complete work. For a SWD, the case manager would complete an IEP addendum to reflect the homebound services. The Director of Student Support and the MNPS district coach (Rick Caldwell) must be present for this meeting.

Assigning Teachers and Work

The S-Team coordinator/Case Manager fills out the Homebound Student Information Summary form and emails it to Chuck Goon, Homebound Coordinator and Human Resources Director at Genesis Academy at cgoon@genesislearn.org, CCing the Director of Student Support.

Duration of Homebound Services

Homebound instruction will run for 6 weeks at a time. At the end of the 6 weeks the team will meet again to see if the homebound instruction should continue. If the instruction is to continue, the team will meet every 6 weeks until this instruction is no longer needed. When the instruction is no longer needed, for SWD the IEP Case Manager will create a new IEP addendum to remove the homebound services.

Billing and Cost

KIPP Nashville contracts with Genesis Academy for its Homebound Instruction. The contractual rate is \$33/hour. Genesis will send a monthly invoice to the Director of Student Support, who will submit this to each DOO.

* Homebound instruction service hours are typically 3 hours per week (2 – 90 min sessions), but could be more at the team’s discretion. A student can get both homebound and attend school partially if needed/possible.

Discipline Policies for Students with Disabilities

Suspensions and Short Term Removals

Suspensions of 10 Days or Less

Students with disabilities may be removed or suspended from school for up to 10 cumulative days in a school year. During the 10 “FAPE Free” days, there is no duty to provide alternative services, and IEP meeting, manifestation review, BIP, or FBA. However, on the 11th cumulative day of suspension and every day thereafter, there is a duty to provide manifestation review.

In-School Suspensions

All in-school suspension days assigned do not count towards the 10 days of suspension as long as the student is afforded the opportunity to continue to appropriately participate in the general curriculum, continue to receive the services specified on the child’s IEP, and continue to participate with non-disabled students to the extent they would have in their current placement.

Bus Suspensions

If transportation is part of the IEP, it counts toward the 10 days, unless the LEA provides alternative transportation. If transportation is not part of the IEP, it does not count toward the 10 days and the student must provide his/her own transportation.

Short Term Removals

Short term removals can include removals of lesser significance – abbreviated removals from the classroom, time-out /resets, and being sent to the office – do not count toward the 10 days of suspension.

Long Term Removals

More than 10 Days

A removal constitutes a change of placement when it exceeds 10 consecutive school days. Any removal occurring after the 10 FAPE Free suspension days have been exhausted will generally constitute a change of placement. Therefore, on the 11th day of removal, and for all days of removal thereafter during a school year, a student with a disability must be afforded the opportunity to continue to appropriately participate in the general curriculum, continue to receive the services specified on the student’s IEP, and continue to participate with non-disabled students to the extent they would have in their current placement.

If a change of placement occurs, the IEP team determines the interim setting and services, and the IEP team has the duty to provide, as appropriate, a FBA and BIP and modifications that are designed to address the behavioral violation so that it does not recur.

Manifestation Determination Review Meetings

Manifestation Determination Review (MDR) meetings are held if a SWD or a student with a 504 plan gets to their 11th day of out of school suspension for that academic year OR if a SWD or student with a 504 is expelled from a KIPP Nashville school. By law we are required to hold a MDR meeting if a student is suspended for more than 10 days in a given school year, as well as hold a meeting for every suspension thereafter.

The Review Standard

Removals of more than 10 days require a MDR, wherein the team must ask:

1. Was the conduct in question caused by, or have a direct and substantial relationship to, the student's disability; or
2. Was the conduct in question the direct result of the LEA's failure to implement the IEP or 504.

Conduct which has an indirect association to the child's disability, such as low self-esteem, would not equal a manifestation.

Meeting Timeframe

If a change of placement is proposed or cumulative removal is above 10 school days, the review must be conducted within 10 school days and with a minimum of 24 hours notice to the parent/guardian.

Services and Setting

Services must be provided during removal to an interim alternative setting pending the MDR. The IEP/504 Team determines the interim alternative educational setting for services.

Manifestation Review Team

Team members include the KIPP Nashville Director of Student Supports, the case manager (IEP or 504), an LEA, the parent/guardian, school psychologist, a gen ed teacher, MNPS district Special Ed coach (as needed), and relevant members of the IEP Team – such as Related Service Providers. The team is required to review all relevant information in the student's file, including the student's IEP or 504, any teacher observations, and any relevant information provided by the parents/guardians in making its determination. The team should consider the student's past behavior that resulted in disciplinary action.

If Conduct is Not a Manifestation

If the team determines that the conduct is not a manifestation of the disability, the school may discipline the student just as it would discipline a non-disabled child. However, the child must continue to receive services during any period of removal. It is advisable to review, and modify as necessary, any behavior plan which might be in place to address the conduct so that it does not recur.

If Conduct is a Manifestation

The school must address the child's behavior through a FBA, unless one has been done due to similar conduct. Parental consent must be obtained prior to conducting a FBA. A behavior plan must be developed, or modified, to address the behavior in question. The child is returned to the placement from which he/she was removed unless the parent/guardian and school agree a change of placement is necessary. This does not apply zero tolerance offenses (see below).

Truancy and Manifestation

The team must hold a manifestation meeting prior to filing truancy of a student with a disability with the juvenile court system. The team must show that the absences were not a direct result of the disability. The school will be contacted by the truancy office when this situation applies.

Manifestation Determination Review Meeting Process

1. Case manager tracks out of school suspensions for students on their caseload using the Special Education Dashboard. Case manager can use suspension trackers and/or work with AP/DoS/Office Manager to get data.
2. When a student reaches 5 days of OSS, case manager holds an IEP meeting with the parent/guardian to sign consent for an FBA to be conducted and start the process of creating a BIP. At the IEP meeting, the team also discusses and adds socio-emotional/behavior goals on the SWD's IEP to address the behavior(s) in question.
3. Case manager emails School Leader (SL), Director of Student Support (DSS), and school Special Education lead when student gets to 7 days of OOS to inform that the 10 days allowed of OSS are approaching.
4. DSS audits/re-audits student's green SPED file for compliance at 7 days OSS.
5. Case manager emails SL, DSS and school Special Education lead informing them when student has been suspended for 11th day of OSS and to schedule MDR meeting.
6. DSS emails MNPS assigned SPED coach (Rick Caldwell) – as needed – and contracted School Psych to inform them of the MDR meeting and will determine availability for meeting.
7. Case manager contacts contracted related service providers if student receives SLP/OT/PT/nursing services to coordinate meeting date/time once set.
8. DSS audits student's green SPED file for compliance prior to meeting.
9. SL/SL designee contacts parent/guardian to inform them of meeting date/time.
10. case manager generates Easy IEP documents for meeting including Meeting Invitation, Prior Written Notice reflecting the date and time that the parent/guardian was officially notified of the agreed upon day for the Manifestation Determination Review (MDR) meeting, and post-PWN – all other paperwork is completed by DSS during the meeting.
11. SL & case manager communicate to bring the following information to the meeting:
 - a. A copy of the student's year-to-date discipline report from Infinite Campus (which reflects the number of and MNPS Infraction/Discipline Codes for the OSSs)
 - b. A copy of the student's year-to-date attendance from Infinite Campus
 - c. A copy of the student's current, up-to-date grades
 - d. A written reason for the most recent suspension
 - e. Any written statements/accounts from the students and/or observers of the incident

Note: If it is discovered that Infinite Campus does not reflect over 10 days of out of school suspension days, then there is no MDR meeting.
12. Case manager brings Procedural Rights booklet and green Special Ed file to meeting.
13. DSS runs the meeting and all paperwork during the meeting.
14. At the MDR the SL should be prepared to discuss how your school will offer compensatory services for the student for suspending him/her over the allowed 10 days – i.e. notes to make-up work, consult to help support make-up work, # of days out = # of days have to make-up work.
15. The team will determine if the infraction was a manifestation of the student's disability and discuss the course of action from that point.

