

Tennessee Volunteer Military Academy

B.G. Benjamin O. Davis, Jr. Campus

Charter Application



Published January 2022

Amended May 27, 2022

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GENERAL INFORMATION

Name of proposed school: Tennessee Volunteer Military Academy

Projected year of school opening with the identified authorizer: FY24

Charter authorizer for proposed school: Memphis-Shelby County Schools

Sponsor/Sponsoring entity: Tennessee Volunteer Military Academy

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

Model or focus of proposed school: College/Career in a full-time military environment

City or geographic community for proposed school: Cordova, City East Zone

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

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

Full name	Current employer and job title	Position with proposed school
Antwane Bohanon	Ingram Micro	Chairman
Daisy Shotwell	Self Employed	Vice Chairwoman
Jennifer Gentry	Foundation Title	Sect/Treasurer
John DeBerry	Governor's Office, Minister	Member
Walt Lord	Austin Peay University, retired US Army	Member

Does the proposed school intend to contract or partner with a charter management organization? Yes _____ No X

If yes, identify the CMO or other partner organization: _____

Does this applicant have charter school applications under consideration by any other authorizer? Yes _____ No X

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 (Category 1)
- Sponsor of Existing TN School Proposing New School with Change in Focus/Grade (Category 2)
- Out-of-State Sponsor (Category 2)
- Sponsor of Existing TN School Proposing to Replicate (Category 3)
- Sponsor of Existing School in the ASD Seeking Authorization from Its Home LEA (Category 4)

ASSURANCES

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

1. Will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the authorizer and in compliance with the charter agreement and the Tennessee Public Charter Schools Act;
2. Will follow all federal, state, and local laws and regulations that pertain to the operation of a public school, unless waived according to T.C.A. § 49-13-111(p);
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, 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.

Antwane S Bohanon
Signature

Antwane Bohanon
Printed Name of Authorized Representative

Chairman of the Board
Title of Authorized Representative

Executive Summary: Tennessee Volunteer Military Academy

The Tennessee Volunteer Military Academy, TVMA, began with a conversation that grew into a dream shared by many, and involving many. Nationwide there are just a handful of full-time military charter schools. Schools such as the Colorado Military Academy, North Valley Military Institute, Sarasota Military Academy, Oakland Military Institute, are a few of the more well know. In addition, there appear to be a couple dozen charter schools that have some sort of military program, though very few have even a formal JROTC program, instead simply some military classes. Tennessee has had only a few military schools, though none since the 1980s, at to our knowledge, there has never been this opportunity in Shelby County. We seek to change that opportunity for our sons and daughters.

The Board brings of wealth of experience in the military as well one of the elite private military schools in America, Valley Forge Military Academy outside of Philadelphia. Our board includes a veteran of the United States Air Force, who has worked with our youth in Memphis for decades. Another member spent twenty years in the United States Navy, which included two tours of duty on the admiral's staff, and numerous deployments on nuclear attack submarines. Another Board member has spent a lifetime as a teacher, community activist and mentor, with a focus on help underprivileged families, homelessness and suicide awareness. And finally, one member who spent six years working closely with almost all charter schools in Tennessee, supporting them from application, to opening to great successes, and challenging struggles. The board is very well suited to support this school. This board has also managed to reach out to many fans and supporters to help bring about this work thus far. This includes finding a current charter school operator, who will NOT manage TVMA, but provide support for proven curriculum, instructional methods, PLCs, RTI, MTSS and related back-office systems. This service, overseen in all regards by the Board of Directors, through their hired leadership, will ensure proven results, keeping our promises, and allowing focus on delivering the promised vision and mission.

TVMA will address multiple elements of TVMA § 49-13-102(a) as a public charter school in Tennessee. TVMA's academic programs will provide a unique option in Tennessee for parents to meet the educational needs of students, and will provide the only public educational option that integrates military values into all aspects of students' educational experience. This new educational option will encourage different and innovative teaching methods as TVMA's instructional staff implement and refine the implementation of TVMA's stated vision and mission, additionally, no such professional opportunity for teachers is currently operating in Tennessee. TVMA will provide valuable professional opportunities to teachers who seek employment in an innovative educational environment, as well as providing veterans an opportunity to employ their valuable experience serving our country in an instructional environment. TVMA will rely on student and teacher performance data, including proficiency data concerning state academic assessments as well as data obtained frequently from student performance in the classroom.

The design of this academy is to serve all grades the first year. The board discussed at length the challenges and opportunities, and it was ultimately decided to move forward at full speed. We recognize the opportunities of finding older students, who are currently engaged in our partner organizations, such as the Civil Air Patrol (CAP), and Naval Sea Cadets (NSC), and that upon enrolling at TVMA, they will be cadets, and ultimately the leaders of our Corp of Cadets. Research is settled, that kids learn from kids, through modeling. This becomes an incredible opportunity for our young plebes (entering students, learning to become cadets), to learn, to build confidence, and begin to build lifelong relationships. And for older cadets, the opportunities are unparalleled. Currently, an older CAP member may serve with 20-40 other cadets. When we stand up the Corp of Cadets at TVMA, that same cadet will be given leadership responsibilities

over, upwards of 480 cadets! In the real military, that size of unit is called a Battalion. And a soldier will serve 18-20 years before they have earned the right to lead such a large formation. At TVMA, that opportunity becomes real from day one. Again, such a unique and incredible leadership opportunity. Unrivaled.

Another opportunity is to help our community heal and grow in unison. To this end, we are seeking a waiver, which would allow us to recruit cadets from the entire county, regardless of which school system they are currently enrolled. We know there are divides, and we seek to help build bridges. The United State of America is a diverse country. The United States Military is even more diverse. TVMA seeks to help build a very balanced, and diverse Corp of Cadets. We know we can. Currently, we know many students are enrolled in schools with a lack of diversity. TVMA changes that experience for them. For students that may be in schools that are currently 80% of one demographic subgroup, they will now learn to stand shoulder to shoulder with their cadets, and learn teamwork without color, leadership with color, and ultimately build a better future for everyone. We are building “tomorrows leaders today.” TVMA will measure the success of this vision through observable leadership qualities and activities engaged in by Cadets. These will include activities such as participation in events such as Boys State, Cadet clubs and organizations created and run by Cadets at TVMA, and community works and initiatives that Cadets take on to involve themselves and better the community surrounding and making up TVMA. While these activities are clearly observable, TVMA will track “Cadet Services Hours.” This metric will enable TVMA to gauge the success of our vision and mission over time, as Cadet Service Hours will increase year over year as TVMA fulfills its vision and mission in building tomorrow’s leaders today. We will also direct enlistment to the military, military scholarships to colleges, nominations to Service Academies, and industry certificates in CTE related fields provided within our Tracks.

The military has a very proud history of being the most integrated institution throughout the history of the great country. With a tremendous setback during the early twentieth century, we have slowly gotten back on track, though we have work to do. One of the great leaders in restoring that pathway, was a gentleman by the name of Benjamin O. Davis, senior. He joined a recently divided military, but refused to let them define him, and became the first Black General in the United States Army. His son went on to do even greater things, building on his fathers’ leadership. We name this campus after his son, Brigadier General Benjamin O. Davis Junior.

Benjamin Oliver Davis Jr. (December 18, 1912 – July 4, 2002) was a United States Air Force (USAF) general and commander of the World War II Tuskegee Airmen. He was the first black brigadier general in the USAF. On December 9, 1998, he was advanced to four-star general by President Bill Clinton. During World War II, Davis was commander of the 99th Fighter Squadron and the 332nd Fighter Group, which escorted bombers on air combat missions over Europe. Davis flew sixty missions in P-39, Curtiss P-40, P-47 and P-51 Mustang fighters and was one of the first African American pilots to see combat. Davis followed in his father's footsteps in breaking racial barriers, as Benjamin O. Davis Sr. was the first black general in the United States Army.



In addition to our many offerings, we recognize that we will have enhanced opportunities with our Corp of Cadets. One area that we will instruct all of our cadets is on the very diverse

successes within the United States Military. We have found great books that we will use to teach our cadets of great leadership, courage, and sacrifice, all for love of their fellow man, freedom and the ties that bind us together as a nation. Our cadets will learn of General Patton, and the Buffalo Soldiers. They will learn of General Schwarzkopf and General Powell. They will learn of the 1st Volunteer Cavalry, also known as “the Rough Riders” and San Juan Hill, and the 369th Infantry Regiment, also known as the “Harlem Hell Fighters” in the Argonne Forrest. Leadership is what we will instill, and we have so many great examples to teach.

As we identify, we seek to serve grades six through twelve, with a large and steady enrollment, which begins at 480 cadets, and a maximum of 800 cadets. We anticipate that our Corp of Cadets, while co-ed, will attract a large enrollment of young men. We recognize there are serious challenges with our young men. We are losing them! And this is of all Colors. The statistics of how our young men are suffering are overwhelming. We will not recite them, as we know you are aware. We predict that roughly 75% of our cadets will be young men, thus we prepare accordingly. We have identified different programs, and opportunities, and many of our partnerships, are oriented to additionally help our young men. We will engage learning from various published research, to ensure that we maximize the opportunities for young men to thrive. This includes full participation in all opportunities we can identify, such as Memphis-Shelby County’s very own “Our Boys” program. We are also developing mentoring opportunities with several veterans groups, such as the American Legion, Navy League, and the Education Equal Opportunity Group, EEOG, out of Nashville.

Finally, joining the military is not a required outcome of the TVMA. Instead, strong leaders on a specific path to success is our goal. We anticipate that less than fifty percent of our cadets will go into the military. And for those that do, they will well above their peers nationwide.



Recognizing that military service is not the future for a majority, we exist to place our cadets on various paths. We identify areas of focus, where we have the skills, training and resources dedicated to preparing cadets to gainfully enter adulthood. This includes a CTE program that is very specific for First Responders. For these specific areas we have a Capstone class, which is designed to support cadets who have taken prerequisite classes to take various certification tests. Upon passage they can obtain career jobs after graduation. This includes Emergency Medical Technician, Unmanned Aerial Vehicle pilots, several Cyber Security fields, security guards and Crisis Management. It will take cadets two or more years of courses to complete the prerequisites, and to support this work we will build partnerships with entities such as local law enforcement, ambulance and medical firms, computer and technology firms, and of course many federal agencies with related fields, to include FEMA, Federal Emergency Management Agency.

We recognize that a charter school is both a great opportunity, and an incredible responsibility. We seek to be the most compliant charter school in the Memphis-Shelby County Schools portfolio. We will seek services from proven vendors and focus on fidelity in all regards. Our Board is committed to excellence, learning their role, and implementing all aspects of the mission. R.A.I.S.E. is more than a slogan, but a commitment to operational values from the top of the organization to the newest cadet. Accountability is our commitment.

SECTION 1: ACADEMIC PLAN DESIGN AND CAPACITY

1.1 School Mission and Vision

(a) Provide a mission statement for the proposed charter school.

“Building Tomorrow’s Leaders, today!”

Tennessee Volunteer Military Academy (TVMA) exists to provide an opportunity for Cadets who may desire the structure and discipline of a military environment in preparation for a career in the military, first responders, and other trade related opportunity. The military culture at TVMA provides a basis for a structured academic environment within which Cadets receive a comprehensive program of instruction that will enable them to maximize their individual potential. The key to military culture is exceeding self-imposed limitations in achieving an objective. Our goal is to help our Cadets do that by providing a disciplined, nurturing, engaging, and challenging environment within the framework of military instruction and culture.

Our mission is to provide Cadets with a targeted and rigorous educational experience in a focused military environment where cadets will graduate as physically prepared, academically developed leaders, poised for continued success.

Tennessee Volunteer Military Academy (TVMA) mission recognizes that academic excellence is a requirement for admission to United States Service Academies or qualification for ROTC scholarships. In order to prepare Cadets for a rigorous high school curriculum, TVMA will admit Cadets beginning in sixth grade to build and strengthen the academic and leadership skills necessary to achieve these results.

TVMA will measure the success of our vision of “Building Tomorrow’s Leaders, today!” through observable leadership qualities and activities engaged in by Cadets. These will include activities such as participation in events such as Boys State, Cadet-created clubs and organizations created and run by Cadets at TVMA, and community works and initiatives that Cadets take on to involve themselves and better the community surrounding and making up TVMA. While these activities are clearly observable, TVMA will track “Cadet Services Hours.” This metric will enable TVMA to gauge the success of our vision and mission over time, as Cadet Service Hours will increase year over year as TVMA fulfills its vision and mission in building tomorrow’s leaders today.

TVMA will measure our mission through the performance of Cadets while attending TVMA through the tracking of proficiency data on annual assessments as well as through tracking student data on a consistent basis throughout each school year. This will facilitate a system and of constant improvement at TVMA. Cadet outcomes after their graduation from TVMA will also be tracked, with results being compared over time to ensure the effectiveness of TVMA’s operations, as well as to verify adherence to the fulfillment of TVMA’s vision and mission.

We will build this opportunity on a strong foundation with an experienced Board of Directors, dedicated school leadership, and committed parents and community members, who will support the transformation of students into Cadets. Each Cadet will receive a comprehensive program of instruction that will enable him/her to maximize his/her individual potential by exceeding self-imposed limitations in achieving an objective. TVMA will help them by providing a disciplined, nurturing, engaging, and challenging environment within the framework

of military instruction and culture. TVMA will adopt and will use the curriculum utilized by Charter One that has proven. real world effectiveness through used in their numerous existing charter schools across Arizona, North Carolina, Utah, and Nevada. To be clear, we will seek curriculum and support, not management.

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

Every Cadet can learn, every Cadet can lead, and every Cadet has unlimited potential to succeed.

The TVMA vision reflects the foundational values of the schools, its academic environment, and the ethos of the educators. Tennessee Volunteer Military Academy (TVMA) exists to provide an opportunity for individuals who desire the structure and discipline of a military environment in preparation for a career in the military. We will create this environment on a foundation of an experienced Board of Directors, dedicated school leadership, and committed parents and community who will support the transformation of students into Cadets. We demand great effort from Cadets and will provide support for them at every turn in a task-oriented process that ensures growth towards our common objectives.

As noted above, TVMA will adopt Charter One's highly successful and innovative RAISE Leadership Program. RAISE (Respect, Accountability, Integrity, Service, and Excellence) integrates our core values directly into the curriculum with weekly lessons and daily exercises. The program is based on principles gleaned from the most influential texts of the past century from prominent authors including Stephen R. Covey, Jim Collins, and John C. Maxwell. This program helps Cadets take responsibility for their own success and encourages them to work collaboratively with those around them. The RAISE Leadership manual provides an opportunity for Cadets to develop servant leadership skills in their highest forms. The program provides a common language and paradigm from which Cadets can discuss their own behavior and the outcomes associated with those behaviors. It encourages Cadets to set SMART (Specific, Measurable, Achievable, Realistic, and Time-bound) goals both academically and personally and guides them on the path to achieving those goals. RAISE holds Cadets accountable to themselves and their parents for their progress. The program provides context and purpose to everything that happens within the school setting. The net effect of the program is that behavioral problems decrease, while Cadet communication, engagement, and academic performance increases. The curriculum allows Cadets to develop skills that will benefit them in the classroom, the community, their homes, and their future.

We find that the RAISE value is also very consistent with the military culture we will build. The United States Air Force Core Values use "ISE" found in RAISE, which is "Integrity, Service and Excellence. The Civil Air Patrol, which is a partnering organization of TVMA adds "R," for Respect. And adding "A" for Accountability is very consistent with the Vision of TVMA.

We recognize that many cadets come from challenging backgrounds which contribute to them failing to maximize their individual potential. We are dedicated to identifying the individual needs of each Cadet, working to build support mechanisms within our sphere of influence, and striving to improve the mindset and expectations of achievement for each Cadet. This is critical to individual success, and military culture is a key component in that change

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

The vision and the mission of TVMA work to support every cadet in academic achievement, physical preparation, and leadership accomplishment for their personal goals, and TVMA will cater to each Cadet by offering four tracks and Exit Points. Our program is designed to help each Cadet achieve the test scores needed and experience desired in order to successfully take the first steps on his/her own road after graduating from TVMA. Those tests include Tennessee state assessments, Armed Services Vocational Aptitude Battery, ACT and SAT college entrance exams, CTE certification tests, etc. Whichever track a Cadet chooses, we will help him/her reach his/her full potential in meeting that program goal. We should note that “Exit Point” is a reference to an individual career plan that every cadet builds. This tracks their classes, assessments, extracurricular activities and all activities to ensure they are fully prepared to take the desired next step upon graduating TVMA, or the “exit point” of TVMA, and into the world.

We provide an academically challenging environment that focuses on learning solid academics, building a strong work ethic, participating in leadership opportunities, engaging in physical development, and completing task-oriented assignments. We recognize that many cadets come from challenging backgrounds which contribute to them failing to maximize their individual potential. We are dedicated to serving these groups and identifying the individual needs of each Cadet, working to build support mechanisms within our sphere of influence, and striving to change their mindset and expectations of achievement. We will meet every cadet on their individual level to best challenge them academically, prepare them physically, and instill them with leadership accomplishment This is critical to individual success, and military culture is a key component in affecting this positive change.

Input	Outcome
Rigorous physical preparation	Will prepare Cadets for success in a military environment uniquely vs any other educational option in the state. Will also instill the value of physical preparation and healthy living as preparation for life whether in or out of the military Outcome: Lifelong appreciation and knowledge of physical well being
Targeted academic development	Four tracks provide targeted and focused academic development opportunities for optimal preparation for success after graduation. Outcome: Graduating Cadets who are prepared specifically for their chosen goals
Leadership experience emphasis	Cadets leave experienced in leadership and prepared to lead in their chosen path Outcome: Prepared leaders

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

There are multiple ways that TVMA will significantly contribute to “*Destination 2025*,” which is the ten-year strategic plan approved by the Memphis-Shelby County Schools. In general, quality charter schools support *Priority 4: Expand Quality School Options*. In addition, with our focus on College and Career that engages our families and numerous partners, we will

also contribute to *Priority 2: Improve Post-Secondary Readiness* and *Priority 5: Mobilize Family & Community Partners*.