16. DSS will be responsible for filing the MDR form, attendance, grades, and discipline report in the green Special Education file.
17. case manager will be responsible for filing the meeting invitation, and post-PWN in the green Special Education file.

Disciplinary Appeals

If the parents/guardians desire to challenge a finding that the student's behavior was not a manifestation of their disability, they may request a hearing of due process. A hearing will first be held with KIPP Nashville and the Hearing Authority Committee directed by the Executive Director of KIPP Nashville.

Following that hearing, the parent/guardian may wish to take the appeal further to the LEA – MNPS. This hearing must be conducted within 20 days of the LEA's receipt of the request and a decision rendered within 10 school days of the hearing.

The student remains in the disciplinary placement pending the outcome of the expedited hearing. Stay put, in disciplinary matters, is the alternative setting determined by the school, not the placement from which the student was removed.

Special Exceptions

There are three exceptions (zero tolerance rules) to the general disciplinary rules. These exceptions allow school officials to remove students regardless of whether the behavior is a manifestation of the disability. These exceptions include:

1. Carrying a weapon to or possessing a weapon at school, on school premises, or to or at a school function. This does not include a pocket knife with a blade of less than 2 ½ inches in length.
2. Knowingly possessing or using illegal drugs or selling or soliciting the sale of controlled substances while at school, on school premises, or at a school function.
3. Serious bodily injury inflicted on another person while at school, on school premises, or at a school function. Serious bodily injury means bodily injury involving a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

Unidentified Children

Whether a student could assert the disciplinary protections of IDEA depends on the school's knowledge of the student before to the misconduct occurred.

The school will have knowledge of the student if:

1. Parent/guardian of the student expressed concern in writing to school officials or a teacher that the child needed special education;
2. Parent/guardian requested an evaluation; or
3. Teacher or other school personnel expressed specific concerns about a pattern of behavior to school officials.

The school will not have knowledge of the student if:

1. School has evaluated and determined the child ineligible; or
2. Referral was made and parent/guardian refused evaluation or services.

Expedited Evaluation

If a referral to special education is made after the behavioral incident, the school can continue with their discipline decision making per the schools policy.

Early RTI Services

Students placed in Tier II or III prior to being referred to evaluation do not receive the disciplinary protections of IDEA and are disciplined the same as non-disabled students.

Isolation and Restraint

A student with a disability may only be physically restrained or isolated by CPI/SAMA trained personnel in an emergency situation. "Emergency situation" means that a student's behavior poses a threat to the physical safety of the student or others nearby.

An IEP meeting must be conducted within 10 days following the physical restraint or isolation of a student whose IEP does not so provide to create a safety plan for that student. The IEP meeting may be conducted on at least 24 hours notice to the parents/guardians.

IEPs that provide for the use of restraint or isolation in emergency situations must also contain a data driven FBA and BIP modification of the behavior developed and implemented by the team.

Parents/guardians must be notified on the day the student is isolated or restrained.

A record of the incident must be prepared and maintained on Easy IEP under the "Restraint" tab and in the green IEP file.

Only the principal or the principal's designee may authorize use of isolation or restraint.

Source: Wilson, Bill, Assistant General Counsel for Special Education, Tennessee Department of Education. *IDEA Discipline/Isolation and Restraint*. 2014. PDF file.

Exiting Special Education

A student can exit Special Education through two possible avenues.

First, the student may test out of Special Education where their current assessment data through a re-evaluation from a School Psychologist and/or other Related Service Provided (i.e., SLP) shows that the student no longer is eligible for Special Education Services. If this is the case, the team would discuss this at a results/eligibility meeting and sign the Eligibility Report that the student is not eligible.

Second, a parent/guardian can request that a student no longer receive Special Education Services. If this is the case, the Case Manager schedules an IEP meeting with the School Psych and/or other Related Service Provided present so the team can discuss the parent/guardians' concerns and desire to remove services. The Assessment Specialist(s) (i.e. School Psych and/or SLP) and Case Manager should ensure the parent/guardian understands the services the student will no longer be receiving and the process for re-qualifying for Special Education if the parent/guardian were to change their mind after signing any paperwork removing services. During the meeting, the Assessment Specialist will have the necessary paperwork – an Eligibility Report – ready to sign if the parent/guardian does decide to remove services.

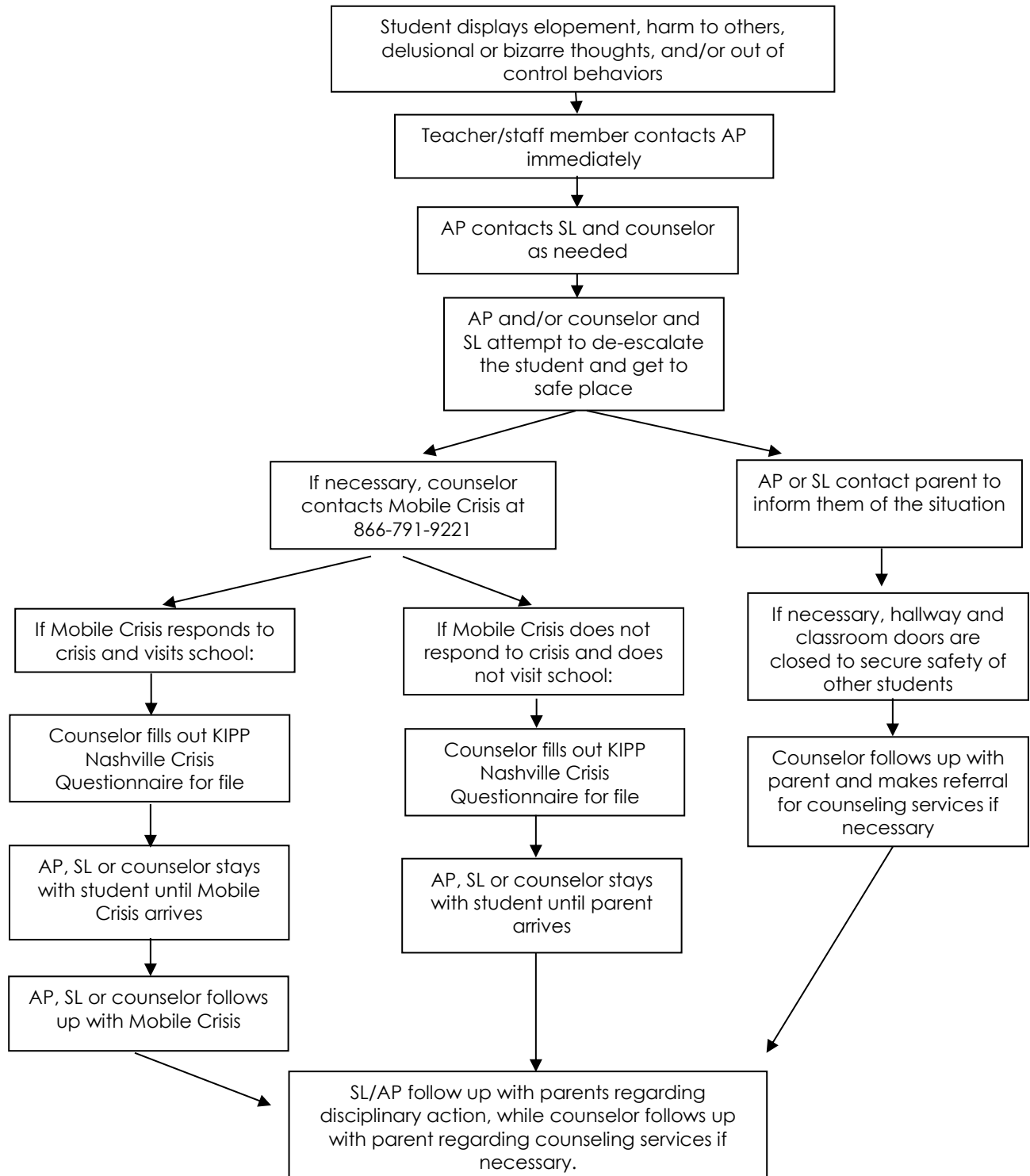
Medication Policy

Medication Administration

If the school receives documentation from a medical professional for self-administration during school day, the medicine will be kept locked in the school office and administered only by designated and trained school personnel. This applies for both prescription and over-the-counter medication. The designated school personnel must attend a MNPS training to administer the medication and document the medication on the KIPP Nashville Medication Log, which is to be kept in a binder. The medication log can be found on the S-drive under *Student Support –Medication*.

Crisis Situation Protocol

Elopement, Harm to Others, Delusional/Bizarre Thoughts, or Destructive/Out of Control Behaviors
In the event of imminent danger of self or others, the school will call 911 immediately and will proceed with the school crisis plan for incidents of this nature.



Glossary of Terms

Delusional thoughts or behaviors includes, but is not limited to, attempting or completing the following behaviors: incoherent speech, incoherent thoughts and/or hallucinations

Destructive or out of control behaviors includes, but is not limited to, attempting or completing the following behaviors: kicking, punching, or breaking school property, pulling fire alarm and/or attempting to set fire.

Elopement includes, but is not limited to, attempting or completing the following behaviors: running down hallway, hiding and/or exit building.

Harm to others includes, but is not limited to, attempting or completing the following behaviors: kicking, pushing, fighting, biting and/or using a weapon or weapon like object.

Self-harm includes, but is not limited to, attempting or completing the following behaviors: causing harm to body and/or excessively communicating desire to cause harm to self.

KIPP Nashville

Transition Services Manual

TABLE OF CONTENTS

Transition Planning Overview	2
Transition Assessments	3
Writing the Transition Plan in EasyIEP	
Example Assessments & PLEPs	5-7
Post-Secondary Education & Training Goals	8-9
Employment Goals	10
Independent Living Goals	11-12
Community Involvement Goals	13
Course of Study	14-16
Applying for ACT/SAT Accommodations	17
College Programs for students with disabilities	18
Student Portfolios in Naviance	19
Student Involvement in the IEP Process	20
Summary of Performance	21
Students with 504s	22

TRANSITION PLANNING OVERVIEW

The Individuals with Disabilities Education Act (IDEA) definition of transition planning:

A coordinated set of activities designed within a results oriented process and that

- Improves the academic and function skills of the student in order to facilitate the student's movement from school to post-school activities such as postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation;
- Is based on the individual student's needs, taking into account his/her strengths, preferences, and interests; and
- Includes the instruction, related services, community experience, the development of employment and other post-school adult living objectives and – when appropriate – the acquisition of daily living skills and a functional vocational evaluation.

The newly reauthorized IDEA (2005) requires the following in transition planning:

- Transition services are to be included in the first IEP that will be in effect when a student turns 16 or earlier if determined appropriate by the IEP Team*;
- The student must be invited to attend the IEP Meeting;
- Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment and independent living skills, where appropriate; and
- Transition services needed to assist the child in reaching those goals, including courses of study.

**In the state of TN, students who will turn 14 years old within the IEP year must start transition planning by having the Transition Service Planning section of the IEP completed after completing age appropriate transition assessments.*

PREPARING FOR TRANSITION PLANNING IN AN IEP MEETING

Prior to the IEP meeting which will include transition planning/services:

1. Check with all IEP participants – LEA, Case Manager, Gen Ed teacher, RSP as needed, School Psych as needed, parent, student if 16 or older, and outside agencies working with the student on transition services (i.e. voc rehab) – for availability at least 30 days before IEP/Eligibility expires and schedule meeting
2. Obtain consent from parent for any outside agencies that will participate in IEP meeting
3. Conduct transition assessments with student to gather information about the student's present levels, interests, strengths, etc
4. Finalize meeting date with a Final Meeting Invitation & PWN to parent/guardian and student, and an Outlook invitation to school IEP Participants
5. Confirm meeting with IEP participants* 3 to 4 days before scheduled meeting
6. Draft new IEP to discuss at meeting
 - a. If 14yo+ during IEP year, draft PLEPs based on transition assessments
 - b. If 14yo+ during IEP year, draft long-term goals in the Transition Services Planning section of the IEP based on transition assessments
 - c. If 16yo+ during IEP year, draft Transition Services in the Transition Services section of the IEP and annual goals in the Measurable Annual Goal section of the IEP based on transition assessments
 - d. If 14yo+ during IEP, write transition services hours to reflect needs of the student
7. Conduct meeting and get input from IEP Team
8. Finalize all paperwork, get signatures from everyone present and the teachers not present, and send signature pages to EasyFax
9. Create a post-PWN capturing what was discussed at the meeting
10. Provide parents with copies of all finalized documents

11. File IEP and supporting documents in student's Green Folder and file transition assessments in students yellow MNPS transition folder

*Refer to the *Roles and Responsibilities during an IEP Meeting* document to ensure everyone understands their roles at the meeting.

TRANSITION ASSESSMENTS

Required Assessments

The Tennessee Department of Education requires transition goals for the Employment and Post-Secondary Education/Training sections of the transition plan. *Independent living and community involvement goals are written as needed per student.* Below are assessments to choose from to assess the various aspects of transition to obtain present levels of performance regarding transition. Some assessments can be used for more than one section of transition, however ensure there is one assessment that identifies wants and preferences and one that identifies skills. IEPs must reflect transition assessment data that is current within one year from the date of the annual IEP, so students should be assessed annually on transition assessments.