Our desired location will directly serve families and cadets within the East, Central-City East, as well North, Southeast and Rural Regions. More specifically Wooddale High, Sheffield High, American Way Middle, Georgian Hills Middle, Trezevant High, Woodstock Middle and Craigmont Middle are all identified on the States Priority schools list within these Zones. It should be noted that we will draw students from across a much broader recruitment basin than traditional charter schools. Thus, we will actively recruit across the city and into the County.

In addition, we will clearly contribute to Priority 2, through our rigorous “Exit Point Strategy,” we prepare our cadets upon graduation for entry into Service Academies (ie West Point, Annapolis, etc.) as well ROTC scholarships to four year colleges and universities.

Finally, we will engage community partners traditionally not engaged by traditional schools through our robust First Responders track. By focusing on law enforcement, Fire Fighting, EMT and Cyber Security, we will engage with numerous related public sector entities for internships, training, summer work, and mentoring programs.

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

Tennessee Volunteer Military Academy will be an academically engaging, cadet-centered school with a strong military culture. Teachers at TVMA will play a central part in facilitating and guiding Cadet learning. They will employ the following elements of instruction which define and describe their role in Cadet learning:

- Teacher provides preview/background/purpose for lesson; to motivate, connect, provoke curiosity; may include embedded vocabulary from text(s) to be used in lesson.
- Teacher clearly teaches/models/”thinks aloud” for each component of the lesson – one brief, manageable step/chunk at a time. Teacher is always “scanning” while teaching to ensure that all eyes are on the teacher during modeling. Each brief step must be immediately followed by guided practice.
- Teacher immediately gives Cadets a chance to practice/process information and to demonstrate understanding or mastery of that brief step that was just taught or modeled, while the teacher “checks for understanding.”
- During and after guided practice for every small step/chunk in the lesson, the teacher uses strategies to check for understanding – that is, to quickly assess Cadets’ progress or mastery (e.g., By circulating to observe Cadets’ work/answers, cold-calling a random sample of Cadets, having Cadets hold up white boards with work/answers).
- Information the teacher gathers during the guided practice/check for understanding is used to inform the teacher’s attempt to adjust instruction, that is, to reteach/clarify a portion of instruction until Cadets are ready to move on to the next step
- When necessary, the teacher may provide tutoring/small group assistance to those requiring additional help at the end of this cycle

Our teachers will provide a strong military culture:

- A facility consistent with the theme, function, and environment of the military
- Culture that includes proper military etiquette, rank, drill and ceremony, attention to detail, and exposure to the demands of leadership

- Engagement with military leaders, equipment, and training opportunities, safely guided and appropriate for Cadets
- Challenging assignments that will push our Cadets beyond their expectations
- United States Air Force Core Values: *Integrity First, Service Before Self, and Excellence in All We Do.*
- Leadership is a way of thinking and acting, which comes through teaching, mentoring, and learning by doing. We will provide unparalleled opportunities to lead.

We will provide an academic environment consistent with classical military instruction:

- Growth Mindset is not just a catchphrase, but truly an endeavor of TVMA. When a Cadet catches a vision of who they can become, nothing can stop them.
- Classical Military Instruction includes a focus on engagement in traditional literature, reinforced by storytelling. Storytelling allows Cadets to envision themselves in key scenarios where they must decide how they would respond, reinforcing character, leadership, and courage.
- Our teaching philosophy, which is reflected in the curriculum and lesson plans that our teachers use, aligns with great thinkers throughout history. We revere the work done by the bright minds of the Enlightenment, America's founders, and civil rights leaders. Our teaching materials and resources are drawn from a range of sources that span many cultures and civilizations. We educate cadets in a manner that recognizes their uniqueness and individuality.
- Data driven instruction techniques which guide course preparation and presentation, creating an environment for attention to individual academic achievement
- In all lessons we will utilize aspects of Direct Instruction, which is very engaging.
- Professional staff selected for their background, with the primary focus on academic achievement, followed by military experience
- Academic opportunities beyond the classroom, including exposure to real-life military environments, and support in applying to Service Academies and ROTC scholarships
- Extracurricular opportunities that provide venues for Cadets to practice leadership and experience personal growth
- Rigor in academic delivery with the expectation of Cadets learning and demonstrating commitment to academic excellence, with our professional staff providing guidance and support at every turn
- Staff dedication to our mission, which is ultimately measured by the individual achievement of our Cadets
- Military structure will be found in every classroom, with each class having a designated Cadet Leader. Even the beginning of class will engage military culture, using Strong Start, where cadets line into columns of two outside of the classroom, stand at attention, and are invited into the classroom by the Cadet Leader and teacher; each cadet being both greeted, and a rapid, basic uniform check for proper uniform and wear.

We will provide a schedule that recreates the military experience, and prepares our cadets

- The school day will begin with a class period, following class a school wide military formation will be held for fifteen minutes. Cadets will form into designated units, stand at attention or parade rest, receive school updates, at times recognitions and awards, special guests, recite the Air Force core values, Pledge of Allegiance and be dismissed for the next period.
- Cadets will wear a uniform every day of the week. The uniform will change from camouflage to dress uniforms to soft uniforms. They will learn attention to detail, consistency and meeting expectations.
- All cadets will be able to earn rank, leadership and have real leadership opportunities, all while in a public-school setting. Earning rank will lead to additional opportunities, both within the building and without.
- All cadets will be exposed to intentional community opportunities, from public speakers to various community events such as parades, celebrations, public meetings, etc. This prepares them to be fully engaged leaders within the community upon graduation.

We will work with families in our community:

- Strong family values which include respect and need for the family, and encourage a safe, wholesome and nurturing environment that builds a well-rounded Cadet
- Parental and familial engagement supporting all aspects of Cadet life
- Public engagement such as presentation and retirement of colors, drill and ceremony, public speaking, and presentations of honor
- Exposure to leadership examples of excellence, opportunity, and goal setting
- Service opportunities which build on our Foundational Values, strengthening the building blocks of leadership

These areas encompass all aspects of the TVMA and will provide the framework within which our cadets will maximize their individual abilities.

(f) Describe the innovative or unique features of the proposed school or education model. How do these unique features align with the mission and vision of the school? How will these unique features foster student achievement and success?

We will provide an academic environment with a focus on military culture that aligns with our approach to education which is:

1. A focus on growth mindset. When a Cadet catches a vision of who s/he can become, nothing can stop her/him! Our instructors will be a driving force behind countering a fixed mindset and will help Cadets see their own personal growth by helping them set academic goals and reviewing these goals with Cadets, so they are able to witness how far they have progressed.

2. Highly rigorous academic delivery and Cadet engagement will be provided to the Cadets with the expectation of Cadets learning and demonstrating commitment to academic excellence. This rigorous approach will be supported by our professional staff providing guidance at every turn. Our mission is accomplished by individual achievement of our Cadets and will be measured and tracked throughout the course of their Cadet career.
3. We will emphasize classic literature and proven instruction methods, engagement in traditional literature, structure around the Trivium, reinforced by storytelling. Storytelling allows Cadets to envision themselves in key scenarios where they must decide how they would respond, reinforcing character development, leadership skills, and courage.
4. Our instructors will regularly review formative assessments which will be used to guide course preparation and presentation to ensure every Cadet receives individualized attention and achieves mastery of the concepts presented, creating an environment which fosters academic achievement. We will utilize data to drive our enrichment and remediation of concepts and to follow up to ensure Cadet mastery.
5. We will provide academic opportunities beyond the classroom. Cadets will have multiple opportunities beyond the classroom to help solidify the academic and leadership skills they have learned. This adds value to the Cadet learning process, providing “real life” experiences, including exposure to actual military environments, and Cadets receiving TVMA support in applying to Service Academies and for ROTC scholarships. This helps the Cadets value and appreciate the education they are receiving and understand that they will utilize the skills they are working on at TVMA.

We believe that through direct instruction and by providing opportunities that will challenge our Cadets and lead them to perform beyond the bounds of their expectations, they will be provided with unparalleled opportunities to develop confidence in their academic and leadership skills. Cadets’ responsibilities include being attentive in class, participating in discussions, and completing assigned homework, projects, and other assessments. We believe we will be able to develop within our Cadets an intrinsic motivation to become academically engaged by implementing a military culture within the school wherein Cadets are recognized for their efforts and accomplishments, laying the foundation for success after Cadets have completed their education at TVMA.

TVMA will use a time-proven, traditional classroom approach organized into lessons that are planned for optimal engagement to facilitate learning, presented in small and manageable pieces that allow for quick mastery by Cadets. Through reading, analyzing, and studying classic literature, along with primary source documents, our Cadets become culturally literate citizens able to think critically as they display cultural awareness. TVMA graduates will be academically challenged and comprehensively prepared for the next steps they take in life. TVMA takes a holistic approach to curriculum by delivering material across all subjects. This allows for Cadets to build their background knowledge, which is a necessary element for cognitive decoding. Repeatedly visiting common themes in different areas of study (math, reading, etc.) creates a foundation of context for Cadets which increases their ability to decode.

Analytical thinking skills are essential for success in today’s world, especially in the military. Every class in our curriculum will be designed to help Cadets learn and master these

skills. We will also instill in Cadets a commitment to physical fitness and healthy living. We will strive to ingrain in them a strong moral foundation and a sense of universal ethics which contribute to great leadership. TVMA prepares Cadets for success in all aspects of life, regardless of their chosen career, by cultivating in them all of the characteristics of an honorable and responsible citizen. We have developed a comprehensive plan which guides us in mentoring each Cadet to reach these goals.

Upon commencement of operations, TVMA will join thirty-five private and fifteen public education institutions providing full-time military training at the high school level. We will be the sixth such institution in the Eastern United States. Among our goals is to earn the designation of “Honor School,” which is awarded to America’s premier military high schools and will indicate TVMA is achieving its mission of educating and preparing Cadets to achieve their objectives both at TVMA and beyond.

We believe that the approach of providing our Cadets with the very best academic and social opportunities, while actively instilling in them the RAISE values of Respect, Accountability, Integrity, Service, and Excellence align perfectly with our philosophical approach. The RAISE program intertwines each value into every aspect of the learning environment.

We are not another high school with a JROTC program. We offer far more than any traditional JROTC program. Our size alone will set us apart. Wearing uniforms daily, having a mass formation to receive updates and instruction daily, uniforms check daily, clearly set us apart. And then, providing these opportunities for students in sixth through eighth grades is almost unheard of, certainly in a public setting.

In addition to what has already been stated, TVMA is committed to the same educational goals/outcomes as Tony Wagner and Ted Dintersmith, which are stated in Most Likely to Succeed: Preparing Our Kids for the Innovation Era: "The overarching purpose of education is to: (1) Teach students cognitive and social skills; (2) Prepare students to be responsible, contributing citizens; (3) Build character; (4) Help students in a process of self-discovery; (5) Inspire students through the study of humanity’s great works; and (6) Prepare students for productive careers." TVMA’s vision, mission, and values create a learning environment that is conducive to student success.

The model we will use is based upon the highly successful American Leadership Academies based in Arizona. We have taken their academic and operational model and have embedded a military culture and program. The military culture is expanded upon the basic JROTC programs available to all public schools.

The following data are from the schools in the American Leadership Network. They include: American Leadership Academy-Anthem South Campus, Higley Campus, San Tan Campus, Ironwood Campus, Queen Creek Campus, Gilbert Campus, Signal Butte Campus, and Gilbert North Campus. Grades shown are from 2019; no additional data is available due to the COVID-19 impact on schools and assessments. Additional data from select schools is included below.

School Name (AZ)	Address	Grade
ALA Gilbert K-6	3155 S. Santan Village Pkwy, Gilbert, AZ 85295	A
ALA Queen Creek K-12	23908 S. Hawes Rd, Queen Creed, AZ 85142	B
ALA San Tan Valley K-6	34696 North Village Lane, San Tan Valley, AZ 85142	B
ALA Mesa K-6	4507 S. Mountain Rd, Mesa, AZ 85212	A
ALA Anthem K-6	4380 N. Hunt Highway, Florence, AZ 85312	A
ALA Ironwood K-12	850 W. Combs Rd, Queen Creek, AZ 85140	B
ALA Gilbert South K-6	1750 East Riggs Road, Gilbert, AZ 85298	A
ALA Gilbert North K-12	1070 S. Higley Rd, Gilbert, AZ 85296	B
ALA Signal Butte K-6	22512 South Signal Butte Road, Queen Creek, AZ 85140	B
ALA Virtual Academy	23908 S. Hawes Rd, Queen Creek, AZ 85142	No Data
ALA Surprise	14582 N. Sarival Ave, Surprise, AZ 85379	Open Fall 2022
ALA Applied Technologies	3981 S. Power Rd, Mesa, AZ 86236	Open Fall 2022
ALA Virtual K-6	23908 S. Hawes Rd, Queen Creek, AZ 85142	Open Fall 2021

Below is a comparison of ALA Ironwood, which uses Charter One as their ESP, to nearby schools in Pinal County in grades/testing results and a demographic comparison:

	School Grade	ELA Proficient / Highly Proficient	Math Proficient / Highly Proficient
ALA Ironwood	B	48%	51%
Combs HS	C	23%	32%
Poston Butte HS	C	23%	17%

This information is sourced from azreportcards.azed.gov/schools

	White	African American	Hispanic	Asian	Native American	2 +
ALA Ironwood	59.62%	4.36%	27.34%	2.26%	.92%	4.91%
Combs HS	57.71%	3.49%	31.82%	1.4%	1.6%	3.56%
Poston Butte HS	44.61%	9.16%	39.15%	.81%	2.29%	3.71%

This information is sourced from azreportcards.azed.gov/schools

The above data shows that Charter One has proven expertise and effectiveness in an area similar to our target market for TVMA. Not only has Charter One proven to be an effective ESP, but they have also shown the ability to guide a school from inception to higher achievement than competitors in an extremely short amount of time in the case of ALA Ironwood. Further, ALA Ironwood has a similar demographic composition to ALA Ironwood.

1.2 Enrollment Summary

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

The Tennessee Volunteer Military Academy seeks to build a diverse Corp of Cadets, which will prepare our cadets in many ways to serve in the United States Armed Forces, as well any aspect of our modern society. The Military is rapidly approaching nearly 45% minority participation rate. In many educational settings student populations have less diversity. To be clear, many schools throughout Shelby County have substantial minority enrollment, or Caucasian enrollment. We seek to create a very balanced, diverse Corp of Cadets to prepare cadets to serve and work with all demographic groups that wear the uniform proudly. For this reason we have selected the East and Central East Zones for our campus. We have found numerous facility options near the I-40 corridor, which will allow for easier transportation access. We will also heavily recruit throughout the entire county.

To better understand the communities, we intend to serve we begin by comparing data for the United States Census Bureau. Using their “Quick Facts” site we compare two zip codes that we will serve, 38016 and 38122. Literally four numbers apart, less than two miles, and just down the I-40 freeway from each other, one on the north side of I-40 and the other the south side, they provide a very balanced picture of the Corp of Cadets we intend to serve.

	Under age 5	Under age 18	Over 65	White	Black	Median Home	Diploma	Poverty
38016	6.1%	31%	13.7%	83.7%	10.5%	\$257,400	94.2%	6.5%
38122	7.6%	25%	12.8%	29.2%	64.1%	\$101,800	85.7%	25.1%

This table provides a glimpse of what we intend to serve. You will notice a very similar school age population, between age 5 and 18. As well, a very similar retired age population. From there the numbers change significantly, with the last two numbers being very telling. We see that most residents in these zip codes have high school diplomas, yet the poverty level is four times higher in one zip code over the other. We are confident that the other numbers relative to race and home value tell a story that we are anxious to impact. The United States Military, and our CTE programs can be a life changing opportunity for so many of these families. We elaborate on the importance of a diverse Corp of Cadets, as our kids learn from each other, and need to build interconnected relationships and networks, and future colleagues and business partners.

The traditional charter school enrollment pattern is to serves students within a limited community enrollment pattern. This means that 80%-90% of all students typically live within a 10–15-minute drive from the campus. We have provided specific schools and neighborhoods, though research shows that we will draw from a much larger enrollment area. Other military charter schools such as Colorado Military Academy, Sarasota Military Academy, and Oakridge Military Institute typically enroll within a 30-minute travel area. We provide both a targeted area, found on page 8, yet we contrast two different zip codes, as we anticipate enrolling cadets equally from both zip codes. We use these two zip codes as examples, as we anticipate enrolling cadets from outside of MSCS. We have submitted a Waiver to allow enrollment into the County school systems.

Traditional charter school enrollment patterns tend to draw 80%-90% enrollment from a few neighboring schools. We anticipate equal enrollment from more than twenty plus middle and

high schools. The normal question families may ask themselves as they consider enrollment is whether they seek a charter school experience or not. Our families will focus less on the charter school experience per se, and more on enrollment in a full-time military environment. In fact, inquiries into existing charter military academies shows a very minimal impact on existing JROTC programs, as most of those cadets prefer a part-time experience. Thus, we will have a much smaller impact on far more schools.

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

There are several top considerations for focusing on serving this area. A significant focus is on transportation, as our unique, full-time military environment will serve a much larger recruiting area than a traditional charter school. For this reason, finding a suitable location near the main transportation corridors is important. This will also allow for our cadet population to serve a more diverse population than many current charter schools. This is also very consistent with the United States Armed Services, where the demographic makeup is growing towards 50% Caucasian and 50% minority.

We also recognize there are opportunities to provide families with quality seat options currently not available to them. The Education Priority Document Rubric (EPDR) we see that 100% of the middle school seats in Central City East are rated below 3 for Quality Seats, and 78% of all middle school seats. For secondary seats Central City East has 50% of the seats below 3, with East have 11%.