Educational Assessments

NWEA MAP Assessment

Woodcock-Johnson III

EXPLORE/PLAN/ACT/PSAT/SAT scores

Post-Secondary Education/Training Assessments

Middle School:

C.I.T.E Learning Styles Instrument

Accommodations Questionnaire

High School:

Accommodations Questionnaire

Landmark College: College Readiness Assessment for Students with Disabilities

Self-Advocacy Checklist

Community/Independent Living Assessments

Middle School:

This is How I See Myself Questionnaire

Arc's Self-Determination Scale

Casey Life Skills Assessment – <http://lifeskills.casey.org>

Tennessee DOE Adaptive Behavior Checklist*

High School:

Arc's Self-Determination Scale

Community & Home Activities Inventory

Casey Life Skills Assessment – <http://lifeskills.casey.org>

Tennessee DOE Adaptive Behavior Checklist*

Employment Assessments

Middle School:

Life Centered Career Scale & Employment-Life Skills Assessment

Parent & Teacher Vocational Behavior Inventory

O*Net Career Interest Inventory – www.mynextmove.org

High School:

Life Centered Career Scale & Employment-Life Skills Assessment

Parent & Teacher Vocational Behavior Inventory

O*Net Career Interest Inventory – www.mynextmove.org

Community-Based Work Assessment

Naviance Career Cluster Finder (11th/12th grade)

Naviance Career Interest Profiler (11th/12th grade)

WRITING THE TRANSITION PLAN IN EASY IEP

EXAMPLE ASSESSMENTS & PLEPS

Educational Assessments	NWEA	As a student at KIPP Nashville, _____ takes the NWEA MAP assessment three times annually; this assessment is used to set goals for the year, measure academic progress, and compare current achievement with college readiness benchmarks. _____ last completed the NWEA in _____. _____'s score on the reading section, _____, was in the _____ percentile and predicts an ACT score in the _____ range. _____'s score on the math section, _____, was in the _____ percentile and predicts an ACT score in the _____ range.
	Woodcock Johnson III	_____’s academic skills are in the _____ range for ____ grade. _____’s fluency with academic tasks and his/her ability to apply academic skills are both within the _____ range. When compared to others at the ____ grade level, _____’s standard scores are _____ in brief reading, broad mathematics, math calculation skills, brief mathematics, broad written language, written expression, and brief writing. _____’s standard score is _____ (compared to grade peers) in broad reading.
	ACT – EXPLORE	The ACT College Readiness Benchmarks are scores on the ACT subject tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in equivalent first year college courses. The college readiness benchmarks for the EXPLORE in 8 th grade are: 13 in English, 17 in math, 16 in reading, and 18 in science. The college readiness benchmarks for the EXPLORE in 9 th grade are: 14 in English, 18 in math, 17 in reading, and a 19 in science. Given this, it is /is not likely that _____ will receive a C or higher in credit earning classes her first year in college. Depending on the program ____ attends, he/she may be required to take non-credit remedial classes.
	ACT – PLAN	The ACT College Readiness Benchmarks are scores on the ACT subject tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in in equivalent first year college courses. The college readiness benchmarks for the PLAN are: 15 in English, 19 in math, 18 in reading, and a 20 in science. Given this, it is/is not likely that _____ will receive a C or higher in credit earning classes her first year in college. Depending on the program ____ attends, he/she may be required to take non-credit remedial classes.
	ACT	The ACT College Readiness Benchmarks are scores on the ACT subject tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in equivalent first year college courses. The benchmarks for the ACT are: English 18, Math 22, Reading 22, and Science 23. Given this, it is/is not likely that _____ will receive a C or higher in credit earning classes her first year in college. Depending on the program ____ attends, he/she may be required to take non-credit remedial classes.

Post-Secondary Education/Training Assessments	C.I.T.E. Learning Styles Instrument	The C.I.T.E. Instrument determines learning styles preferred by students. It is divided into three main areas: Information Gathering, Work Conditions, and Expressiveness. Scores on the Learning Styles Inventory fall into one of three categories: major, minor, and negligible. On the C.I.T.E., _____ indicated that _____ was a major learning style(s), indicating he/she prefers to learn in that manner. _____ was found to be a minor learning style, indicating that he/she sometimes prefers to learn in that manner.
	Accommodations Questionnaire	The Accommodations Questionnaire assesses which accommodations students find helpful in class and when preparing for class. Students rate various accommodations from “not likely to help” to “very likely to help”. _____ listed _____ as being “very likely to help”, which he/she should advocate for or do himself/herself.
	Landmark College Guide to College Readiness	The Guide to Assessing College Readiness identifies five critical areas needed for college success: Academic Skills, Self-Understanding, Self-Advocacy, Executive Function, as well as Motivation and Confidence. _____ scored _____ overall. Specifically, _____ scored in the _____ percentile on Academic Skills, _____ percentile on Self-Understanding, _____ percentile on Self-Advocacy skills, _____ percentile on areas related to Executive Function, and a _____ percentile on the area of Motivation and Confidence. Areas of strengths included: _____. Areas of concern included: _____.
	Self-Advocacy Checklist	The Self-Advocacy Checklist assesses how well a student knows him/herself, along with a student’s ability to advocate for what he/she needs to be successful. Areas of strength included: _____. Areas of concern included: _____.
Community/Independent Living Assessments	This is How I See Myself Questionnaire	The This is How I See Myself Questionnaire is an assessment used capture how a student would describe him/herself. The areas assessed include Behavior, Possible Job Interests, Kinds of Jobs I’d Like, and Problem Areas. _____ listed _____ as high areas of Behavior and _____ as low areas of Behavior. _____ were possible Job Interests and _____ were listed as the Kind of Jobs _____ would like. _____ were listed as problems for _____.
	The Arc’s Self-Determination Scale	The Arc’s Self-Determination Scale is a student self-report measure of self-determination to highlight strengths and limitations in the area of self-determination. The scale is divided in 4 characteristics of self-determination: Autonomy, Self-Regulation, Psychological Empowerment, and Self-Realization. _____’s score on Autonomy, _____, was in the _____ percentile. _____’s score on Self-Regulation, _____, was in the _____ percentile. _____’s score on Psychological Empowerment, _____, was in the _____ percentile. And _____’s score on Self-Realization, _____, was in the _____ percentile.
	Community & Home Activity Inventory	The Community & Home Activity Inventory explores student performance of age and grade-appropriate skills and activities as it relates to community access and use. _____ does not participate in the following community activities _____, which may limit community involvement and/or independent living skills.
	Casey Life Skills Assessment (CLSA)	The Casey Life Skills Assessment explores 8 areas of student skills, knowledge, and awareness needed for their well-being, confidence and safety post-high school. The average score for each life skill area is on a scale from 1-5, with 5 indicating strength. _____ scored a _____ on the area of Daily Living, _____ on Self Care, _____ on Relationships & Communication, _____ on Housing & Money Management, _____ on Work & Study, _____ on Career & Education Planning, _____ on Looking Forward, and _____ on Permanency.