We find the data for the East Zone especially compelling. No middle school seats are identified as quality, meaning a significant opportunity for choice options. And yet, in the secondary most seats are in fact identified as quality, which is impressive. A concern is the disparity in enrollment numbers between middle school and secondary school seats. Secondary seat count is reduced to 1,862 from a middle school county of 4,663. It may indicate a significant rate of drop out. We are confident that our unique environment, training and future will help many students re-engaging as they become cadets.

We stress that while our facility will be located in this region, our robust ride sharing and transportation plan, matched by an aggressive marketing campaign, will draw families from the other zones referenced. This will allow us to contribute to Priorities 2, 4 and 5 from the Memphis – Shelby County Strategic Plan *Destination 2025*. This will also reduce any possible negative enrollment impact from one neighborhood or school catchment area.

We are very intentional about our chose location. The military is very diverse, and candidly, many schools within Memphis-Shelby County Schools are not as diverse. We seek to change that. The military is one of the most diverse organizations our youth may experience and preparing them for this is both beneficial and desirable. By choosing this location we can recruit and transport equal numbers of cadets. Key is driving time, and this general area facilitates this desired outcome.

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

Focusing on data for our targeted zones within middle and high schools, found in the Educational Priorities Document Rubric (EPDR), we find see a trend of both under-enrollment, a lack of Quality Seats, and the possibility of substantial drop-out or relocation within the East Zone, serving Cordova.

Secondary seat capacity versus enrollment shows what we would expect, as there is a long term trend of decline enrollment, and certainly Covid has impacted this. It shows that for the two Central City East has more seats than students, while the East region has a need for more seats. Clearly we can help reduce this pressure. For middle school capacity, we see the exact opposite, with East having sufficient seats, while Central City East needs support. Again, we can help elevate pressure here.

The real opportunity to serve these two regions is found in Quality Seats, with the middle school seats showing 100% of seats below a 3, with 78% of Central City East below a 3. As we stated previously, while there are far more quality seats in secondary schools, we believe the data may indicate an increased drop out rate we would seek to address.

We recognize that our projected enrollment will exceed the goals for this region. We will work to fill those needs, though we emphasize that we will draw numbers from other regions, as well outside MSCS, thus limiting the impact on other schools and regions.

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

We are seeking a location, and have found facility options in the Cordova/East Memphis area, near the I-40 corridor. A typical charter school will heavily impact the immediate schools they are located near, thus a typical application would essentially target three or four schools. We expect that we will have a much smaller impact on the school in close proximity to our campus, as it will always be a small subset of students that want to enroll in a full-time military academy. Thus, we will market based on drive time, with a maximum drive time of 30-minutes to our campus, which when located near I-40, it means we will have a smaller enrollment impact on far more community schools.

We seek to have a significantly more diverse population than area schools or traditional charter schools. The United States military is rapidly growing to a very balanced 50% Caucasian, 50% minority. We seek to achieve this within our Corp of Cadets. We also anticipate that approximately 75% of our cadets will be young men, which is again consistent with the United States military. We also expect that we will have a greater socio-economic diversity, with a slightly smaller percentage of cadets qualifying for Free or Reduced-Price Lunch. While we will aggressively market and recruit to ensure a more diverse Corp of Cadets, ultimately, we are seeking young men and women who seek the future our program can provide.

(e) Describe what the proposed school would do more effectively than the schools that are now serving the targeted population. What different educational options will the proposed school offer?

In 2010 Shelby County, Tennessee ranked 53rd on the national list with 176 recruits per thousand. On account of the moderate rankings, we anticipate year one having relatively moderate enrollment related to initial interest in JROTC program. According to district data, there are 21 high schools with JROTC programs; however, TVMA believes that Tennessee should be meeting the national average for recruitment and believes having an innovative military-based school will help to increase these numbers. While there is no data available to prove the connection, TVMA believes that the lack of military schools contributes to this less competitive rate of recruits from Tennessee. We believe that once students and their families can see the results and performance outcomes of our cadets then they will be more apt to enroll. The military curriculum and culture of TVMA help to build skills which are not traditionally taught in schools. A leadership class at a local high school is for the select few who are elected as

student body officers, not for any student who wants to develop leadership skills. At United Military Academies all cadets are taught leadership in the classroom as well as outside of it. A high percentage of cadets enrolled in JROTC programs report that their military education has helped them develop leadership skills, discipline, ethics, and citizenship; which are necessary life skills as illustrated in Figure 1¹. Each of these skills are necessary for success in life, not just the military. When cadets and their families experience this growth in skills, they will help to promote TVMA to the community as well.

It should be noted that roughly 80% of all Americans, age 18-21 are ineligible for service in the United States Military. We seek to reverse those numbers, so that roughly 80% of our graduating cadets are eligible for service, if they choose. We should also note that, while many Shelby County residents do enlist into the military, most of them do not have any prior military training. This places them at a disadvantage among their peers who have previously served in a JROTC, CAP, NSC or another related program. Their peers will have previously learned drill and ceremony, military culture and had significant leadership experiences. Graduates of TVMA will have not only have the same types of experiences as their peers, but significantly expanded. The ranking cadet at TVMA will receive the title of Group Commander and will hold leadership responsibilities over the entire Core of Cadets, which is 800 cadets. This leadership experience is unrivaled by any opportunity in Shelby County, or the entire State of Tennessee. In fact, the only opportunity a son or daughter of Shelby County would have for these types of experiences would be found in a few other states. And, in many cases at elite, private military academies charging upwards of \$70,000 a year! We will provide an unrivaled opportunity for our cadets to meet and exceed their future peers. Placing them at a significant advantage for their entire career in the military, if they so choose.

TVMA will be the only public charter school in the state of Tennessee that integrates a military experience and values. Further, we provide an experience far beyond a JROTC program.

It should also be noted that the Air Force JROTC just recently allowed for high school programs, which have an 8th grade co-located on the same campus, to enroll in JROTC. Thus, our Academy will be the only opportunity for 8th graders throughout Shelby County to enroll in a JROTC program. As well, all of our cadets will be enrolled in Civil Air Patrol prior to 8th grade, making TVMA, again, the only opportunity for 6th and 7th grader students to receive specific, school-based training.

¹ College Options Foundation “Annual Research Report”, Peach Tree City, Georgia, 2013.
www.collegeoptionsfoundation.net

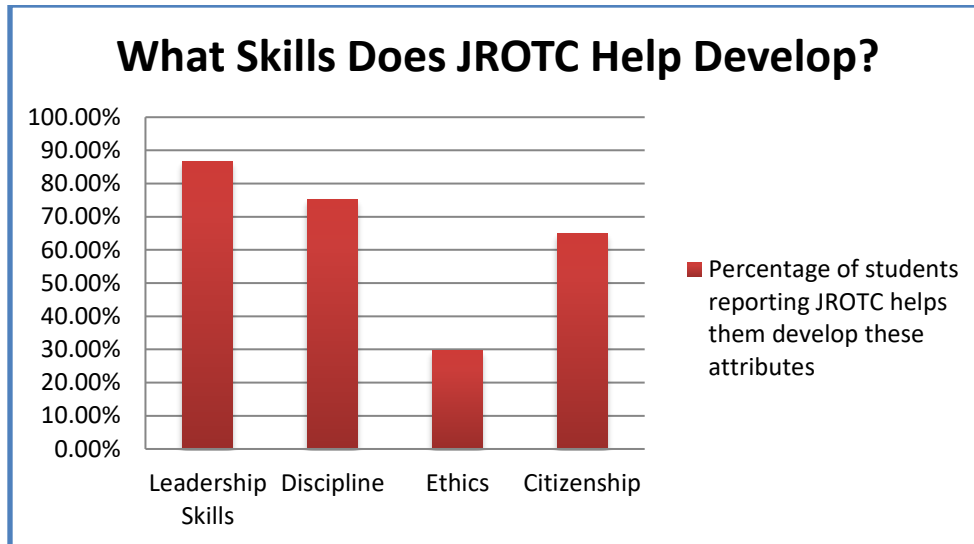


Figure 1.0: Skills Promoted by JROTC Curriculum

TVMA’s enrollment summary is provided below. TVMA’s enrollment targets have been created with an extensive marketing plan prior to the start of classes in the Fall of 2023 in mind. At a minimum of eight months from the opening of TVMA’s doors, TVMA will begin targeted marketing on social media to prospective Cadets. This marketing effort will enable TVMA to bolster our early enrollment numbers which will inspire more Cadets to enroll in TVMA due to the robust opening enrollment which will facilitate a full “Cadet” experience from day one. Further, targeted marketing will enable TVMA to market to prospective Cadets in underserved and underrepresented communities.

In addition to the extensive marketing efforts that TVMA will engage in, TVMA will benefit from an enrollment standpoint by being the only public-school choice option in Tennessee that integrates military values throughout all aspects of its operations. TVMA will also draw Cadets from a wider area than a standard district or charter school, as Cadets will prove willing to travel a further distance to receive an educational experience that they cannot find anywhere else in the state. This element of TVMA will prove especially valuable to students who are in 11th and 12th grades, as many of these students have begun to consider their plans for after high school graduation. TVMA will provide an attractive targeted option for all individuals nearing the completion of high school who are considering attending a military academy, attending an ROTC program in college, attending a service academy, enlisting in any branch of the military, or who simply wish to explore a different opportunity prior to making the decision as to their post high school plans.

Enrollment in our academy will provide extensive leadership that no other school or JROTC can come close to providing. We will use this as a very specific recruiting and enrollment tool. For newly enrolling juniors and seniors, these are students who have made determined life goals towards the military, and we will demonstrate how our expanded leadership opportunities will excel their opportunities for direct enlistment, college ROTC scholarships and nominations to Service Academies. As an example, a hard-working junior could serve as a Company Commander, giving them leadership over 100 other cadets. A hard-working senior will serve as the Battalion Commander and have responsibilities over 484 other cadets. In the active-duty military, it takes an officer 17-20 years to earn the rank of Lieutenant Colonel and lead a

Battalion of the same size. It is unheard of for 17- and 18-year-old men and women to have this opportunity. We are confident we will attract our projected number of juniors and seniors seeking advancement we will provide.

(g) Complete the enrollment summary and anticipated demographics charts below.

Grade Level	Number of Cadets					
	Year 1 2023	Year 2 2024	Year 3 2025	Year 2026	Year 5 2027	At Capacity 2027
6	80	95	105	110	120	120
7	80	95	105	110	120	120
8	80	95	105	110	120	120
9	80	95	105	110	120	120
10	80	95	105	110	120	120
11	50	75	95	100	100	100
12	35	50	75	85	100	100
TOTAL	485	600	690	735	800	800

Anticipated Demographics	% of Economically Disadvantaged cadets	% of Cadets with disabilities	% of English language learners
40% Caucasian, 52% Black 8% Hispanic	85%	18%	10%

1.3 Academic Focus and Plan

(a) Describe the academic focus of the proposed school.

TVMA employs a blended learning model that allows cadets to take all of the military education classes (specifically JROTC, and in grades sixth, seventh and eighth Military Awareness) as well as the other academic classes that will best prepare them for future military service. We offer a very robust academic environment, primarily utilizing a traditional approach of education, combining lectures with written assignments, projects, and some group work in a military culture. Under the current Covid protocols, where everyone is providing online, we currently do not be offer all 34 AP courses. Instead, we will offer 3-7 on campus, depending on demand and how many cadets meet the criteria. Our available curriculum options allow high achieving cadets to excel, while also allowing average cadets to experience a challenge and provides opportunities for those with special needs to receive necessary services (Appendix I). The JROTC classes and Aerospace Technology Endorsement are especially appealing to our target population of cadets who desire to pursue military service. Our elective courses offered provide cadets with solid backgrounds in Career Technology Education (CTE) fields particularly suited for enlisted military service positions or high academic rigor and prepare cadets to be competitive and successful in the military academies or collegiate ROTC programs. Our model begins the high quality, relevant instruction with our middle grade program (7-8th), but cadets who enter at grades in the secondary level are equitably provided the services they need to meet and exceed academic standards for postsecondary success.

Our academic model is a rigorous, standards-based model including strong elements of blended learning. Blended learning will enable TVMA to engage the latest research-based practices in the utilization of analytical software. All programs will be researched based and fit within the mission of TVMA. We will have dedicated and determined professional development in all aspects of operation. This will include the blending of analytical, technology-based learning; bridging to classroom instruction; bridging to extracurricular modules. All of which will develop the total blend of our academic model. We recognize that blending modules through bridging activities will result in maximized performance of the academic model. Professional development, staff team building, and data driven time is essential to adhere to this model.

(b) Outline the academic plan of the proposed school.

b.1 Academic Benchmarks

In addition to the end of year tests, TVMA will utilize several benchmark tools. The primary, additional tool is the NorthWest Educational Association, or similar. This will be administered three times a year, providing cadet, class, teacher and school level data to support RTI, MTSS and school level curriculum planning and other related activities.

On a weekly basis teachers will engage in professional development, which is focused on data driven instruction. The benchmark given three times a year will set goals for each cadet, which is monitored and adjusted weekly. Lessons will be retaught, differentiate instruction used, supplemental material, and other activities to ensure cadets are making progress towards established benchmarks. Benchmarks will be set by teachers, grades, departments and with the leadership team after the first assessment and evaluated frequently.

(c) Describe the most important characteristics of the academic plan,

c.1 Educational Philosophy

We partner with the family to challenge and support all cadets as they gain the skills and knowledge required to reach their individual potential and contribute positively to society.

We challenge and support. Cadets gain new knowledge within the context of our culture, including important historical events and scientific information. Our cadets study classic pieces of literature, music, and art to provide a backdrop that facilitates understanding. We provide academic rigor and instructional support to continuously refine cadets' aptitudes to allow them to achieve their full potential. Teachers differentiate instruction for each cadet effectively and appropriately by ensuring that Tier II and Tier III interventions are provided as needed, based on data from our universal screeners.

We establish clear routines and procedures, which are communicated regularly to cadets, parents, and teachers. All teachers participate in collaborative teams or PLCs using evidence (benchmark data, quizzes, unit assessments) of cadet learning to inform and improve practices. Teacher teams can clearly articulate what every cadet must learn in their assigned grade level or subject area. Curriculum and assessments are aligned to state and national standards, and they prioritize the essential skills for each grade level or subject area so that it can be taught within the time available.

We encourage patriotism. Our schools embrace the principles of liberty and freedom that our country was founded upon. We recite the Pledge of Allegiance each morning, encourage the study of our country's history, and host special events to honor those who have served our country, past and present.

We teach effectively. Teachers implement proven instructional strategies (7 EEL², White Boards, Venn Diagrams, Graphic Organizers³, Think-Pair-Share) in each lesson, and they are proficient in engaging each cadet in their classes. Teacher effectiveness is monitored daily and teachers are provided with clear feedback through administrator observations, check-ins, evaluations, teacher self-reflections, and peer reviews. Teacher effectiveness is also influenced by professional development opportunities that are directly related to their instructional growth needs and goals.

We RAISE leaders. We prepare our cadets to become the leaders of the future by infusing character education into every subject. We include a RAISE leadership objective into each subject's unit of study, through the daily practice of writing and discussing RAISE leadership, and by reinforcing how RAISE applies to our cadets personally, academically, and through civic responsibility. This gives cadets the first-hand opportunity to improve themselves and help their families and communities by directly applying their leadership knowledge. This is completed through weekly leadership lessons and school-wide drives to support community organizations. We prepare cadets with the skills and knowledge they need to be ready for college and career after graduation.

RAISE reflects the values we will inculcate in all cadets. Each lesson plan will have a 'RAISE value taught' in which our teachers will intentionally discuss Respect, Accountability, Integrity, Service and/or Excellence. Our cadets will learn that the core values of TVMA can be found in all classes, activities, and decisions throughout life.

c.2 instructional methods

² Schmoker, Mike, *Focus: Elevating the Essentials to Radically Improve Student Learning*, 2nd ed., Alexandria, Association of Supervision and Curriculum Development, 2018.

³ Marzano, Robert J, et al. *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement*, Alexandria, Association for Supervision and Curriculum Development, 2001

Effective instruction is specifically designed to narrow achievement gaps grade level by grade level through building knowledge upon knowledge. We are committed to facilitating this improvement through the implementation of proven instructional methods of direct instruction, the Socratic method, and discovery learning. We are also committed to providing content-rich curricula that allow our teachers to provide a foundation for cultural literacy in our cadets. If we identify any deficits in proficiency, we are committed to investigating the issue and working solutions. We will utilize schoolwide data, surveys, classroom observations, and PLC discussions to find any gaps. Campus administration and staff will continually monitor cadet progress and intervene prior to any large gaps in proficiency.

Clear Learning Objective

In planning a lesson, the teacher considers the one main objective for the lesson that is aligned with academic standards, and indicates how cadet growth and achievement will be measured. This is stated in cadet-friendly vocabulary and written in a visible location visible to all cadets (preferably at the front of the classroom near the whiteboard). The teacher refers to the objective often throughout the lesson, particularly at the beginning and at the end. The objective indicates how the cadet will know they have accomplished the objective or how they will be measured.

Anticipatory Set

In order to best prepare cadets for the learning about to take place, it is vital that the teacher utilize background knowledge, help spark curiosity, and show relevancy. This is done in a brief window early during instructional time. The anticipatory set may include embedded vocabulary from text(s) that will be used in the lesson.

Small, Manageable Chunks

Teachers will be required to present their instruction in small, manageable chunks. This will help cadets break down the information in meaningful ways. Teachers will be asked to follow the cycle of Teach & Model, Guided Practice, Check for Understanding, Adjust & Reteach, and Independent Practice. This cycle is to be repeated multiple times throughout the lesson in order to present the material for cadets to accomplish the Clear Learning Objective. This presentation of material, utilizing direct instruction in conjunction with Socratic discussion and discovery learning provides cadets the opportunity to achieve mastery of the content and standards presented.

Differentiated Instruction

Differentiated Instruction takes into account individual cadets' learning style and prior knowledge when developing effective lessons, benefiting cadets of all ability levels. Teachers will be expected to be familiar with cadets' academic history and performance levels in order to support differentiated instructional methods.

High Expectations

We believe whole-heartedly that all of our cadets can achieve success, which aligns with Dr. Harry K. Wong's beliefs that "you can accomplish anything with cadets if you set high expectations for

behavior and performance by which you yourself abide.”⁴ It is vital to the success of our cadets that our teachers routinely set up high expectations from the first day of school and hold themselves and their cadets accountable throughout the year. In order to ensure effective communication and set forth clear expectations, cadets will be provided with a detailed syllabus at the beginning of the course that describes expectations for participation, communication, and course competencies. A schedule will also be established with clear due dates and an established pattern of activity. Each assignment will be required to include the learning objective as well as clear directions and expectations.

Classroom Management

A key component of effective instruction is effective classroom management. When teachers are capable of maintaining the engagement of their cadets for the duration of the lesson, the content is more likely to be learned and cadets are more likely to apply that content in their lives and in other subjects.⁵

All classroom instruction is monitored through classroom observations by campus administration. Administration is expected to be in classrooms daily and is expected to provide effective and timely feedback to instructional staff. Administration will specifically with the cadet learning and the visible evidence of engagement and mastery by cadets. If changes need to be made, that campus administration will coach the staff in effective practices and how to specifically improve. If further professional development is needed, it will be provided either through the Learning Management System or by an administrator or a model teacher. Educators are expected to be reflective in their practices. In PLC’s, teams may choose to visit other classrooms and work on specific skills together. Administration will be able to note if there are professional development needs for all staff based on their consistent observations and visits.

Data-driven Instruction

Data driven instruction techniques which guide course preparation and presentation, creating an environment for attention to individual academic achievement. The data collected from universal screeners, diagnostic assessments, unit assessments and other formative assessments will be used to adjust instruction to better meet the needs of cadets and provide intervention, enrichment, or reteach opportunities as needed.

Summative assessments will be provided through the Illuminate assessment system. Illuminate will measure cadets’ mastery of course competencies in alignment with Tennessee State Standards. The cut scores provided by the assessment system (eg. Illuminate DnA) are based on state testing information that gives us the ability to see who is or isn’t mastering content. This allows teachers and cadets to set and incorporate additional RAISE goals, as well as incorporating SMART Goals.

⁴ Wong, H.& Wong, R. (1991). *First Days of School*. Harry K. Wong Publications.

⁵ Wong, H.& Wong, R. (1991). *First Days of School*. Harry K. Wong Publications.

Illuminate assessments will also facilitate in-depth reviews of cadet data during PLC Team meetings, which will drive future instruction and increase cadet achievement.

State assessments play a vital role in our data-driven instruction as additional data to better understand how well our cadets are prepared for progression through the school system as well as for life after high school. The data from state assessments in conjunction with our own internal data also provides data with which we can determine the effectiveness of the curriculum, professional development, and other teacher and staff resources. We will evaluate our internal assessments, comparing them to the results of the state assessments. This will allow us to provide high quality internal systems to predict performance on state assessments.

We will provide an academic environment that sets cadets up for success:

- Growth Mindset is not just a catchphrase, but truly an endeavor of TVMA. When a cadet catches a vision of who he or she can become, nothing can stop him or her!
- Professional staff selected for their background, with the primary focus on academic achievement and experience
- Extracurricular opportunities that provide venues for cadets to practice leadership and experience personal growth
- Rigor in academic delivery with the expectation of cadets learning and demonstrating commitment to academic excellence, with our professional staff providing guidance and support at every turn
- Staff dedication to our mission, which is ultimately measured by the individual achievement of our cadets

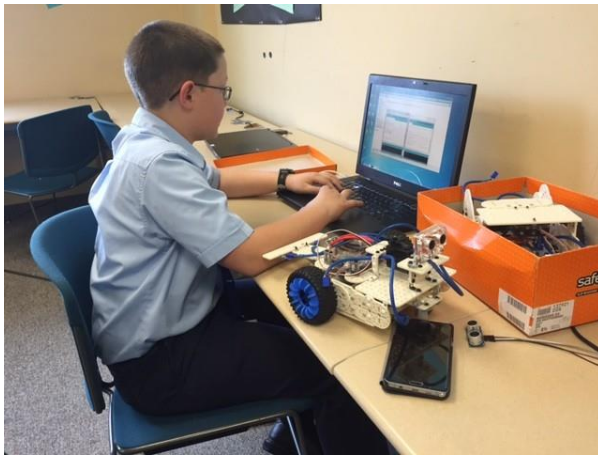
We believe strongly in solving the needs of our families. As such, we will work with families in our community in the following ways:

- Strong family values which include respect and need for the family, and encourage a safe, wholesome and nurturing environment that builds a well-rounded cadet
- Parental and familial engagement supporting all aspects of cadet life
- Exposure to leadership examples of excellence, opportunity, and goal setting
- Service opportunities which build on our Foundational Values, strengthening the building blocks of leadership

c.3 Innovations

High Quality, Relevant Instruction. We employ a blended learning model through our Core Knowledge academic curriculum that allows cadets to take all the military education classes (specifically JROTC) as well as the other academic classes that will best prepare them for future military service. We have selected this model on account of the research supporting its effectiveness (Kazu, & Demirkol, 2014; Poon, 2013; Stacey, & Gerbic, 2008; Vignare, 2007) regarding relevance and rigor for diverse groups of cadets and learners. We offer a very robust academic environment, primarily utilizing a traditional approach of education, combining lectures with written assignments, projects, and some group work in a military culture with the blended learning of computer-based courses as well. Our cadets can take classes online while on our campuses, allowing TVMA to offer all thirty-four Advanced Placement classes within a

smaller school environment and specialty classes like Mandarin Chinese and Arabic that uniquely prepare cadets for specialized military careers. This option is what we call the Viper Flight Distance Learning Academy. This model allows for flexibility in instruction for high achieving, typically performing, and educationally disadvantaged cadets. Our curriculum available curriculum options allow high achieving cadets to excel, while also allowing average cadets to experience a challenge and provides opportunities for those with special needs to receive necessary services. The JROTC classes and Aerospace Technology Endorsement are especially appealing to our target population of cadets who desire to pursue military service. Our elective courses offered provide cadets with solid backgrounds in Career Technology Education (CTE) fields particularly suited for enlisted military service positions or high academic rigor and prepare cadets to be competitive and successful in the military academies or collegiate ROTC programs. Our model begins the high quality, relevant instruction with our middle grade program (6-8th), but cadets who enter at grades in the secondary level are equitably provided the services



they need to meet and exceed academic standards for postsecondary success. target population of cadets who desire to pursue military service. Our elective courses offered provide cadets with solid backgrounds in Career Technology Education (CTE) fields particularly suited for enlisted military service positions or high academic rigor and prepare cadets to be competitive and successful in the military academies or collegiate ROTC programs.

Engaging Co-Curricular Activities. Co-curricular activities have years of research supporting their effectiveness in improving cadet success (Bergen-Cico, & Viscomi, 2012; Camp, 1990; Fujita, 2006). As part of developing the whole cadet, we offer several co-curricular activities. Those activities include extension co-curricular activities for classroom instruction, like the Silent Film project in US History II or the Marshmallow catapult project that incorporates engineering and physics. Our instructors are trained in the pedagogical strength of traditional methodologies, but also in the impactful methods of co-curricular activities. Our academies also understand the importance of athletics and intramural sports in developing



well-rounded cadets for postsecondary life. Athletics promotes collaboration, teamwork, sacrifice, and communication. These are all skills valued and needed in military life, corporate life, and to be a robust citizen. Our academy will offer seven co-ed sports programs: Volleyball, Baseball, Wrestling, Basketball, Soccer, Cross Country, and Martial Arts. We believe each of our teams, and the individual sport of Martial Arts, promotes discipline and physiological conditioning that benefits academics and psychological health (Penedo & Dahn, 2005).

Leadership Development. Embedded into our philosophy is the belief that every cadet can *learn*; every cadet can *lead*; every cadet has *unlimited potential to excel*. As a means to prepare leaders, and support cadets' psycho-social development so that they are able to self-actualize, we promote a culture that consistently supports cadets' realization or fulfillment of one's talents and potentialities through social and academic success. Opportunities to self-actualize are most aptly captured in our Ranger Battalion and our Haven J. Barlow Chapter of the National Honor Society. The Ranger Battalion is not a cadet run program. It is a physical fitness-based competition team operated and coached by highly experienced individuals appointed by TVMA



administration. The team consists of co-ed cadets selected by the coaches. Coaches select teams based on three factors: Attitude, Academics, and Ability. Although the Ranger Battalion does not discriminate based on disability a cadet must be able to at a minimum: perform pushups, sits-ups, and run at least 5 kilometers, and the program fully complies with Title IX and highly promotes the participation of female cadets in the selective Ranger Battalion program. The Ranger Battalion cadets attend at least three (Monday/Tuesday/Thursday) practices a week, during competition season and twice a week (Tuesday/Thursday) in the off season. Occasionally there will be required Saturday practices or team building events. The tight knit and profoundly supportive program encourages leadership, confidence, and comradery. The National Honor Society is a nationally respected organization that recognizes high school cadets who have excelled in the areas of cadetship, leadership, service, and character. Membership indicates that a cadet has not only excelled academically, but also works to improve TVMA and the community.

First Responders/CTE track is truly a unique focus for any public high school in Memphis – Shelby County, and likely across the entire State. Many schools offer law enforcement, and some levels of public safety and medical preparation. We will implement four specific CTE programs, that upon completion our Cadets will be able to take a nationally or locally certified test, and upon passage can find gainful employment and a career. These tracks are Law Enforcement, Fire Fighter, Emergency Medical Technician and Cyber Security. We have added the courses below in our course offerings and recognize it will take several years to fully implement the program, as cadets will need to take several prerequisite courses prior to the Cap Stone, and the certification test. These will lead to jobs as unarmed/armed security, 911 Dispatcher, Unmanned Ariel Vehicle pilots, EMTs, Crisis Relief works, and several aspects of cyber security. In addition, our enhanced partnership with the various branches of the United States Military, Active, Reserve and Guard, mean enhanced training. An example, a cadet that completes our Law Enforcement track and is trained as a security guard, cannot be employed as a police officer until they are 21 years of age. By supporting them entering the Army, Marines or Air Force Reserves or Guard, they can receive an MOS (Military Occupational Specialty) as a law enforcement office (MP, SP, etc.), which is incredible preparation prior to turning 21.

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

The benefits of teaching the JROTC curriculum are numerous, and well documented, from the 1970s to present, as summarized below:

- Students participating in JROTC programs compared with those who are not have been found to have statistically significant high scores in the areas of leadership, citizenship, and self-reliance. Leadership and self-reliance skills are particularly beneficial and necessary for success in school, careers, and life.
 - Lower dropout rates
 - Lower suspension rates
 - Higher grade point average
 - Higher ACT scores
 - Higher likelihood of attending college

The benefits of using an academically rigorous Core Knowledge curriculum, including Advanced Placement, are also well documented, providing cadets the following benefits:

- Cadets participating in an academically rigorous curriculum are more likely to graduate from high school and attend college
- Cadets participating in rigorous curriculum have higher standardized test scores
- When combined with relevance, cadets develop higher level cognitive skills and retain more information
- Cadets are well-prepared for college and can enter with a significant amount of college credit

TVMA requires all cadets to obtain an endorsement in one of four areas to graduate. Each of these programs are to prepare cadets for military service immediately upon graduation or to be competitive to receive appointments to a military academy or an ROTC cadetship and being highly successful in college. The endorsements are described as follows, and the specific requirements for each are located in the graduation requirements of this section.

- **Science, Technology, Engineering and Math (STEM):** Cadets who pursue this emphasis will be well-prepared for pursuing these rigorous programs in college and be strong competitors for military appointments and ROTC cadetships.
- **Liberal Arts:** Cadets in this emphasis will also be well-prepared for college in any field of study they wish to pursue.
- **Aerospace Technologies:** Cadets who achieve this CTE focused endorsement will be well prepared to enter the military or other aerospace technological field immediately from high school.
- **First Responder/CTE:** This endorsement, also CTE focused, prepares cadets to enter the workforce or military prepared with critical skills and certificates in the First Responder areas.

Each of these areas provide a focused opportunity and fit within the elective course offerings. Cadets may engage in more than one area, or track, such that a cadet may graduate focused on both Liberal Arts as well another focus. It is anticipated that all cadets will graduate ready for college, though they may choose a different “Exit Point” upon graduation.

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

TVMA offers a very robust Core Knowledge curriculum based academic environment, primarily utilizing blended model with a traditional approach of education, combining lectures

with written assignments, projects, and some group work in a military culture, and access to online coursework through the Viper Flight Academy.

The Core Knowledge Curriculum makes it easy for schools to outline state curriculum standards using Curriculum Planning Charts. The TVMA Academic Director will work diligently in maintaining cohesion with the Tennessee State Standards and the Core Knowledge Curriculum outlines. The Core Knowledge Curriculum framework identifies competencies to be mastered at each grade level. This sequential building of knowledge ensures that children enter each new phase of their academic endeavor prepared to achieve to their highest potential. The curriculum framework places emphasis on reading, writing, and mathematics as well as modern languages, physical education, and the arts, all of which aligns with our primary focus of preparing cadets for post-secondary life as leaders. The rigor and relevance of the Core Knowledge curriculum is ideal for the purpose of promoting higher levels of performance in the knowledge taxonomy. Through the use of the Core Knowledge Sequence, content for each grade level is outlined in a clear and concise way. This formatting is sequential in nature because building knowledge in cadets is established over grade levels. The Core Knowledge Sequence helps to ensure that children are ready to learn immediately when they enter a new grade level without having to repeat and review units from their previous grade. Grade-by-grade sequencing of topics is important because it gives teachers some assurance that children will come prepared with a shared core of knowledge and skills, and because children learn more effectively when instruction follows the basic psychological principle that we learn new knowledge by building on what we already know. This paired with our blended learning methods, and use of NWEA-MAP academic performance testing has shown to be a success combination for our cadets in our other two schools.

With the idea that we aim to provide our cadets with a sense of cultural literacy, we utilize the Core Knowledge Sequence as the bedrock of our educational program, serving as the foundation for all other subjects. This provides a comprehensive and integrated approach to education, which gives cadets a solid foundation upon which they can continue to build throughout their educational careers.

ENGLISH

We use the Core Knowledge Language Arts (CKLA) curriculum. Our teachers and curriculum development team will analyze the Tennessee State Standards and ensure the lessons, activities, and curriculum utilized specifically address those standards. We use research-based resources which provide a mix of classical and contemporary texts, including Core Knowledge aligned novels, short stories, informational text, essays, and speeches. Additional anthologies, open-sourced texts, and primary source documents from the public domain are also included. We will focus on inquiry-based essential questions that engage cadets. There is an embedded instructional framework that provides whole class, small group, and independent work and performance. Our included writing resources provide a guide to informational, argumentative, and narrative writing. An additional writing assessment grading tool is included to provide cadets with immediate feedback. All learning levels are engaged due to the inclusion of differentiation materials for ELL, Special Education, and Gifted cadets.

MATH

Our chosen math curriculum, Eureka Math — also known as EngageNY — is a complete curriculum that carefully sequences the mathematical progressions into expertly crafted modules. This coherent approach allows teachers to know what incoming cadets have already learned and ensures cadets are prepared for what comes next. When implemented with fidelity, Eureka Math will dramatically reduce gaps in student learning, instill persistence in problem-solving, and prepare cadets to understand advanced math. It's not enough for cadets to know the process for solving a problem; they need to understand why that process works. Teaching mathematics as a “story,” Eureka Math builds cadets’ knowledge logically and thoroughly to help them achieve deep understanding. While this approach is unfamiliar to those who grew up memorizing mathematical facts and formulas, it has been tested and proven to be the most successful method in the world. We will utilize Eureka Math as our foundational approach as we address the Tennessee State Standards, teaching the standards through the lens of Eureka Math.

SCIENCE

Adhering to the Core Knowledge Sequence, we utilize OpenSciEd to support the Core Knowledge Sequence for 6th through 8th grades. Science classes at all grade levels will include various technical approaches to observing, describing, recording, ordering, analyzing, testing, and comparing predictions to observations. OpenSciEd was built on the foundation of the crosscutting concepts embedded in the current Tennessee Science standards. It ensures that cadets meet engineering and technology, physical, life, and Earth and space standards. It contains real-world challenges and hands-on activities. Science 9-12 similarly focuses on the Tennessee Science Standards for high school. It ensures cadets will meet the engineering and technology, physical, life, and Earth and space standards. It contains real-world challenges, and hands-on activities appropriate for preparing cadets for college and career readiness. Cadets will experience science through a variety of resources including hands-on labs and online materials.

HISTORY & SOCIAL STUDIES

We utilize Core Knowledge History & Geography for 6th grade. This curriculum provides cadets with a vibrant physical and digital text including Lexile-appropriate charts, graphs, and primary source materials. The same principles are followed for 7th through 12th grades wherein a content-rich curriculum is selected based on its use of primary sources. Through studying primary source documents of the past, cadets are able to achieve social and civic competencies and display cultural awareness that applies to current events and beyond. To apply and hone these skills, cadets write informative and argumentative essays, conduct research and participate in civic debates. Inquiry-based essential questions provide the basis for each content area within the text. The text and additional ancillary resources provide cadets with the knowledge and skills to critically think, read, and write. It provides a basis for skills and content, which cadets will be able to use both in college and their careers. Embedded Document-Based Queries engage cadets to make connections between their learning and lives, providing them with the ability to reflect and make connections. Timelines, maps, charts, videos, and primary sources offer support with skills, such as analysis and interpretation. As stated previously, our teachers and curriculum development team will plan lessons directly from the Tennessee State Standards and ensure they are being addressed when using the curriculum, we propose.