Employment Assessments	Life Centered Career Scale & Employment-Life Skills Assessment	The Life Centered Career Scale & Employment Life Skills Assessment identify personal social and daily living skills that are essential for obtaining employment and for success in the workplace, along with living independently as an adult. Areas of strength include: _____. Areas of weakness include: _____.
	Parent/Teacher Vocational Behavioral Inventory	The Parent/Teacher Vocational Behavioral Inventory is a parent and/or teacher self-report to evaluate the performance of the student essential to success in any career. Areas of strength include: _____. Areas on concern include: _____.
	O*Net Career Interest Inventory	The O*NET Interest Profiler (IP) is a self-assessment career exploration tool that can help people discover the type of work activities and occupations that they would like and find exciting. _____ received the highest score in the _____ category; _____'s scores in the _____ and _____ categories were also high. The results of this inventory indicated that _____ might be interested in career's such as _____.
	Community-Based Work Assessment	The Community-Based Work Assessment is a 0 (never) – 5 (always) rating scale completed by both the student and their work supervisor to identify areas of strength and weakness in the workplace. Areas of strength include: _____. Areas of weakness include: _____.
	Naviance Career Cluster Finder	The Career Cluster Finder on Naviance identifies which career clusters may be a good match for the student based on interests, personal qualities, and subjects that the student enjoys. The clusters align with the sixteen career clusters as described by the department of labor, and identify education requirements and potential majors for each. _____ received the highest score in the _____ category. Potential jobs included: _____.
	Naviance Career Interest Profiler	The Career Interest Profiler identifies which of the Holland's categories most align with the student's interests, personal qualities, and subjects the student enjoys. Based on the results of the Profiler, _____'s interests most align with careers in the _____ category. _____ may be interested in careers such as _____.
	Course of Study	KIPP Nashville requires ____ credits for graduation. A student must take at least __ and no more than __ credits per year. Students are required to take __ credits of English, __ credits of Math, __ credits of Social Science, __ credits of Science, __ credits of Foreign Language, __ credits of Music, __ credits of Art, __ credits of Physical Education/Health, and __ credits of General Electives and. _____ currently has ____ credits and is enrolled in _____.

TRANSITION GOALS

The Tennessee Department of Education requires transition goals for the Employment and Post-Secondary Education/Training sections of the transition plan. *Independent living and community involvement goals are written as needed per student.* When the student turns 16 years old within the IEP year, the transition goals are listed in the Measurable Annual Goals section of the IEP and the services to support the accomplishment of those goals are listed in the Transition Services section of the IEP. Transition goals are to be worked on during the IEP year. The Measurable Postsecondary Goals in the transition section of the IEP are long-term goal statements for post-high school. List one goal per area of transition as appropriate from the sections below.

POST-SECONDARY EDUCATION & TRAINING GOALS

Long Term Goal (Transition Services Planning 14yo +) – Post-Secondary Education & Training

Upon graduation from high school, _____ will in enroll in _____.

Annual Goals (Transition Services/Measurable Annual Goal 16yo +) – Post-Secondary Education & Training: Choose one goal below based on the student’s area of need.

Grade	Goal	Baseline	IEP Progress Report	Service Provider
8	_____ will enroll in a college preparatory high school.	_____ will be completing 8 th grade this year and has not identified a high school.	_____ will be completing 8 th grade this year and has/has not identified a high school.	Parent
8, 9, 10	_____ will take the NWEA at least once, set a goal for growth based on his/her current scores, and will make progress toward meeting his/her goals in both math and reading.	_____ last completed the NWEA in _____. _____’s score on the reading section, _____, was in the ____ percentile and predicts an ACT score in the _____ range. _____’s score on the math section, _____, was in the ____ percentile and predicts an ACT score in the _____ range.	_____ last completed the NWEA in _____ and has/has not reviewed his/her scores and set goals with his/her reading and math teacher.	General education teachers
8, 9, 10, 11, 12	_____ will identify the educational requirements, including majors and classes, required for at least two jobs of interest.	Based on the student interview, _____ is not able to identify the educational requirements for at least two jobs of interest.	_____ did/did not demonstrate an understanding of the educational requirements of a career of interest.	Learning Specialist/ College Readiness/ KTC
8, 9, 10, 11, 12	_____ will create and implement a system for keeping track of his/her assignments, projects, books and other papers as measured by an increased rate of completed and turned in work.	The results of Landmark College Readiness Assessments indicated that _____ does not feel as if he/she is currently able to remain organized.	_____ has/has not demonstrated an ability to remain organized.	Counselor/ Advisor/ Learning Specialist/ College Readiness
8, 9, 10, 11, 12	_____ will identify at least two strategies he/she can use when he/she finds required tasks boring so that he/she can remain focused on the task at hand.	The results of Landmark College Readiness Assessments indicated that _____ does not feel as if he/she currently able to remain on task and complete tasks he/she finds boring.	_____ has/has not demonstrated an ability to stay on task when he/she finds the task boring.	Counselor/ Learning Specialist

10, 11	_____ will apply for accommodations for the ACT and/or SAT.	As a student with a disability, _____ may be eligible for accommodations for college entrance exams.	_____ did/did not apply for accommodations.	Learning Specialist/ KTC
10, 11	_____ will complete an ACT preparation course, set goals for his/her ACT score, complete assignments as assigned, and take the ACT.	_____ has not yet taken the ACT or SAT, a requirement for college admission. Additionally, the results of the NWEA indicate that _____'s ACT scores will not currently be competitive for his/her colleges of interest. As such, _____ should take the preparation course, identify his/her goal score and work for that score.	The student has/has not been participating in an ACT preparation course, has/has not taken at least one ACT practice exam, and is/is not registered to take the ACT on _____.	College Readiness/ KTC
11, 12	_____ will create a Naviance account and will use Naviance to research at least three colleges of interest.	_____ does not have a Naviance account and has not begun using Naviance to create a college list.	_____ has an account with Naviance and has/has not started to create her college list.	College Readiness/ KTC
11, 12	_____ will identify the differences between an associates and a bachelor's degree, including admission requirements and job prospects of each.	_____ indicated that he/she would like to continue his/her education after high school, but was not able to identify key differences between a two and four year degree, nor which one he/she would like to pursue.	_____ has/has not demonstrated an ability to identify key differences between a 2 and 4 year degree.	College Readiness/ KTC
11, 12	_____ will create a list of at least 9 colleges that he/she would like to apply to, including at least 3 match, 3 reach and 3 safety schools.	All students at KNCHS are required to apply to at least 9 colleges. _____ has _____ schools on his/her list, and, as such, will need to identify _____ additional schools that he/she is interested in applying to.	_____ has begun working on his/her college list and currently has _____ schools on his/her list.	College Readiness/ KTC
12	_____ will submit his/her ACT/SAT scores to all schools to which he/she applied.	Students must log into their ACT account and send their scores to schools directly in order for their application to be complete.	_____ has submitted his/ her ACT/SAT scores for _____ of _____ schools applied.	College Readiness/ KTC
12	_____ will decide on his/her plans for the _____ academic year. 1) _____ will research at least two colleges of interest and research the academic support programs available. 2) _____ will compare the pros and cons of each option.	Researching colleges and academic programs helps students in their decision making process.	_____ has/has not researched at least two colleges of interest and the academic support programs available. _____ has/has not compared the pros and cons of each option.	College Readiness/ KTC/Alumni Counselor
12	_____ will research _____ majors of interest, identify the credits required, and plan out a tentative first semester schedule.	Researching majors of interest, identifying credits required, and planning 1 st semester schedule helps students create a plan of action once he/she arrives on a college campus.	_____ has researched _____ of _____ majors of interest, necessary credits required, and has/has not planned out tentative first semester.	College Readiness/ KTC/Alumni Counselor
12	_____ will demonstrate an understanding of his/her disability, the differences between IDEA and ADA, and how this will impact _____ as a college student with a disability.	In college, _____ will need to self-advocate for his/her rights as a student with a disability as well as the process to access accommodations.	_____ has/has not demonstrated an understating of his/her disability.	Learning Specialist/ Alumni Counselor
12	_____ will assist the Learning Specialist in completing his/her summary of performance by completing at least three of the sections independently.	All students with IEPs must have a completed summary of performance upon graduation.	_____ has/has not completed at least three sections of his/her summary of performance.	Learning Specialist

EMPLOYMENT

Long Term Goal (Transition Services Planning 14 yo +): Employment

Upon completion of post-secondary education, _____ will obtain _____ (assisted/full time competitive) employment.