TVMA will provide a rigorous academic program combined with the Air Force and Army Junior Reserve Officer Training Corps (JROTC) curriculum. All courses are taught on campus, with some Advanced Placement courses offered so that cadets have the greatest selection of courses available. Cadets enter TVMA in the sixth grade, and spend the next three years developing character, skills, background knowledge, and achieving grade level performance in all subjects in order to be prepared for the high school curriculum.

(f) Explain why the instructional methods and proposed curriculum are well-suited for the targeted student population. How does the curriculum honor and/or reflect the diverse identities of your students?

The instruction methods for TVMA for the curriculum are both multiculturally appropriate and cadet focused. Two explicit teaching methods are encouraged through professional development training to TVMA teachers to provide cadets levels of support: differentiated instruction and response to intervention (RtI). Both are discussed below.

Differentiated Instruction. Teachers can differentiate the Core Knowledge and Eureka math curriculum elements in a variety of ways in the classroom. What a teacher decides is the best path for each individual cadet can depend on the cadet's readiness, interest, and/or learning profile, and our teachers will receive this training to measure a cadet's readiness, interest, and/or learning profile. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. Differentiated Instruction is also a culturally appropriate and cadet-centered pedagogy. The following are examples of differentiating content, process, products, and learning environments our teachers can employ:

Content – what the cadet needs to learn and how he/she will get access to

- Using reading materials at varying readability levels
- Putting text materials on tape
- Using spelling or vocabulary lists at readiness levels of cadets
- Presenting ideas through both auditory and visual means
- Using reading buddies
- Meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners

Process – activities in which the cadet engages

- Using tiered activities through which all learners work with the same important understandings and skills, but proceed with different levels of support, challenge, or complexity
- Providing interest centers that encourage cadets to explore subsets of the class topic of particular interest to them
- Developing personal agendas (task lists written by the teacher and containing both in-common work for the whole class and work that addresses individual needs of learners) to be completed either during specified agenda time or as cadets complete other work early
- Offering manipulatives or other hands-on supports for cadets who need them
- Varying the length of time, a cadet may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth

Products – culminating projects that ask the cadet to rehearse, apply, and extend what he or she has learned in a unit

- Giving cadets options of how to express required learning (puppet show, write a letter, develop a mural with labels)
- Using rubrics that match and extend cadets’ varied skills levels
- Allowing cadets to work alone or in small groups on their products
- Encouraging cadets to create their own product assignments as long as the assignments contain required elements

Learning Environment – the workings and feel of the classroom

- Making sure there are places in the room to work quietly and without distraction, as well as places that invite cadet collaboration
- Providing materials that reflect a variety of cultures and home settings
- Setting out clear guidelines for independent work that matches individual needs
- Developing routines that allow cadets to get help when teachers are busy with other cadets and cannot help them immediately
- Helping cadets understand that some learners need to move around to learn, while others do better sitting quietly (Tomlinson, 1995, 1999; Winebrenner, 1992, 1996)

Differentiated Instruction offers many benefits for the multi-faceted classroom of the 21st Century. Research has shown that Differentiated Instruction is critical in the successful implementation of classroom techniques for all cadets.

Response to Intervention (RtI). TVMA will utilize a Response to Intervention (RtI) process that integrates assessment and intervention within a multi-tiered system of supports to maximize cadet achievement and to reduce behavior problems. TVMA will identify cadets who are at-risk for poor learning outcomes, monitor cadet progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a cadet’s responsiveness; and identify cadets with learning disabilities or other disabilities. RtI implementation at TVMA will contribute to more meaningful identification of learning/behavior problems, improve instructional quality, provide all cadets with the best opportunities to succeed at TVMA, and assist with the identification of learning difficulties and problems.

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

(1) Basic graduation requirements at TVMA are the same as those outlined in State Requirements for a standard high school diploma. In addition to the four options available for cadets to earn a standard diploma, Tennessee Administrative Code), High School Graduation Requirements for Cadets with Disabilities, outlines two additional options that cadets with disabilities may complete within the credits. These basic requirements include:

- English/Language Arts: 4 credits
- Math: 4 credits
- Science: 3 credits
- Social Studies: 3 credits
- Fine/Performing Arts: 1 credits
- Physical Education/Health: 1 credits
- Electives: 8 credits

In accordance with TN statutes, participation in career education courses engages cadets in their high school education, increases academic achievement, enhances employability, and increases postsecondary success. The department developed, multiple, additional career education courses or a series of courses that meet the requirements and this will allow cadets to earn credit in both the career education course and courses required for high school graduation. TVMA allows for cadets to engage with STEM (college preparatory) with the following courses, with a minimum of four Advanced Placement classes:

- Biology
- Chemistry
- Physics
- Algebra
- Calculus
- Statistics
- Introduction to Engineering
- 2 Credits of Technology courses

TVMA will also offer Career Education courses with a First Responders Endorsements (CTE emphasis) for Law Enforcement, Fire Fighter, Emergency Medical Technician or Cyber Security, they must have taken and passed the following courses:

Emergency Medical Technician Endorsement

- Emergency Medical Technician I
- Emergency Medical Technician II
- Emergency Medical Technician III

Law and Public Safety Endorsement

- Law and Public Safety I
- Law and Public Safety II
- Law and Public Safety III

Fire Fighting Endorsement

- Naval Sea Fire Fighting I
- Emergency Medical Technician I
- Naval Sea Fire Fighting II

Cyber Security Endorsement (three of the following)

- Network server security
- Ethical Hacking
- Solid Edge CAD
- MicroSoft Office Suite
- A+
- Security Fundamentals
- Cisco Networking
- Linux Computer Language

Capstone Certification Tests

- Test 1
- Test 2
- Test 3

TVMA will also offer Career Education courses with a Computer Technology Endorsement (CTE emphasis), they must have taken and passed the following courses:

- Computer Literacy
- Introduction to Programming
- Problem Solving with the Internet
- Problem Solving with the computer
- Programming methodology
- Apps for Smart Phones
- Network Security Course I
- Network Security Course II – “CyberPatriot” Team
- Cap Stone Seminar

TVMA will also offer cadets the opportunity to graduate with the Liberal Arts Endorsement, in which they must have taken and passed the following courses, with a minimum of four Advanced Placement classes:

- 3 Credits of Foreign Language
- 3 Credits of Humanities Classes (potentially online offerings)
- 2 Credits of Fine Arts Classes

(h) If your academic plan includes blended learning, describe (x) which blended learning model the proposed school will use (i.e., online content in various lessons only, a single course, or an entire curriculum), (y) the role of teachers within the blended learning environment, and (z) how this approach will drive academic gains and close the achievement gap with the targeted population of students, using the latest data analyses and research.

Our Viper Flight allows cadets to take classes online while on the campus, allowing TVMA to offer all core classes, and elective classes within a smaller school environment and specialty classes such as foreign language, and foreign policy that uniquely prepare cadets for specialized military careers. TVMA may also offer concurrent enrollment course with accredited institutions of higher education as need may warrant. The JROTC classes and Aerospace Technology Endorsement are especially appealing to the target population of cadets who desire to pursue military service. Elective courses offered provide cadets with solid backgrounds in CTE fields particularly suited for enlisted military service positions or high academic rigor preparing cadets to be competitive and successful in the military academies or collegiate ROTC programs.

Role of the teacher in Viper Flight includes daily updates with the Viper Flight coordinator. This coordinator will check on the cadets hourly, monitoring of cadet engagement with course work, and daily follow-up with cadets on assignments. This approach will ensure that call cadets engaged in online courses have multiple contact points to ensure the support necessary for successful completion.

(i) For sponsors of existing schools only: describe any key academic plan features for the proposed school that will differ from the existing school’s original application, the rationale for implementing these different features and any new resources they would require.

N/A

1.4 Academic Performance Standards

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

Cadets in grades 6-8 are required to enroll in eight (8) credit-bearing courses each year. These courses will include English, Math, Science, History, Physical Education, Technology, Military Awareness, and Elective choices as outlined in the chart below (grades 6-8 inclusive). Cadets must pass each course with a grade of ‘D’ or higher to get course credit. Failure to get course credit will result in the Cadet either retaking the course or enrolling in a credit recovery course. Teaching faculty will make every effort to assist Cadets in understanding course material, and aid them as they learn to demonstrate proficiency through periodic Checks for Understanding, as well as formal assessments. In order to be promoted to the next grade, Cadets must demonstrate proficiency in basic academic skills at the current grade level. ‘Proficiency’ is defined as achieving passing grades in both core and elective classes. The grading scale is listed below.

Grade 6	Grade 7	Grade 8
English 6	English 7	English 8
Math 6	Math 7	Math 8
History 6	History 7	History 8
Science 6	Science 7	Science 8
Physical Education	Physical Education	Physical Education
Technology	Elective	Elective
Elective	Elective	Elective
Military Awareness	Military Awareness	Military Awareness

In accordance with Tennessee State requirements, 8th grade promotion criteria include standards in at least the areas of reading, writing, mathematics, science and social studies. Cadets in grades 6-8 are required to enroll in eight (8) courses each year. These courses will include English, Math, Science, History, Physical Education, Technology, Military Awareness, and Elective choices as outlined in the chart above (grades 6-8 inclusive). Cadets are required to meet academic standards using the following marking system or grading scale to receive credit in a course. The grading system for subject achievement – Middle School Grades 6, 7 and 8 includes:

1. Grades earned by cadets are measurements of achievement in each class in which the cadet is enrolled. The quarter grade is a progress report. The semester grade indicates achievement for the semester.

(a) Interpretation of grades

A - Excellent

B - Good (above average)

C - Average

D - Poor (below average)

CR - Credit only (restricted for use in courses approved by the Director)

INC - An Incomplete shall be given only when a cadet's work is not finished by the end of the grading period because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

NG - No grade signifies that a cadet has not been enrolled long enough for a grade to be determined.

F - Failure (no credit)

TVMA Grading Scale

A 90-100

B 80-89

C 70-79

D 60-69

F < 59

Cadets in each course demonstrate mastery of content and proficiency through multiple means including assessment, writing, presentation, speech, and leadership. Core competencies are established and aligned with state standards. Achieving a passing grade in eight classes per year in the required categories, in the Junior High School program (grades 6-8) will result in promotion to the next grade. Failure to receive eight passing grades per year or will result in an investigation into possible retention. Retention determination processes and procedures are outlined below.

Cadets whose promotion readiness is in question will be evaluated by a team of teachers, led by the Director or Assistant Director for Academics. The team of primary teachers who have been the Cadet's teachers in his/her core courses. Performance in these areas will be evaluated based on criteria outlined in each course syllabus. The team will determine the probability of success in the higher grade, taking into consideration academic ability, social and emotional health, as well as physical health. Working with the parents or guardians, the team will make a recommendation for promotion or retention of the Cadet.

Cadets are promoted based on the provided guidelines above. We selected the criteria based on empirical data showing that cadets who achieve mastery of content, as demonstrated by attaining required grades and test scores, are prepared to be successful in the next grade. Cadets who demonstrate a passing grade (A, B, C, D) in a course have demonstrated a proficiency in the content area. We recognize that Cadets with a passing grade of A, B, C or D demonstrate the proficiencies for passing the state assessment as evidenced by the benchmark assessments within Illuminate. However, our mission is to help all Cadets realize their potential. In keeping with this mission, Cadets with a D in a course will receive remediation to support their academic progress until they can demonstrate mastery of the standards aligned with core competencies.

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

Goals will be set for Math, ELA, NWEA Writ scores, ASVAB scores, ACT scores, completion of CTE Endorsements, cadet retention, teacher retention, college scholarship dollars, direct enlistment into the military, Congressional Nominations to Service Academies and Graduation rate. Year one will be a baseline year. In as much as possible, we will gather all end of year test data for individual cadets, which will help set a baseline in Math and ELA. We will use this to set our first-year goals, and subsequent growth goals. Each goal has a different timeframe and method for gathering data. The NWEA will be administered three times a year. These results will be reported to the Board of Directors quarterly. The other data points will be gathered as they are completed, which is in the second half of the year. During each summer the Director will report on all final data to the Board of Directors. They will evaluate results compared to the goals set the prior year. Any adjustments will be recommended by the Director, evaluated and approved by the Board of Directors. All goals will be made available to the public. The goals will reflect a desire to exceed LEA averages in all areas.

Once a baseline has been established, annual goals will be set for each subject and grade. We anticipate that due to our larger enrollment area our Corp of Cadets will have different entrance data than the neighboring schools, thus the need to establish a baseline of performance. Goals will be presented to the Board of Directors for approval and published.

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

The Board of Directors will adopt a multi-tiered process to establish corrective actions. It is essential to administer the NWEA, as it is both highly informative down to the individual cadet level, as well very predictive of nearly all other outcomes relative to cadet progress.

- Level one reflects near achievement (possibly teacher(s) specific supports)
- Level two reflects lower achievement (staff, department process, MTSS review)
- Level three reflections significant under-achievement (school wide review)

In all Levels, the Board will be notified immediately by the Director, who will propose a short- and long-term solution, with appropriate intermediary steps. Each level will see more significant action and possible longer time frame of activities, to include reviewing professional development, RTI, MTSS, and even possible external evaluation of staff, teams and effectiveness of material used, etc.

(d) Describe the proposed school's approach to helping remediate students' academic underperformance and learning loss, including plans for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines.

Within the Core Knowledge framework, TVMA will also implement important structural elements to support disadvantaged cadets. These include ongoing disaggregation of cadet assessments, an integrated remediation and extension time during the school day, and a Multi-Tiered System of Support (MTSS) process that identifies cadets that are falling behind. Within the MTSS process, TVMA will provide additional academic support, cadet tutoring, a full-service special education program, supports in place for homeless, migrant and military families, and an ELL program.

All cadets new to TVMA will be screened in cognitive or academic, communication, motor, social or behavioral, and adaptive or self-help areas within 45 calendar days of the cadet's

enrollment. Any necessary hearing or vision screenings will take place when required at the TVMA facility, near a cadet's home, or in some cases, at the cadet's home within 45 calendar days of the cadet's enrollment. If concerns are noted in any area, follow-up and parent notification of concerns will occur within 10 school days. Follow up may include documentation of attempts to collect additional records, implementation of classroom interventions, or referral to the Multi-Tier Systems of Support Team (MTSS) or for a special education evaluation.

TVMA is prepared to implement a robust Multi-Tiered Systems of Support process which provides a universal screening, consistent data collection, and progress monitoring of all cadets. Cadets identified through screening will be provided research and evidence-based interventions at increasing levels of intensity depending on the Cadet's response to those interventions (RTI)⁶. Data for placement in the MTSS process and progress monitoring will be provided by the Illuminate Education Assessment Systems⁷, which incorporates both assessment and administration of assessment, progress monitoring, and universal screening tools. The school-based MTSS team or the cadet's parent(s) can refer a cadet for an evaluation when a cadet is suspected of having a disability. When a cadet is referred for an initial evaluation to determine if the cadet is eligible for special education and related services, the Multidisciplinary Evaluation Team (MET) including the cadet, the cadet's parent(s), teacher(s), a special education teacher, school administrator, a school psychologist and related service providers (when appropriate), will meet to determine if an evaluation is needed and if so, develop the evaluation plan. Once a cadet is determined eligible for special education and related services, an IEP will be implemented within 30 calendar days. Cadets who come to TVMA with an IEP will be provided comparable services as soon as they begin their classes. Within 30 calendar days, the IEP team will meet and review the cadet's IEP. We believe that comprehension problems stem from knowledge and character problems. Therefore, increased knowledge results in increased comprehension. At the time of this Charter submission, there is not a public-school choice option in Shelby County that has adopted Core Knowledge and Hillsdale Literature as its primary curriculum. This planning committee would like that to change with TVMA's charter approval. This project has gained substantial support as a tuition-free school of choice that offers a traditional, knowledge-based curriculum with a heavy emphasis on leadership, national history, and patriotism. The Core Knowledge Sequence incorporates these values through its content-rich domains and builds a strong foundational base from which cadets can learn. Knowledge of content and vocabulary is fundamental for successful reading comprehension skills. The result of improved cadet comprehension skills also improves academic results on state assessments. Our cadets are fully prepared and capable of competing academically in the global market.

TVMA will implement a proven math curriculum that grows with our cadets throughout their educational careers. Eureka Math and similar curriculums offer a seamless syllabus with a common language that properly flows from teacher to teacher and grade level to grade level as cadets advance through school. Eureka Math uses a consistent language throughout the program. As the content advances, the vocabulary expands to deepen understanding of the meanings of

⁶ "Essential Components of RTI.: *Essential Components of RTI – Center on Response to Intervention*, rti4success.org/essential-components-rti.

⁷ "Addressing the Whole Child." *Illuminate Education*, 7 May 2020, www.illuminateed.com/.

mathematical terms and processes. Eureka Math assessments provide data points for portfolios that can travel vertically with the cadets and can be passed along from grade level to grade level for teacher review. This allows teachers to hold data-based conferences with cadets and parents, give adequate attention to learning indicators, and determine individual rates of mastery. These data points enable teachers to meet cadets at their individual point of academic need and achievement.⁸ TVMA's selected Direct Instruction model has shown greater improvement than other methods in cadet achievement across a variety of demographics, and we are confident that this will be the case for our targeted demographic as well.

We will adopt the required TDOE RTI process and engage within our RTI and MTSS process. All staff will be trained on the required protocols and procedures.

(e) Describe goals for student attendance and explain how the proposed school will ensure high rates of student attendance. Include plans for identifying and addressing chronic absenteeism.