Annual Goals (Transition Services/Measurable Annual Goal 16yo +) – Employment: Choose one goal below based on the student’s area of need.

Grade	Goal	Baseline	IEP Progress Report	Service Provider
8, 9, 10, 11, 12	_____ will identify the differences in ___ careers of interest, including differences in educational requirements and average salaries of each.	_____ has expressed an interest in working as an _____ but has not demonstrated an understanding of the options within these fields or the differences between them.	_____ has/has not identified the differences in ___ of ___ careers, including the difference in educational requirements and average salaries of each.	College Readiness/ KTC
9, 10, 11	_____ will complete at least one additional career interest inventory and research areas of potential interest from those results.	_____ has not identified any areas of career interest, and has reported that he/she has no idea what he/she would like to do upon completion of his education.	_____ has/has not completed at least one additional career interest inventory.	College Readiness/ KTC
9, 10, 11, 12	_____ will identify and apply for at least two summer enrichment experiences, including jobs, internships or programs related to either college preparation or career exploration.	Per student self-report, _____ has _____ in previous summers and is planning on _____ in upcoming summers.	_____ has/has not identified and applied for at least two summer enrichment experiences.	Parent/College Readiness/ KTC
10, 11, 12	_____ will create a resume which includes work experience and extracurricular activities.	_____ does not have a resume.	_____ does/does not have a resume.	College Readiness/ KTC
10, 11, 12	_____ will demonstrate an understanding of the steps involved in finding a job, including the job search process, the role of the resume, as well as the skills required to interview successfully.	_____ has demonstrated knowledge of _____ but has not demonstrated of _____.	_____ has/has not demonstrated knowledge of the steps involved with finding a job.	College Readiness/ KTC

INDEPENDENT LIVING

Long Term Goal (Transition Services Planning 14 yo +): Independent Living

Upon graduation from high school and securing fulltime employment, _____ will live independently.

Annual Goals (Transition Services/Measurable Annual Goal 16yo +) – Independent Living: Choose one goal below based on the student’s area of need.

Grade	Goal	Baseline	IEP Progress Report	Service Provider
8, 9	_____ will research the differences between a savings account, checking account, and credit card.	_____ was unable to identify the differences between a savings account, a checking account, & a credit card.	_____ has/has not identified the differences between a savings account, checking account, and credit card.	Parent/General Education Teacher/College Readiness/KTC
8, 9	_____ will learn about the city bus system and how to read bus routes and schedules.	_____ was unable to read bus routes and schedules.	_____ was/was not able to read bus routes and schedules.	Parent/Learning Specialist
8, 9, 10, 11, 12	_____ will increase time management skills as they relate to home, work, and the community as measured by his/her ability to complete and turn in tasks on time as well as arrive to school on time.	_____ arrives to school late _____% of the time and has demonstrated an ability to turn in assigned work when due.	_____ arrived to school on time _____% of the time and had _____ missing or late assignments.	Counselor /College Readiness/KTC
9, 10, 11, 12	_____ will demonstrate an understanding of the difference between a savings account, checking account, & credit card as identified by answering at least 4 out of 5 related questions correctly.	_____ was unable to identify the differences between a savings account, a checking account, & a credit card.	_____ has demonstrated an understanding of the differences of role of a savings account, checking account, and credit card ___ out of 5 times.	College Readiness/KTC
9, 10, 11, 12	_____ will memorize his/her social security number and be able to complete forms requiring SSN 80% of the time.	_____ reported that he/she does not know his/her social security number/where to find it.	_____ was able to memorize his/her SSN and be able to complete forms requiring SSN _____% of the time.	Parent/Learning Specialist
9, 10, 11, 12	_____ will identify at least three skills required to live independently during college or in college type residential hall.	_____ was unable to identify the differences in living at home vs. living in a dorm and was unable to identify skills required.	_____ has identified ___ of three skills required in live in a college or college type residential hall.	Learning Specialist/ College Readiness/KTC
9, 10, 11, 12	_____ will demonstrate an understanding of the steps involved in scheduling a doctor’s appointment by listing the required steps.	_____ has not scheduled a doctor’s appointment independently and is not sure how to do so.	_____ has/has not demonstrated an understanding of the steps involved in scheduling a doctor’s appointment by listing the required steps.	Parent/Learning Specialist
11, 12	_____ will demonstrate an understanding of at least two post-secondary housing options as well as the pros and cons of each.	_____ is unable to identify more than 1 housing option post-high school.	_____ has/has not demonstrated an understanding of at least two-post-secondary housing options.	Learning Specialist/ College Readiness/KTC

11, 12	_____ will be able to identify at least three sources of funding for post-secondary education for students in Tennessee.	Currently, _____ was only able to identify _____ as a source of college funding.	_____ has identified _____ of three sources of funding for post-secondary education for students in Tennessee.	College Readiness/ KTC
11, 12	_____ will take an active role in leading and preparing for his/her IEP meeting by assisting in writing at least two goals and presenting in at least one area of the IEP.	After high school, _____ will have to advocate for him/herself and will need an understanding of the IEP process as well as his/her disability.	_____ has/has not taken an active role in leading and preparing for his/her IEP meeting by assisting in writing at _____ of two goals and presenting in at least one area of the IEP.	Parent/Learning Specialist
11, 12	With the assistance of his/her parent, _____ will open a bank account and create an online account.	_____ does not currently have a bank account.	With the assistance of his/her parent, _____ has/has not opened a bank account and create an online account.	Parent
11, 12	_____ will demonstrate an understanding of the student loan process and the role of interest as measured by correctly answering related questions with 80% accuracy.	_____ is unable to demonstrate an understanding of the student loan process.	_____ has demonstrated an understanding of the student loan process and the role of interest as measured by correctly answering related questions with _____% accuracy.	College Readiness/KTC
12	_____ will develop a transportation plan for after high school, which could include using the Nashville MTA bus system, and will report _____ transportation to an adult upon request with 80% accuracy.	_____ currently receives transportation from _____ which will end upon high school graduation.	_____ has/has not developed a transportation plan for after high school and can report his/her transportation plan to an adult upon request with _____% accuracy.	Learning Specialist/ College Readiness/KTC/ KTC Alumni Counselor
12	_____ will complete 100% of the the EverFi financial literacy curriculum.	_____ has not demonstrated financial literacy.	_____ has/ has not completed/is completing the EverFi curriculum.	College Readiness/ KTC
12	_____ will demonstrate an understanding of the financial aid packages he/she receives from schools as well as the differences between them as measured by explaining the financial aid package to KNCHS staff with 80% accuracy.	_____ has not yet reviewed a financial aid package and is unsure of how to read them.	_____ has reviewed his/her financial aid packages with _____% mastery.	College Readiness/ KTC/KTC Alumni Counselor
12	_____ will demonstrate an understanding of his/her disability as well as the contents of his/her most recent evaluations as measured by answering related questions with 80% accuracy.	_____ has not demonstrated an understanding of his/her disability.	_____ has demonstrated an understanding of his/her disability with _____% accuracy.	Learning Specialist
12	_____ will demonstrate an understanding of what self-advocacy is and its role in a college setting as measured by defining self-advocacy 80% of the time and providing at least three examples of self-advocacy in the college setting.	_____ has not demonstrated an understanding of self-advocacy.	_____ has/has not demonstrated an understanding of self-advocacy by defining self-advocacy _____% of the time and providing _____ of three examples of self-advocacy in the college setting..	Learning Specialist/ College Readiness/KTC

COMMUNITY INVOLVEMENT

Long Term Goal (Transition Services Planning 14 yo +): Community Involvement

Upon graduation from high school, _____ will be involved in the community in which she/he lives.