It is crucial that our cadets attend their classes regularly to gain the necessary knowledge and skills as well as to be immersed in the environment of learning. It is our belief that cadets who want to come to school are cadets who will learn and progress. Thus, it is our responsibility to ensure a welcoming environment where cadets feel safe and cared about.

TVMA has adopted Four SMART Goals, the first of which is focused on Attendance of 90%. An attendance secretary will daily monitor all attendance. An automatic communication system will be employed to daily notify parents of absence, tardy or truancy. When a cadet has reached five absences, the attendance secretary will notify the Director, who will contact the faculty Flight Advisor. Each cadet is assigned to a military unit known as a Flight, which is roughly twenty cadets. Each Flight has ranking cadets, and a faculty advisor. This advisor is assigned the same Flight of mixed grade cadets for the entire year. All Faculty advisors will directly contact the family of the absent cadet, make contact and determine any needs to assist the family. When a cadet has ten or more absences, the Flight Faculty advisor will be notified, in addition the Social Worker. At this point, it may be determined to do a home visit to see what kinds of support may be necessary to return the cadet to full attendance. If solutions are not found, the proper authorities will be notified per MSCS Rule, and all actions followed.

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

Retention

Cadets in grades 6-8 are monitored throughout the year to determine mastery of reading, math, and science standards and competencies. Cadets who do not meet mastery criteria according to benchmark testing receive additional support during targeted intervention.

The retention guidelines outlined below represent TVMA's process for ensuring all Cadets have adequate monitoring and support to reach their potential. When extenuating circumstances exist, the guidelines allow for retention consistent with TBOE 3.300.

⁸ <https://www.edreports.org/resources/article/first-ever-free-consumer-reports-style-review-of-instructional-materials-released>

The criteria and conditions for promotion and retention are consistent with state standards. These criteria provide multiple opportunities for each Cadet to succeed, and are supported by an entire team of individuals, consisting of parents/guardians, school administrators, teachers, military advisors, and others. The plethora of checkpoints, documentation, rechecks, and processes in place are all there to assist Cadets as they navigate their educational experience. We want every Cadet to succeed, and have selected these criteria with that goal in mind.

APPROPRIATE TIME-LINE	RESPONSIBLE PERSON	PROCEDURE	FORM
Mid- September Parent Teacher Conferences	Teacher	Provide Progress Report, Intervention Letter, & Assessment History. <i>Cadets should not receive Intervention Letter A unless their benchmark scores in the core areas reflect below-average performance.</i>	Progress Reports Benchmark Assessment History Letter A-Grade 6-8 Intervention Notification
Mid-End of October	Administration	Academic contract list is developed for Cadets that currently have D's & F's. Set academic contract conferences with parents and the Cadet.	Academic Contract Parent Letter Academic Contract MASTER
End of January (Cadet Led Conferences in February)	Teacher	In preparation for Cadet Led Conferences, provide Progress Reports, Benchmark results, and Cadet work samples made available for parents.	Progress Reports Benchmark Assessment History

<p>End of January (Cadet Led Conferences in February) Early-Mid May</p>	<p>Administration</p>	<p>Schedule follow-up and initial academic contract meetings based on quarter 2 grades and benchmark scores.</p> <p>Create a retention list based on Cadets that have been chronically absent (10 or more days absent).</p> <p>A teacher may recommend whether to promote or retain a Cadet. TVMA recommends that all retention decisions be made as a team to include the teacher, parent/guardian, administration and Cadet.</p> <p>Review grades and benchmark data for all Cadets who are recommended. Administration must provide approval for all recommendations prior to Letter B being sent home.</p> <p><i>Cadets should not receive Retention Letter B unless benchmark data in the core areas reflect below-average performance.</i></p> <p>Conferences to be held with parents of Cadets at-risk of retention. Document communication with parents by having parents sign “At Risk” Letter B (6th-8th) at the meeting. Provide a copy of the letter to the parent and administration. Suggestions for additional Cadet, parent, and teacher interventions to be discussed.</p>	<p>Academic Contract Parent Letter</p> <p>Academic Contract MASTER</p> <p>6th-8th Letter B At Risk</p> <p>Letter B- Junior High Identification of Course Retake Risk</p>
<p>End of January (Cadet Led Conferences in February) Early-Mid May Mid-May</p>	<p>Administration</p>	<p>Schedule final conference with parents of 6th-8th retained cadets and include teacher(s) in the meeting.</p> <p>Administration will mail home two copies of the formal retention letters to</p>	<p>Letter C-6th – 8th Intent to Retain</p>

		parents via certified mail or provide copies during the conference.	
End of January (Cadet Led Conferences in February) Early-Mid May Mid-May	Administration	Administration will close out or recommend that academic contracts be continued into the new school year. Administration will invite the Cadet's teachers and parents to this meeting.	Academic contract transfer or close-out meetings
June	Administration	Mail parent copies of NWEA and AIMS Science results to all Cadets. Place a copy of results in each Cadet's cumulative file. NWEA and AIMS Science results to be uploaded to Infinite Campus for parents to view.	

(g) Provide the proposed school's exit standards for students, including graduation requirements. These should clearly set forth what students in the last grade served will know and be able to do.

In section 1.6 we identify our graduation requirements, which have additional courses above what is required by Memphis-Shelby County Schools. The Board will adopt a minimum standards Diploma for all cadets who meet the State and District requirements as defined in State Board Rule 2,103, though do not meet the Board approved requirements for the TVMA Diploma. We will work aggressively with all cadets, and upon enrollment will complete an Exit Point Strategy worksheet, and where applicable ensure IEPs are up to date, and review the Transition Plan. We will identify options for all cadets to graduate, to include using credit recovery options, online options, after school, Saturday school and Summer school.

The priority will be to ensure all cadets can earn a minimum diploma. After we have established that track, we can work on a fast-track of JROTC classes. A cadet that completes at least two years can obtain higher rank upon graduation. Once established on a diploma path we will also work to determine the possibility of completing a CTE Endorsement. Both JROTC and the CTE Endorsement can be simultaneous, though we have to ensure the cadet has the ability to complete in priority. Typically, a cadet who has fallen off a graduation path has other challenges; thus they will likely need greater supports than simply classroom time. We will engage other programs on campus to connect with the family and determine how else we may serve.

1.6 High School Graduation and Postsecondary Readiness (high schools only)

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

CORE ACADEMICS, GRADUATION TRACKS, AND EXIT POINT STRATEGY

Our core academic model will be rigorous, standards-based, and focused on classical instruction based on the Trivium. We will use the Core Knowledge Sequence for grades six through eight and continue this curricular approach with classical education readings from Hillsdale College in grades nine through twelve. Eureka Math allows for direct instruction techniques, as well math manipulatives and can be supported with instant feedback software. Our academic structure engages traditional military modeling, which includes both ‘direct instruction’ as well ‘storytelling.’ Storytelling is woven throughout Core Knowledge and is especially important as it allows the learner to place herself in the story a key figure, reinforcing values, lessons, and standards. Our science, social studies, CTE/First Responders, and Military Studies will be integrated into our core model, curriculum, and methods of instruction.

Within the Core Knowledge framework, TVMA will also implement important structural elements to support disadvantaged Cadets. These include ongoing disaggregation of Cadet assessments, an integrated remediation and extension time during the school day, and an RTI process that identifies Cadets that are falling behind. Within the RTI process, TVMA will provide additional academic support, Cadet tutoring, a full-service special education program, supports in place for homeless, migrant and military families, and an ELL program.

Our four academic tracks will enable a broad range of offerings consistent with our mission. These will ensure graduating Cadets are able to move seamlessly on to the next steps of their career. We will offer an Academy Track, ROTC scholarship track, advanced CTE Track, and Direct Enlistment Track. Successful graduation and matriculation into each path will require very intentional preparation. Approximately 10% of all applicants to Service Academies are accepted, and only 25% of all 18-year old students in America are qualified to enlist into the military. In all cases, success is very intentional, focused, and requires long-term planning. The TVMA is designed to ensure success for each Cadet.

Our four academic tracks prepare them for success in college, the military, and industry. The four tracks use the following tools and methods: Classical learning is built around the Core Knowledge Sequence and Hillsdale related material. A rigorous, college preparatory track includes Advanced Placement and Concurrent Enrollment. Our CTE program is focused on preparing Cadets to enter the military or workforce with employable skills upon graduation.

TVMA will follow the State of Tennessee guidelines for high school graduation. To earn a high school diploma from TVMA, Cadets must satisfy these requirements by earning a passing grade to receive credit in the course. To earn a diploma, Cadets must earn a total of 28 credits in the following areas:

TVMA Graduation Requirement	Tennessee State Board of Education Graduation Requirements
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		Tennessee State Board of Education graduation requirements differ from TVMA High School Graduation. Minimum requirements in the content areas below are as follows:	
English	4 credits	English	4 credits
Math	4 credits	Math	4 credits
Science	3 credits	Science	3 credits
History & Social Sciences	3 credits	History & Social Sciences	3 credits
Physical Education	1 credit	Wellness/Physical Education	1.5 credits
Entrepreneurship/Fin Literacy	1 credit	Personal Finance	.5 credit
Foreign Language	2 credits	Foreign Language	2 credits
Electives	4 credits	Electives	3 credits
CTE/Fine Arts	1 credit	Fine Arts	1 credit
Computer Science	1 credit		
Military Studies/JROTC	4 credits		
Civics Test	Pass		Pass
Total	28 credits	Total	22 credits

We will offer two diplomas. The first is a general diploma, for cadets who meet the state requirements for a diploma. The second is a TVMA Diploma, for those who meet the higher academic requirements, based upon 28-credit hours. In addition, a cadet that completes one of the Tracks will have this noted on their TVMA Diploma.

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

Tennessee Volunteer Military Academy (TVMA) will offer accredited courses for each grade. The courses offered will include ELA, History and Social Studies, Science, Math, Financial Literacy, Fine Arts, CTE, Military Sciences, and Foreign Language. Cadets must pass each course with a grade of 'D' or higher to get course credit. Failure to get course credit will result in the Cadet either retaking the course or enrolling in a credit recovery course. Teaching faculty will make every effort to assist Cadets in understanding course material, and in aiding them as they learn to demonstrate proficiency through periodic Checks for Understanding, as well as formal assessments. In order to be promoted to the next grade, Cadets must demonstrate proficiency in basic academic skills at the current grade level. 'Proficiency' is

defined as achieving passing grades in both core and elective classes. The grading scale is listed below.

Interpretation of grades

A – Excellent

B – Good (above average)

C – Average

D – Poor (below average)

CR – Credit only (restricted for use in courses approved by the Director)

INC – An Incomplete shall be given only when a cadet's work is not finished by the end of the grading period because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

NG – No Grade signifies that a cadet has not been enrolled long enough for a grade to be determined.

F – Failure (no credit)

TVMA Grading Scale (per T.C.A. § 49-6-407)

A 90-100

B 80-89

C 70-79

D 60-69

F < 59

Cadets will be able to take a full course load over a four-year period and meet Tennessee and other university entrance requirements. This is one method in which TVMA will prepare Cadets for their future. The TVMA course catalog will also include Honors, AP, and Dual Enrollment courses to further prepare Cadets to reach their full potential through experiential leadership development, comprehensive academic instruction, and rigorous physical engagement which will assist in preparing Cadets for post-secondary success in the world of work, technical school, or college.

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

Each cadet will have an individual tracking plan, which is called the “Exit Point Strategy.” This tool begins upon enrollment in 6th grade, and will be led by the Military Team, and coordinate with the School Counselor, working towards graduation. For cadets with an IEP, they will also coordinate Transition Planning, and will be a tool used in IEP Team Meetings. MTSS will also be reviewed as part of this program.

We will engage several tools, that integrate to ensure every single cadet is known, and engaged to ensure maximum success. Our “Exit Point Strategy” ensures all cadets have an individual plan. We will engage the Special Education coordinator for cadets with an IEP, to ensure that a strong Transition Plan is in place and engaged by all departments. Our RtI and MTSS will provided necessary supports within the classroom throughout their academic experience, to ensure they are exceeding academic progress. This ultimately leads to meeting the

minimum graduation requirements. As required, we will also engage a robust credit recovery program, Saturday programs, as well summer tutorials.

Part of our success is growth mindset, which is throughout the conceptual framework of our model. Students will generally be attracted to various opportunities we provide, which we then build into helping them see a great opportunity in their life. We will use the Armed Services Vocational Aptitude Battery, or ASVAB, which provides incredible data for all cadets. It helps them identify future career opportunities, which we then will build upon. When we can work with a cadet, find a future, and help them build a path, with all of the supports in place, we are confident we can help them reach our minimum graduation requirements identified in this application.

Cadets at risk of dropping out will have course schedules adjusted, and will be provided additional instruction, tutoring and credit recovery opportunities. Parents will be notified and engaged to support the activities of the cadet towards completion of necessary work to graduate.

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

All cadets will be provided an individual learning plan, known as Exit Point. This begins as a military style counseling session, in which cadets identify their life goals, which are translated into academic and CTE courses. Once a path is identified, the Exit Point form is updated, and tracked by both the military leader and the school counselor, as part of the cadets' records. This will include college courses, or CTE courses. We will identify numerous internship programs and make those available to the cadets.

One of the functions of the Commandant of Cadets is to oversee the Exit Point strategy, and ensure each cadet is tracked, and coordinated with the school counselor for courses. The Commandant will specifically find external opportunities with company and entities within the community, and then help place cadets into work-based internships.

In addition, working with both local, and other accredited colleges and universities, our cadets who are ready for college level courses will work with the school counselor to build a class schedule, successfully integrated college courses into the regular school schedule. This will include having classes built into the Academy schedule with either an approved college teacher, or an advisor who will monitor the cadets as they take online courses from accredited institutions of higher education.

It should be noted that central to the success of TVMA is to provide these types of opportunities. They are central to our success. As an example, to be a competitive candidate to the Service Academies (i.e., West Point, Annapolis, etc.) a cadet is advised to take one or two AP classes, as well one or two concurrent enrollment college classes. The AP classes show the ability to succeed with rigorous, college level material. The other shows the ability to perform at the more rapid rate that college courses are taught. A candidate who applies to the Service Academies without these classes is very unlikely to be accepted. We know we must excel in these courses to meet our military goals.

Similarly, for cadets to be successful in the various CTE Endorsements we will provide, it includes hands-on experience. We will work to find opportunities for cadets to intern in related fields, to greatly expand their learning, and understanding of the industry.

Cadets who graduate with a TVMA Diploma will have completed a rigorous course selection that is college ready. Further, they will have taken the ACT and ASVAB to demonstrate college readiness. Cadets who choose a CTE Track will be provided the opportunity to earn an industry certificate, enabling them to move right into the workforce. Examples include Cyber Security,

911 Operators, UAV drone pilots, enlistment into the Guard or Reserve to further training as Military Police. These are intentional outcomes for our cadets.

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

Cadets in each course demonstrate mastery of content through multiple means including assessment, writing, presentation, speech, and leadership. Core competencies are established and aligned with Tennessee state standards. Cadets are awarded 0.5 credit per semester based on receiving a passing grade (A, B, C, D) in each course. Credits are awarded each semester of instruction, not to exceed 1.0 credit per course per year.

Cadets are awarded course credit based on the guidelines above, and in harmony with TN SBOE 2.103. We selected these criteria based on empirical data showing that cadets who achieve mastery of content, as demonstrated by attaining the required grades and test scores, are deserving of course credit. Cadets who demonstrate a passing grade (A, B, C, D) in a course have demonstrated a proficiency in the content area. We recognize that Cadets with a passing grade of A, B, C or D demonstrate the proficiencies for passing the state assessment as evidenced by the benchmark assessments within Illuminate. However, our mission is to help all Cadets realize their potential. In keeping with this mission, Cadets with a D in a course will continue to receive remediation to support their academic progress until such time when they demonstrate mastery of the standards aligned core competencies.

TVMA adds a quality school-choice option to the area's educational program through utilizing a proven, classic literature-based program serving grades 6-12. Core Knowledge Sequence serves grades 6-8, and Hillsdale College Literature based is developed to follow-on in grades 9-12. Core Knowledge Sequences serves as the centerpiece of our English Language Arts program. The benefits of the coherent, knowledge-based program offer what Cadets need to establish a strong scholastic foundation. The Core Knowledge Sequence provides a detailed syllabus of specific content and skills taught in language arts, history, geography, mathematics, science, visual arts, and music. The careful integration of subject matter yields a strong foundation that covers what all children should learn to raise global awareness. The Listening and Learning portion, just renamed the Knowledge Strand, allows Cadets to be exposed to content covered in future grades through engaging with text read aloud by the teacher. Though these texts are generally too hard for Cadets to read, but they are able to comprehend verbally and can contribute to a higher-level cognitive discussion, leading to enhanced development. As the Cadets' knowledge base widens with grade-level work, it also deepens when they are introduced to new material through the read-alouds that prepare them for future learning. Cadets will become academically competitive through study of the Core Knowledge Sequence. Effective instruction is specifically designed to narrow achievement gaps grade level by grade level through building knowledge upon knowledge.

The guidance counselor will review all high school transcripts. If a Cadet is at risk of omitting a course listed above and faces the possibility of not graduating on time, the guidance counselor provides support and direction for the Cadet. The counselor will communicate with the parents and administration to explore all avenues available to assist the Cadet. TVMA will follow the Tennessee 10-point scale for assigning a GPA to a numerical grade. The 7-point chart explains the correspondence of the weighted scale with the Grade Point Average (GPA). Currently, Cadets of Tennessee do not have to meet additional graduation exit requirements. If the laws change, TVMA will make the required adjustments. TVMA will always follow all applicable laws.

TVMA will work to offer dual enrollment for our Cadets who are able to succeed in the courses and have met all requirements to participate. Currently, the planning committee is seeking out partnerships with higher education providers in Tennessee to offer dual enrollment courses for Cadets. The planning committee will continue to explore options for our Cadets and their families to support their collegiate and/or professional endeavors.

TVMA will offer a broad range of offerings consistent with our mission. These offerings will ensure graduating Cadets are able to move seamlessly on to the next steps of their education or career. TVMA is designed to ensure success for each Cadet, which requires intentional and focused, long-term planning. The page limit to the Menu of Course Offerings and description prohibits inclusion of extensively detailed course descriptions. Detailed course descriptions are available upon request.

Cadets will study relevant ideas while building lasting skills and knowledge through Core Knowledge Sequences and classical education. In every subject area, teachers map the curriculum learning objectives with Tennessee Academic Standards. This approach takes each Cadet through a progression of Grammar, Logic, and Rhetoric. Teachers utilize a combination of direct instruction, shared inquiry, small/large group, one-to-one instruction, flexible grouping, and independent/cooperative learning strategies to enable Cadets the greatest chance to acquire the desired knowledge. Teachers will utilize carefully planned questions. These questions promote depth of thought within each domain and allow Cadets to connect and build ideas over time.

TVMA will use Eureka Math. It is a complete 6th through 12th grade curriculum that carefully sequences the mathematical progressions into expertly crafted modules. This coherent approach allows teachers to know what incoming Cadets have already learned and ensures that Cadets are prepared for the next steps. When implemented faithfully, Eureka Math will drastically reduce gaps in Cadet learning, instill persistence in problem-solving, and prepare Cadets to understand advanced math. It's not enough for Cadets to know the process for solving a problem; they need to understand why that process works. Teaching mathematics as a "story," Eureka Math builds Cadets' knowledge logically and thoroughly to help them achieve deep understanding. While this approach is unfamiliar to those who grew up memorizing mathematical facts and formulas, it has been tested and proven to be the most successful method in the world. Eureka Math uses direct instruction techniques, and math manipulatives.

TVMA's approach to English will utilize Core Knowledge Sequence for grades six through eight and continue this curricular approach with classical education readings from Hillsdale College in grades nine through twelve. Storytelling is woven throughout Core Knowledge and is especially important as it allows the learner to place him/herself in the story as a key figure, reinforcing values, lessons, and standards.

TVMA will utilize OpenSciED for grades 6-8. The curriculum was built on the foundation of the Next Generation Science Standards. These standards ensure that Cadets meet the engineering and technology, physical, life and Earth and Space standards. Units contain real-world challenges, and hands-on activities. Science classes will include various technical approaches to observing, describing, recording, ordering, analyzing, testing, & comparing predictions to observations. Grades 9-12 will focus on the Next Generation Science Standards for high school. They ensure that Cadets in these grades will also meet the engineering and technology, physical, life, Earth, and space standards. Units contain real-world challenges, with

hands-on activities appropriate for preparing Cadets for college and career readiness. Cadets will experience science through a variety of resources, including hands-on labs.

Social studies curriculum will be Pearson, which provides Cadets a vibrant physical and digital text including Lexile appropriate charts, graphs, and primary source materials. Inquiry-based essential questions provide the basis for each content area within the text. The text and additional ancillary resources provide Cadets with the knowledge and skills to critically think, read, and write. It provides a basis for skills and content which Cadets will be able to use both in college and their career. Embedded document-based queries engage Cadets and help them make connections between their learning and lives, providing them with the ability to reflect and make connections. Timelines, maps, charts, videos, and primary sources offer support with skills like analysis and interpretation.

All Core Knowledge curriculum, at all grades levels is aligned with Common Core based standards, which includes Tennessee State Standards. Prior to opening, all curriculum, lessons, and other material will be reviewed to ensure they directly correlate to the appropriate State Standards. This will be presented to the Board for adoption.

As a key component of our school, Cadets will participate in character development utilizing the proprietary R.A.I.S.E. curriculum from Charter One. The R.A.I.S.E. values curriculum promotes character and leadership, with weekly lessons and daily exercises assembled from the works of prominent human development experts, like Stephen R. Covey, Jim Collins, and John Maxwell. This curriculum allows Cadets to develop leadership qualities and skills that will benefit them in the classroom, the community, the family, and beyond.

Cadets will be exposed to Financial Literacy through utilizing the Dave Ramsey Financial Literacy curriculum which provides Cadets with resources to evaluate finances from micro and macro perspectives. The curriculum allows Cadets to learn and utilize various financial strategies, from budgeting, to paying for college, to investing. These learned skills and strategies provide Cadets with a foundation to think critically and act independently regarding their own finances, as well as those of the broader local and national community.

The Military Academy Appointment/ROTC Scholarship College Prep and the Non-Military College Prep tracks will include advanced placement courses along with concurrent and dual enrollment courses in the Maricopa Community College District. Cadets on this track will have the opportunity to receive a STEM or Liberal Arts endorsement on the diploma through successfully completing advanced placement courses in the respective areas.

The Advanced CTE and Direct Enlistment tracks will provide Cadets with industry experience by the time they graduate. These Cadets will be able to carry forward the discipline they have gained from TVMA, as well as the academic and physical preparation they have acquired directly into the workforce. Cadets will be prepared to enter the workforce upon graduation with marketable skills, whether combining this with pursuing educational opportunities simultaneously after graduation or simply working full time.

1.7 Assessments

(a) Identify the primary internal assessments the proposed school will use to assess individual student and sub-group learning needs and progress throughout the year.

The North West Evaluation Association has produced the highly respected NWEA assessment. This, or a similar tool, will be our overall tool for all grades, to include twelfth grade. This is administered three times a year in Math, science, and English/LA. Each subject takes between 30-45 minutes to assess and provides incredible data for the teacher on each cadet, down the individual standard. Called MAP testing, or Measures of Academic Progress, it allows teachers to identify the standards individual cadets need to master. As well, it allows a teacher to identify what standards groups of cadets need to master. It also provides administration cadet, classroom, and teacher level data to make information decisions. It is a Tennessee standards-based tool, which is nationally norm referenced.

We will engage a tool such as the NWEA, or similar three times a year, beginning, mid-year and end-of year. Once administered weekly professional development will focus on individual cadet level performance on a weekly basis to ensure progress is being made. Teachers will bring updated data to professional development, where specific lesson plans and/or instruction will be prepared to address low performance.

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

The Academic Director is assigned by the Board of Directors to be accountable for all assessments. Per the job description, they will assign one of the Deans of Cadets, to assist in administering all internal assessments, as well the required Tennessee end of year assessments. This includes attending all external meetings, ensuring training is provided to all teachers, briefings are provided to all parents, and ultimately, ensure that all teachers are adequately preparing all cadets for assessments, as needed.

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

The following outlines our school wide assessment components. The tables below provide detailed action steps regarding assessment of curriculum, assessment of our monitoring system, and assessment of professional development. We believe each of these areas is critical to overall school success and should be included in the presentation of assessments.

Assessment of Adopting Curriculum			
Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Adoption of curriculum aligned to TN State Standards.	TVMA founding members and Board of Directors	Year 1 Implementation	Curriculum Purchase(s)
Process for Implementing Action Step			

<p>TVMA is founded on Core principles found in the Core Knowledge Sequence and the Hillsdale College Language Arts Classical Instruction. Based on this concept, rigorous ELA texts will be aligned to the classical model and the ELA standards for each grade level. These will include text such as:</p> <ul style="list-style-type: none"> ○ Realms of Gold 1, 2, 3 (anthologies of poems, short stories, essays and speeches), Anne Frank, Fahrenheit 451, Night, Odyssey, Treasure Island, The Adventures of Huckleberry Finn, Macbeth, The Great Gatsby and more ○ Writing supports are embedded within all ELA curriculum ○ Cadets will also study informational text including essays, speeches, historical documents including: Quiet India (Gandhi), The Decision to Go to the Moon (JFK), Farewell Address, (Eisenhower) and many more
<p>Eureka Math has been reviewed by our independent curriculum team to ensure full alignment to the Tennessee state standards. This curriculum has been chosen based on the rigor it provides for Cadets' process of teaching through storytelling, tying into our core philosophy.</p>
<p>History materials have been chosen through their alignment to primary source documents and their alignment to the Tennessee History standards. Cadets will use a variety of physical and digital texts to build their understanding of the world we live in. Several documents they will study include:</p> <ul style="list-style-type: none"> ○ Declaration of Independence ○ Gettysburg Address ○ Bill of Rights ○ Emancipation Proclamation ○ Lincoln’s Inaugural Address ○ Patrick Henrys “Give Me Liberty or Give Me Death!” ○ Women’s Rights to the Suffrage (Susan B Anthony) ○ “I Have a Dream”
<p>Cadets in science will study earth and space, physical and life sciences, and physics as they discover the world around them. The sciences will be taught through hands-on phenomena and discovery appropriate for the Tennessee Science Standards. The three dimensions of science are integrated within our courses to allow our Cadets to experience science and grow in their ability to understand and apply their knowledge to the world around them.</p>

Assessing the Evaluation of Curriculum			
Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Evaluation of curriculum	Administration/ Teachers	Quarterly	Benchmark Data Classroom Observations
Process for Implementing Action Step			

Administration will observe in classrooms to ensure that teachers are implementing the curriculum with fidelity.
Administration will evaluate Cadet and teacher benchmark data quarterly. This data will determine if Cadets are making sufficient progress according to the goals that have been set above.
<p>If sufficient growth is not present, action plans will be put in place. These action plans may include:</p> <ul style="list-style-type: none"> ○ Teacher training/mentoring ○ Cadet interventions ○ Curriculum pacing adjustments

Assessment of Revision of Curriculum, as needed.			
Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Revision of curriculum	Grade level Teachers by content area & Curriculum specialist	Yearly	Curriculum Maps

Process for Implementing Action Step

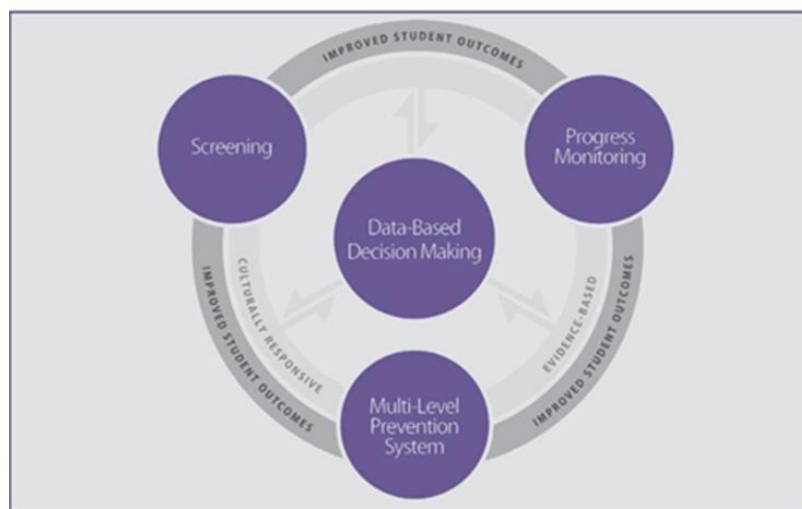
Curriculum Support teams composed of grade level/content teachers and curriculum specialists will evaluate Cadet and teacher performance data yearly. Necessary adjustments in pacing and curriculum resources will be determined and implemented in order to ensure the rigor of the curriculum continues to meet the goals of the school and Cadets, and guarantees consistent year over year improvement

Assessment of Curriculum Needs for Subgroup Populations			
Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Adaptation to address the curriculum needs of subgroup populations	Teacher/MTSS Committee	Ongoing	MTSS, Intervention Binder

Process for Implementing Action Step

TVMA is prepared to implement a robust Multi-Tiered Systems of Support (MTSS) process which provides a universal screening, consistent data collection, and progress monitoring of all Cadets. Cadets identified through screening will be provided research and evidence-based interventions at increasing levels of intensity depending on the Cadet's response to those interventions (RTI)¹⁹. Data for placement in the MTSS process and progress monitoring will be provided by the Illuminate Education Assessment Systems², which incorporates both assessment and administration of assessment, progress monitoring, and universal screening tools. The school-based MTSS team or the cadet's parent(s) can refer a cadet for an evaluation when a cadet is suspected of having a disability.

Essential Components of RTI



Assessing the Assessment System			
Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Developing the assessment system	Administration and curriculum team	Year 1	Implementation of Balanced Assessment System

Process for Implementing Action Step

A complete assessment system has multiple types of assessments to ensure Cadet learning and growth academically, socially, emotionally, behaviorally. The system is both adaptive and predictive with the flexibility to diagnose a wide range of growth and outcomes. TVMA will implement a complete assessment system through Illuminate and include the following types of assessments:

⁹ "Essential Components of RTI." Essential Components of RTI | Center on Response to Intervention, rti4success.org/essential-components-rti.

Type	Primary Purpose	Characteristics
Outcome Assessments	To determine if we met outcomes	<ul style="list-style-type: none"> ▪ After instruction ▪ Measures students against standards/expectations ▪ One time per year/course
Interim Assessments	To predict performance on outcome assessments	<ul style="list-style-type: none"> ▪ Administered throughout the year after sections of instruction ▪ Administered 3-4 times per year/course
Universal Screening Assessments	To identify students at risk and evaluate program effectiveness and growth throughout a school year	<ul style="list-style-type: none"> ▪ All students 2-3 x per year ▪ Critical academic skills typically measured by curriculum-based measures or Computer Adaptive Testing (CAT) ▪ Standardized administration ▪ Quick administration ▪ Predictive of larger outcomes ▪ Valid and Reliable
Diagnostic Assessments/ Processes	Used to determine why students are at-risk	<ul style="list-style-type: none"> ▪ Used for individual or small groups of students for problem analysis (<i>why is the problem occurring</i>) ▪ Used to plan effective instruction/interventions that target specific skills
Continuum of Formative Assessments	To inform instruction and determine effectiveness of instruction	<ul style="list-style-type: none"> ▪ Short cycle ▪ Used for planning daily instruction ▪ Useful in PLC planning ▪ Useful in monitoring core instruction

Figure # Assessment Types

- Teachers will administer classroom assessments to determine mastery of content.
- Teachers administer formative assessments to determine mastery of content.
- Interim/benchmark assessments will be administered to determine Cadet preparedness for TN EOC, NWEA, and AIMS assessments.
 - Universal Screenings will be administered multiple times throughout the year to monitor overall Cadet growth
 - At risk Cadets receive diagnostic small group analytics
 - All Cadets will take ASVAB in 11th grade as part of their JROTC program.
 - All Cadets will take ACT in 11th grade as part of their college preparation.
 - All Cadets will take PSAT in 10th grade as part of their college preparation.
 - All Cadets who participate in a CTE program will have the opportunity to take a certification assessment.

Assessing Assessment Data			
Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Analyzing assessment data at regular intervals	Teachers/administrators	Weekly	PLC Notes, Assessment Data

Process for Implementing Action Step

- Teachers administer weekly formative assessments to determine Cadet mastery of content. This data is used to determine instruction needs and intervention requirements.

- Teachers administer interim/benchmark assessments to determine Cadet preparedness for TN EOC and AIMS assessments. This data is used to determine instruction needs and intervention requirements. Based on data results teachers will form small group instruction, adjust curriculum pacing, or reteach concepts.
- Universal screenings will be administered to identify needs for small group instruction in specific areas.

Assessing the Assessment System for our Subgroup Populations			
Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Adapted to meet the needs of subgroups	Teacher/interventionist	2x yearly and follow up as needed	Intervention logs
Process for Implementing Action Step			
<p>Universal screening is completed twice annually. Cadets who have identified needs within the screener are given immediate intervention appropriate to their needs. As Cadets begin to master small concepts within their skill gaps, Cadets will progress and have the opportunity to demonstrate mastery within their skill gaps with small achievement assessments (follow up as needed). These assessments are administered as needed in 2-3-minute increments after small group instruction, providing targeted and accurate assessments of Cadet needs and progress</p>			

Assessing the Year to Year Performance Growth			
Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Year to year comparison	Teacher/Administration	Yearly	Yearly Comparison School Data/TN EOC
Process for Implementing Action Step			

- Cadets will participate in benchmark data to determine their preparation for TN EOC. This will be administered as pre/post test data as well as throughout the year. This data will also be collected to determine Cadet preparedness with the curriculum and college and career preparation.
- Pre/post test data will also be used to evaluate curriculum effectiveness on a yearly basis. This data will be used as the curriculum support team makes decisions about pacing and adjustments on a yearly basis.
- ACT, ASVAB, TN EOC, AP, CTE assessments will determine the strength of the graduates and the post-secondary success rate. Evaluating these test scores year over year will determine the effectiveness of the school's ability to GROW leaders of our future.

Assessment of Instruction Monitoring			
Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Monitoring instruction	Administration/ Teacher	Ongoing	Teacher Evaluation/PLC Meeting Notes
Process for Implementing Action Step			

TVMA teachers will be evaluated using the teacher evaluation tool. This will give them the opportunity to see their growth in multiple areas including PLC, instruction, classroom management and professionalism.

TVMA will participate in formal Professional Learning Community (PLC) Team Meetings. In these meetings, teachers will work together on common classes and share lesson plans, such as all Algebra I teachers will collaborate on lesson planning, classroom management, Cadet assessment, etc., so that all Cadets receive the same information and benefit from a broad range of experience and ideas. Both teachers and Cadets will reap benefits from this collaborative teacher environment that fosters instructor improvement through gathering teachers’ combined expertise. These PLCs meet all year to ensure each teacher has the tools to ensure continual educational refinement and to provide the best possible education for each Cadet. Meetings are as follows:

- Once per week; 45-60 minutes per session. Additional sessions as needed.
- Team consists of teachers, supporting staff as needed, and an Administrator as needed.

PLC meetings will focus on the following guiding questions²:

1. What is it we want our Cadets to know?
2. How will we know if our Cadets are learning?
3. How will we respond when Cadets don’t learn?
4. How will we extend learning for Cadets who are highly proficient?
5. How will we increase our instructional competence?
6. How will we coordinate our efforts as a school?