Annual Goals (Transition Services/Measurable Annual Goal 16yo +) – Community Involvement: Choose one goal below based on the student’s area of need.

Grade	Goal	Baseline	IEP Progress Report	Service Provider
8	_____ will identify ____ community service opportunities to learn more about the Nashville community and their interests.	All KNCHS students must complete 40 hours of community service in order to receive a HS diploma, which can be begun during the 8 th grade year.	_____ has identified ____ of ____ community service opportunities to learn more about the Nashville community and their interests.	Parent/Learning Specialist/ College Readiness/KTC
8	_____ will identify ____ social/ recreation events, clubs, or organizations to participate in the surrounding community.	_____ was unable to identify social and/or recreational events, clubs, or organizations in the community.	_____ has identified ____ of ____ social/ recreation events, clubs, or organizations to participate in the surrounding community.	Parent/ Learning Specialist
8, 9, 10, 11, 12	_____ will complete ____ hours of community service by the end of _____ grade year.	All students must complete 40 hours of community service in order to receive a HS diploma. _____ reports that he/she currently has ____ hours of community service.	_____ has completed ____ of ____ community service hours.	Parent/Learning Specialist/ College Readiness/KTC
9, 10, 11, 12	_____ will join and participate in ____ social/ recreation events, clubs, or organizations to participate in the surrounding community.	_____ reported he/she does not participate in social/ recreation events, clubs, or organizations.	_____ has joined/participated in ____ of ____ social/ recreation events, clubs, or organizations to participate in the surrounding community.	Parent/Learning Specialist
9, 10, 11, 12	_____ will demonstrate understanding of the election process and voters’ rights, as well as complete research on his/her local, state, and/or national election(s).	_____ was unable to demonstrate understanding of the election process and voters’ rights.	_____ has/has not demonstrated understanding of the election process and voters’ rights, as well as completed research on his/her local, state, and/or national election(s).	Parent/Learning Specialist
12	_____ will register to vote upon turning 18 years old.	_____ stated he/she is not registered to vote.	_____ has/has not registered to vote.	Parent/Learning Specialist
12	_____ will complete an additional ____ hours of community service in order have the required 40 hours.	In order to receive a HS diploma from KNCHS, students must have completed 40 hours of community service.	_____ has completed an additional ____ of ____ hours of community service in order have the required 40 hours.	Parent/Learning Specialist/ College Readiness/KTC

COURSE OF STUDY

8TH GRADE TRANSITION COURSE OF STUDY

Grade 9 Course of Study: English I, Algebra I, World History I, Composition, Electives

Grade 10 Course of Study: English II, Geometry, World History II, Composition, Chemistry, Electives

Grade 11 Course of Study: English III, Math, US History, Biology, Electives

Grade 12 Course of Study: English IV, Math, Government, Economics, Science, Electives

KIPP NASHVILLE COLLEGIATE HIGH SCHOOL COURSE OF STUDY

Department	Credits	9 th	10 th	11 th	12 th
Math	4*	Algebra 1 or Algebra Foundations	Geometry AND EITHER Algebra 2 (part 1) or Geometry Support	Algebra 2b & Precalculus or Algebra 2	AP Calculus AB or AP Statistics or Pre-Calculus
Literature (English)	4	English I	English II	English III	English IV
Science	3	Physics	Chemistry (AP Chemistry)	Biology or AP Biology	AP Elective
History (Social Studies)	3	Pre-AP World History	Modern World History or AP World History	US History or AP US History	AP US Government (.5) and AP Microeconomics (.5)
Composition	3**	Composition 9	Composition 10	Composition 11	
College Readiness	3**	CR 9***	CR 10****	CR 11 / ACT Prep	CR 12
Spanish	2			Spanish I or Spanish I Native	Spanish II or AP Spanish Language
Fine Arts	1				Public Speaking / Debate
PE	1.5	<i>Wellness fulfilled within CR 9</i>			PE (.5)
Finance	.5		<i>Personal Finance fulfilled within CR 10</i>		

*Nearly all Collegiate students will take 5 math classes, due to students taking 2 math classes during their sophomore year.

**Composition and College Readiness courses are required for Collegiate graduation and fulfill “elective” requirements for the state

***College Readiness 9 is coded as “lifetime wellness” and fulfills 1 of the 1.5 credits required by the state for health and physical education

ALTERNATE PATHWAY FOR A DIPLOMA

Any student with a disability qualifies for an alternate pathway to obtain a regular high school diploma. Students with disabilities choosing alternate paths will **not** be admitted to 4 year public colleges in Tennessee due to the requirements for the Tennessee State Board of Regents aligning with the traditional pathway for a diploma. When considering an alternate path, please ensure parents and students understand requirements for graduation and college admission at apply to a 4 year public school. Two year colleges and state technical schools, however, can be accessed with any regular diploma.

TN STATE GRADUATION REQUIREMENTS

Subject	Credits	Notes
Math	4	Students must be enrolled in a mathematics course each school year
English	4	
Science	3	Three courses of science are required for high school graduation, one of which must be Biology I; the second must be either Chemistry or Physics. The third science may be any lab science
Social Studies	3	
PE/Wellness	1.5	
Personal Finance	0.5	
Foreign Language	2	May be waived for students not going to a University
Fine Arts	1	May be waived for students not going to a University
Electives	3	
Total	22	

HIGH SCHOOL MATH REQUIREMENT OPTIONS FOR STUDENTS WITH DISABILITIES

Students with disabilities seeking an alternate pathway for a diploma are required to complete Algebra I and Geometry (or equivalent). They must be enrolled in a math class for each year of high school for four consecutive years.

Math Option	9 th	10 th	11 th	12 th
1	Algebra IA	Algebra IB	Geometry A	Geometry B
2	Algebra I A	Algebra I B	Geometry	Algebra II OR Bridge Math
3	Algebra IA / Algebra IB	Geometry A	Geometry B	Bridge Math
4	Algebra IA / Algebra IB	Geometry	Bridge Math	Algebra II*

HIGH SCHOOL SCIENCE REQUIREMENT OPTIONS FOR STUDENTS WITH DISABILITIES

Students with disabilities seeking an alternate pathway for a diploma are required to complete Biology I and two other lab science courses. Students with disabilities may enroll in advanced science courses unless otherwise prescribed by the student's IEP.

Science Option	9 th	10 th	11 th
1	Physical Science OR Other Lab Science	Biology I A	Biology I B
2	Physical Science OR Other Lab Science	Biology I	Ecology OR Other Lab Science
3	Physical Science OR Other Lab Science	Biology I	Chemistry OR Physics (can be taken A / B)
4	Biology I A	Biology I B	Ecology OR Other Lab Science

APPLYING FOR ACT/SAT/AP ACCOMMODATIONS

ACT

The application for accommodations for the ACT applies only to ACT. In addition, the application cannot be completed until the student has registered for an ACT exam (generally, the second half of their junior year).

1. Go to: <http://www.actstudent.org/regist/disab/>

There are two types of applications: extra time OR standard time with accommodations (large print, snacks allowed during test, etc.). Select which option the student will be applying for based on their disability and the accommodations listed in their IEP.

2. Download and print the selected application. Complete the school section, and have the parent complete the parent section.
3. Include all required documentation. This can be found either on Easy IEP or in the student's special education folder.
4. The application must be mailed. Mail one copy and keep one copy at the school.
5. ACT will NOT inform the school of the decision. Instead, they will email the student at the email address the student provided when registering for the ACT. Follow up with the student to determine the status of the application by having them log in to their email. If the student has been granted accommodations, the student must print out a new admission ticket. If the student was denied accommodations, call ACT and request an appeal. They will request additional information and then will reconsider the application.

SAT/PSAT/AP

Accommodations for the SAT, PSAT and all AP exam are through College Board. Applications can be submitted at any time. Additionally, once a student has been approved, the student will have this accommodation for all College Board tests.

1. Go to: <https://epl.collegeboard.org/epl/login.do>
2. Select "Disabilities Accommodation Management". This will take you to the dashboard. Here, you can access all previous accommodation applications as well as the student's SSD number.
3. Select "Submit Accommodations Request."
4. Print the parent consent form and get the parent to sign.
5. Complete the online form.
6. Select requested accommodations. Use the information from the IEP to determine if the student should request breaks, extra time, etc. Speaking with the student, the parent, and the student's case manager can also be helpful in determining which accommodations to apply for.
7. Submit the required documentation by either faxing or uploading. This can be found either on Easy IEP or in the student's special education folder.
8. CollegeBoard will send an email when the decision has been made.

COLLEGE PROGRAMS FOR STUDENTS WITH DISABILITIES

All colleges have some degree of support for students with disabilities. The following schools, however, have specific programs designed for students with disabilities.

1. Vanderbilt: Next Steps Program (for students with ID or DD)
<http://vkc.mc.vanderbilt.edu/vkc/nextsteps/>
2. ECU: STEPP (for students with learning disabilities) **NOTE: Application is due May of Junior Year**
<http://www.ecu.edu/cs-educ/stepp/>
3. Landmark College (for students LD, ADHD, and ASD)
<http://www.landmark.edu/>
4. Beacon College (for students with LD and ADHD)
<http://www.beaconcollege.edu/>
5. George Mason University: The Mason LIFE Program (for students with ID)
<http://masonlife.gmu.edu/>
6. Adelphi University: Learning Disabilities Program (for students with LD)
<http://academics.adelphi.edu/lrp/about.php>
7. Misericordia College: Alternative Learners Project (for students with LD , ADHD, and other- see website)
http://www.misericordia.edu/misericordia_pg_sub.cfm?sub_page_id=3843&subcat_id=129&page_id=345
8. Marshall University: H.E.L.P. Program (for students with LD and ADHD)
<http://www.marshall.edu/help/>
9. University of Arizona: SALT Program (for students with LD and ADHD)
<http://www.salt.arizona.edu/about/about-salt>
10. American University: Learning Services Program (for students with LD)
<http://www.american.edu/ocl/asc/Learning-Services-Program-For-Freshmen-with-Learning-Disabilities.cfm>
11. Montgomery College: Graduate Transition Program (for students with ID)
<http://www.montgomerycollege.edu/wdce/brochures/gtp.pdf>

For additional options for students with ASD, see: <http://www.collegeautismspectrum.com/collegeprograms.html>

STUDENT PORTFOLIOS IN NAVIANCE

All students at KNCHS have accounts in Naviance. Naviance is at the center of the college counseling process. Students will build their college lists, create their resumes, register for college lists, and apply to college through Naviance. Naviance is also used to send documents (letters of recommendations, transcripts, etc.) to colleges. As such, it makes sense for Naviance to play a central role in the transition planning process.

Transition assessments can be conducted through Naviance and the information saved and used as students research careers and colleges.

To create student portfolios in Naviance:

1. When incoming juniors are added to Naviance, add them to the “special education” group. This allows certain assessments and tasks to be assigned to only students with IEPs.
2. Determine which assessments will be used. Some will already be in Naviance (Career Interest Profiler, for example). Others will need to be created.
3. To create an assessment, create a “survey” and assign to selected students.

Naviance is a complicated system and will require some training. The KTC team is the best resource to navigate through Naviance.

STUDENT INVOLVEMENT IN THE IEP

The *I'm Determined Project* has developed a continuum of student involvement in the IEP process with the goal that all students are at a level IV by their senior year. At KIPP Nashville, the 8th grade case manager will review this document with the parent/guardian during the transition meeting at the end of the 8th grade year and discuss with the parent/guardian where the student falls in each category. From there, the parent/guardian and case manager will make a plan to increase the student's involvement in the IEP process. The case manager will keep a record of the student's level of involvement by indicating which levels the student is currently at on the chart below, which is located on the back of the *Section 6: Pre-Vocational/Transition Section* file divider in the student's green IEP folder.

	Level I	Level II	Level III	Level IV
IEP Awareness	Student does not know what IEP stands for	Student knows what IEP stands for	Student knows what IEP stands for and the purpose of the IEP meeting	Student knows what IEP stands for, the purpose of an IEP meeting, and can describe to others the purpose of the IEP meetings
IEP Participation	Student does not attend his IEP meetings	Student attends pre-conference IEP meetings but not the IEP meetings	Student attends and contributes to his IEP meeting	Student leads part of his/her entire IEP meeting
Knowledge of IEP Content	Student does not know what is in his IEP	Student is aware that he has goals and accommodations but is not aware of what they are	Student can identify goals and accommodations but does not participate in developing them	Student can identify goals and accommodations in his IEP and participates in developing them
Disability Awareness	Student is unsure of their disability	Student is aware of his disability, but does not share it with others	Student can describe his disability to others in an IEP meeting	Student can describe his disability to others when necessary (outside of IEP meeting)
Knowledge of Rights and Responsibilities	Student is unaware of IDEA	Student is aware of his rights	Student knows his rights and can advocate for himself with people he knows	Student knows his rights and can advocate for himself with people he does not know
Social and Communication Skills	Student does not interact with others at his IEP meeting	Student is aware of how to interact with others in an IEP meeting, but does not	Student uses appropriate social skills to interact with others during his IEP meeting	Student uses appropriate social skills to interact with others during his IEP meeting in order to advocate for his needs

Examples of Student Participation:

- Attend the IEP meeting
- Make and hand out invitations for the IEP meeting
- Meet with the case manager before the IEP meeting
- Assist with writing PLOPs or goals
- Complete an interest inventory
- Prepare snacks
- Make copies of materials
- Create a powerpoint presentation
- Make introductions at the IEP meeting
- Present information at the IEP meeting
- Review previous goals and progress made toward goals
- Lead the IEP meeting

SUMMARY OF PERFORMANCE

All students with IEPs must have a completed Summary of Performance upon graduation from high school. These are written in Easy IEP with student input. The student input can be provided as part of a unit on understanding one's disability and accessing accommodations in post high school settings.

Students should complete the included student questionnaire. The remaining data will come from the student's most recent evaluations as well as their special education file.

STUDENTS WITH 504s

The counselor serves as the 504 coordinator and will have a list of students with 504s as well as all documentation. Based on the student's disability, the student may be eligible for SAT/ACT accommodations.