- Data and Team Meeting outcomes will be recorded in the Teaching Team’s PLC Agenda document. Administrators and Supervising Teachers will review PLC Agenda documents and provide feedback and guidance as needed.

PLC Agenda Document (Sample)

Norms		
Outcomes from Last Week Date	Teacher 1	
	Teacher 2	
	Teacher 3	
	Teacher 4	

Guiding Questions	What do we want our Cadets to be able to do?	
	How will we know if each Cadet has reached mastery?	
	How will we respond when some Cadets do not learn it?	
	How will we extend the learning for Cadets who have demonstrated mastery?	
Intervention/Enrichment Update		
SMART Goals		
Common Formative Assessment	What resources are being used for both intervention and enrichment?	
	Intervention -	
	Enrichment -	
<i>Fig. # Sample Professional Learning Community Agenda Document</i>		

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

Assessment of Professional Development Planning			
Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Developing the professional development plan	Administration	Ongoing	Professional Development Plan
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Process for Implementing Action Step

<p>TVMA is committed to providing opportunities for teachers to grow professionally through formal coursework and through a collaborative Professional Learning Community (PLC). Teachers will participate in a variety of mandatory professional development and PLC activities which may include, but will not be limited to, the following:</p> <ul style="list-style-type: none"> • Yearly Summer Training • Monthly Training Sessions • Weekly PLC • Daily collaboration with colleagues

Assessment of PD Implementation			
Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Supporting high quality implementation	Administration/ Academic Coach	Ongoing	Hiring Process, HQ Teachers

Process for Implementing Action Step

<p>Successfully completed Professional Development will be tracked using a database such as Frontline Education: Professional Growth, and the Teaching Teams' PLC Agenda document (See Fig. #).</p> <p>TVMA believes that Cadets are most successful when they are instructed by a highly skilled, well-trained teacher. During the teacher onboarding process, teachers must participate in and successfully complete a mandatory training course in which teachers will learn how to implement TVMA's curriculum, understand Tennessee content standards, and become comfortable in providing quality military instruction. Additional professional development courses will be provided monthly and weekly as needed to further develop the skills of teachers.</p> <ul style="list-style-type: none"> • The extent to which instructors will be appropriately certified as defined by Tennessee certification rules. Per Federal (NCLB) and Tennessee certification guidelines for charter schools, all teachers will be appropriately certified, holding Highly Qualified status and/or State Certification. Teachers must also hold a valid IVP Fingerprint Clearance Card.
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All Human Resources processes are driven by one goal: to ensure that we are developing and incorporating meaningful processes and procedures that align with TVMA's mission and vision of educating Cadets and preparing them for success after their time at TVMA

In the opening stages of a school or new program, the main HR function needed typically revolves around recruitment and compensation. As with any organization, the goal is to put the right people in the right places, and as an HR department that works with School Leadership, it becomes even more important to incorporate recruitment tools that give hiring managers quick access to qualified candidates. To accomplish this task, HR has implemented the use of an ATS (applicant tracking system).

1.8 School Calendar and Schedule

(a) Provide the annual academic calendar for the proposed school as Attachment A. Professional development days are included in the Academic Year Calendar and provide opportunity for faculty and staff to re-energize, refocus, and reevaluate how their performance is coming. The calendar demonstrates the required number of academic days. The Academic Year Calendar is included at the end of Section A.4.



Figure 3.0: School Calendar

(b) Attach the proposed school’s detailed daily schedule by grade. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies.

At TVMA, we will follow an A-Day/B-Day format for school days, with a schedule that nominally repeats every two weeks. For example, Monday of the first week is an A-day, followed by B-day on Tuesday, alternating until Friday, which is an A-day. The next Monday is a B-day, followed by an A-day, again alternating until Friday, which is a B-day, completing five full days of both A and B schedules.

Since the A/B-day calendar has fewer classes each day than a traditional school day, the class periods are longer to provide the time necessary for teachers to provide the equivalent of

two days' instruction. Class periods are planned to be 65 minutes long with a five-minute transition period between classes. Classes begin at 8:00 am, and last until 3:40 pm. The schedule provides for an optional 45-minute period before normal classes begin, a "Zero-hour" for Cadets to take an optional course or elective. This class will not rotate with the other classes on A and B days; it will be the same course each day (i.e. no A/B-day switch for the shorter course).

The daily schedule has five 65-minute periods, during which each cadet will select four courses per A/B-day. Four of the courses will be the longer 65-minute periods, and one will be split with lunch. There are four options for lunch time; two of the 90-minute periods are split in half, where one half is lunch, and the other half is a short (40-minute) period which will not rotate on the A/B schedule (the same as the 'Zero-hour' class). One of the 65 minute courses will not rotate on the A-B schedule. The not-alternating course will typically be a fitness or PE course that will allow Cadets to focus consistently fitness training. This allows Cadets to be enrolled in seven classes per semester (plus the 'Zero-hour' option). Younger Cadets in grades 6-9 will primarily be in the earlier lunch periods, and more senior Cadets in grades 10-12 will primarily be in the later lunch periods. To summarize, each cadet will be enrolled in six 65 minute classes that alternate days, one 85-65-minute class that does not alternate, and one (or two with the Zero-hour option) 40-minute class that does not rotate.

The Bell Schedule provides for the following average instructional minute totals for core subjects, with 5 blocks every two weeks:

- ELA
 - 325 minutes, 5.41 hours (650 min every 2 weeks in 5 blocks)
 - This results in 65 minutes per day of instruction
- Math
 - 325 minutes, 6.41 hours (650 min every 2 weeks in 5 blocks)
 - This results in 65 minutes per day of instruction
- Social Studies
 - 162.5 minutes, 2.7 hours (325 min every 2 weeks in 5 blocks)
 - This results in 42.5 minutes per day of instruction
- Science
 - 162.5 minutes, 2.7 hours (325min every 2 weeks in 5 blocks)
 - This results in 42.5 minutes per day of instruction

The annual attendance requirements are met, with 180 days scheduled in TVMA's school year, as well as minutes of instruction. Daily minutes of instruction are from 8:00 am through 3:40 pm, for seven hours and forty minutes, or 7.67 hours of instruction on standard days (170 days). Early release days have five hours and forty minutes, or 5.67 hours of instruction (10 days). Total instructional minutes are $166 \times 7.67 \text{ hours} \times 65 \text{ minutes} + 14 \times 5.67 \text{ hours} \times 60 \text{ minutes} = 166 \times 460.2 \text{ minutes} + 14 \times 340.2 \text{ minutes} = 76393 + 3402 = 81,156 \text{ minutes}$, or 1352.6 hours per year. This number exceeds the most stringent requirements for any of the grades served by TVMA. TVMA reserves the right to adjust the daily bell schedule, as needed.

(c) Explain why the academic calendar and schedule will be optimal for student learning. Summarize how you will plan time for tiered interventions, enrichment, tutoring, and other academic activities.

This is the weekly schedule, demonstrating that a full five-lesson cycle of both A- and B-days will be completed on a bi-weekly basis. This schedule is conducive to improving pupil achievement for several reasons. First, the A/B day model provides adequate time for Cadets to grasp new concepts, practice them, and complete checks for understanding all at one sitting. There is practice time built into the classroom schedule so that Cadets can rehearse what they have learned while it is still fresh and free from distractions of other classes, sports practice, club participation, etc. Teachers can reinforce learning and answer questions before the questions are forgotten.

Through interviews conducted with 20 school principals, administrators, and educators, researchers found block style scheduling resulted in better student-teacher relationships, improved student retention, and a decrease in discipline issues. These benefits will prove essential to TVMA's purpose and will enhance the relationships that are necessary to make TVMA a success. Further, block scheduling allows Cadets more time to gain benefits from TVMA's educational philosophy involving guided practice and group work during the class periods.

The 10-class schedule allows for classes to be built called Flight Time. All cadets will be arranged into Flights. These Flights are assembled in formation, though Flight Classes are likely to be different grouping of cadets, based on schedules. Within these Flight Classes cadets are able to focus on general academic activities, receive MTSS supports, IEP supports, etc. They are intended as an enhanced Study Hall, essentially.

The school calendar provides 180 instructional days and includes 10 days of Professional Development for teachers and staff. It also annotates Federal holidays, Fall and Spring Break days, first and last days of schools, and dates marking the end of a grading quarter. While TVMA will operate on a semester basis, research has shown that quarterly grade reports improve performance in secondary school cadets. The weekly schedule is included below.

TVMA Bell Schedules 2023-2024

MONDAY-THURSDAY					
<i>Middle School</i>			<i>High School</i>		
Period 1	0815 - 0920	65 Minutes	Period 1	0815 - 0920	65 Minutes
Formation	0925 - 0940	15 Minutes	Formation	0925 - 0940	15 Minutes
Flight Time	0940 - 1005	25 Minutes	Flight Time	0940 - 1005	25 Minutes
Period 2	1010 - 1115	65 Minutes	Period 2	1010 - 1115	65 Minutes
Lunch	1115 - 1145	30 Minutes	Period 3	1120 - 1225	65 Minutes
Period 3	1150 - 1255	65 Minutes	Lunch	1225 - 1255	30 Minutes
Period 4	1300 - 1405	65 Minutes	Period 4	1300 - 1405	65 Minutes
Period 5	1410 - 1515	65 Minutes	Period 5	1410 - 1515	65 Minutes
Team Time (T-Th)	1515 - 1630	75 Minutes	Team Time (T-Th)	1515 - 1630	75 Minutes
Teacher Meetings (M)	1515 - 1630	75 Minutes	Teacher Meetings (M)	1515 - 1630	75 Minutes

FRIDAY EARLY RELEASE					
<i>Middle School</i>			<i>High School</i>		
Period 1	0815 - 0910	55 Minutes	Period 1	0815 - 0910	55 Minutes
Formation	0915 - 0930	15 Minutes	Formation	0915 - 0930	15 Minutes
Period 2	0935 - 1030	55 Minutes	Period 2	0935 - 1030	55 Minutes
Period 3	1035 - 1130	55 Minutes	Period 3	1035 - 1130	55 Minutes
Lunch	1130 - 1200	30 Minutes	Period 4	1135 - 1230	55 Minutes
Period 4	1205 - 1300	55 Minutes	Lunch	1230 - 1300	30 Minutes
Period 5	1305 - 1400	55 Minutes	Period 5	1305 - 1400	55 Minutes

ASSEMBLY SCHEDULE (FRIDAY) - only when scheduled					
<i>Morning Assembly</i>			<i>Afternoon Assembly</i>		
Period 1	0815 - 0855	40 Minutes	Period 1	0815 - 0855	40 Minutes
Assembly	0900 - 1015	75 Minutes	Period 2	0900 - 0940	40 Minutes
Period 2	1020 - 1100	40 Minutes	Period 3	0945 - 1025	40 Minutes
Period 3	1105 - 1145	40 Minutes	Period 4	1030 - 1110	40 Minutes
HS Per. 4 / MS Lunch	1145 - 1230	40 Minutes	HS Per. 5 / MS Lunch	1115 - 1155	40 Minutes
MS Per. 4 / HS Lunch	1235 - 1315	40 Minutes	MS Per. 5 / HS Lunch	1200 - 1240	40 Minutes
Period 5	1320 - 1400	40 Minutes	Assembly	1245 - 1400	75 Minutes

LATE START SCHEDULE (Snow Days) Mon-Thurs					
<i>Middle School</i>			<i>High School</i>		
Period 1	1000 - 1050	50 Minutes	Period 1	1000 - 1050	50 Minutes
HS Lunch	1050 - 1120	30 Minutes	Period 2	1055 - 1145	50 Minutes
Period 2	1125 - 1215	50 Minutes	HS Lunch	1145 - 1215	30 Minutes
Period 3	1220 - 1310	50 Minutes	Period 3	1220 - 1310	50 Minutes
Period 4	1315 - 1405	50 Minutes	Period 4	1315 - 1405	50 Minutes
Period 5	1410 - 1500	50 Minutes	Period 5	1410 - 1500	50 Minutes
Team Time (T-Th)	1515 - 1630	75 Minutes	Team Time (T-Th)	1515 - 1630	75 Minutes
Teacher Meetings (M)	1515 - 1630	75 Minutes	Teacher Meetings (M)	1515 - 1630	75 Minutes

Teacher Contract Hours: 0715 - 1700

As noted above, there are five 65 minute periods Cadets may choose from, with lunch plus a 'short course.' This model provides the required number of instructional minutes, and

completes all extracurricular activities and gets the Cadets home to their families in the mid-afternoon. We do not anticipate bringing them back to campus in the evening for any TVMA-related activities, other than interscholastic sports competitions.

(d) Describe any proposed extra-curricular or co-curricular activities or any other student-focused programming the proposed school will offer, including when will they begin, how often will they occur, and how will they be funded.

Team Time encompasses all of our extracurricular activities at TVMA. It includes all sports, clubs, teams, competitions, etc. Our schedule is such that all Team activities, practices, rehearsals, etc., are carried out during the school day, so that when a Cadet finishes the day at approximately 5:20pm, there will be no additional activities scheduled so he/she may return home, go to work, etc.

Team Time begins 5 minutes after the academic is completed, and continues until 5:20pm, on Tuesday, Wednesday and Thursday. We will become members of the appropriate athletic associations, and a number of competitive sports, such as cross country, basketball, soccer, etc. In addition, all teachers will lead a Team Time activity during these three days. The activities will range from directly military related like Drill Team, Honor Guard, Cyber Patriot, Rangers, etc. to academic focused, such as speed and debate, chess, robotics, and then various random opportunities specific to skills that staff or community volunteers may have. Such as film, UAV, martial arts, etc.

The specific goal of Team Time is to ensure that all cadets have opportunities to engage and grow beyond classes. In a normal high school environment there are far more cadets than spots on the football team, choir, etc. Thus, most students solely attend classes in school. We will have more opportunities than cadets, so that all cadets can engage in activities. This builds the cadet, builds the Team and ultimately the Core of Cadets. Everyone deserves the opportunity to excel at something.

There are additional, very military specific opportunities that will be supported, and receive additional training. This includes Civil Air Patrol, Naval Sea Cadets, Cyber Security, Drill & Ceremony, Drill Team, Ranger training, and other related teams, activities and skills.

(e) If Saturday School, summer school, or after school will be offered, describe the program(s). Explain the schedule and length of the program, including the number of hours and weeks. Address the number of students and the methodology used to identify them. For identified students, is the program mandatory? What are the anticipated resource and staffing needs for these programs?

All three opportunities will be provided, though specific plans have not been established. We will wait until we have fully understood the need. We anticipate that most needs can be addressed in Flight Time. The next step is to establish further academic opportunities during Team Time, which is our after-school period. It will be easy to establish specific study halls for subjects such as math, science, English/LA. Depending upon greater need, we can easily establish Saturday school, though this is anticipated to focus on credit recovery for high school cadets. Further, using the Exit Point Strategy, Transition Planning, and the School Counselor, we anticipate establishing a summer School program, focusing on credit recovery. Our structure makes establishing such programs very easy.

1.9 Special Populations

(a) Describe the experience of the leadership team in working with special populations. What staff (by role and number), including support staff, does the proposed school plan to hire to address the needs of the special populations identified in subsections (c), (d), (e) and (f)?

A member of Administration will work closely with the Special Education Coordinator, to ensure all cadets that fit within a special population are more than adequately served. We will ensure that all teachers are not only trained on how to support IEPs and 504s within the classroom but are monitored to ensure that it is taking place. In addition, we have budgeted for up to 8 Paraprofessionals, who will go through extensive training to provide both teachers and cadets the necessary supports to thrive beyond the Individual learning Plans. Finally, through Exit Point Strategy, our military team will be trained, and engaged to ensure that all military activities provide the necessary support and accommodations. By taking this approach we will have more ‘hands on deck’ to support these cadets than the nine positions found within our budget.

The TVMA is a diverse Board of Directors, to include working specifically within Memphis-Shelby County. Further, Charter One works with very diverse student populations on several of their campuses, such as 40% minority enrollment. They have also demonstrated significant academic growth, as demonstrated in this application. We recognize the need for a diverse staff.

(b) Describe the proposed school’s plan to prepare for special populations. What adjustments will be made to the school’s daily schedule to address the diverse needs of the students?

As a public Charter School, TVMA offers enrollment to all Shelby County residents. TVMA will not discriminate on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education.

TVMA will provide a free appropriate public education (FAPE) which includes a full continuum of services, including related services through contracting with appropriately certified specialists. TVMA fully understands and accepts the responsibility to abide by the Individuals with Disabilities Education Improvement Act (IDEA) of 2004, Section 504 of the Rehabilitation Act (1974), the Americans with Disabilities Act (ADA), and Title III of the Elementary and Secondary Education Act (ESEA). TVMA will provide the required documentation, assessments, accommodations, and/or modifications as outlined in the Individualized Education Plans (IEP) of the Cadets we serve. TVMA will provide appropriate services to Cadets who are gifted as well as Cadets who are English Language Learners (ELL).

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

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

Cadets earning successful marks from explicit instruction in the general classroom are considered to be Tier I. It is expected that approximately 80% of our Cadets will thrive without the need for intervention in addition to the instructional program.

All TVMA staff will be trained on Child Find, which is engaged through all activities. Cadets in need of intervention will be identified through regular assessments, classroom performance, and universal screening. These Cadets will be referred to the RTI team to determine what targeted intervention plan is appropriate for each Cadet in addition to his regular classroom instruction and for how long the intervention should be conducted. At the end of the

allotted time period, the data will be reviewed by the Cadet's teacher and the RTI team to determine the appropriate next steps.

Cadets identified as not showing adequate progress are Tier II. These Cadets, commonly representing approximately fifteen percent (15%) of the Cadet population, will need intervention in addition to the general instruction. Cadets in this group are referred to the RTI team and a Response to Intervention plan will be developed. The RTI plan includes designated intervention and enrichment time built into the school schedule for targeted instruction to be provided by an interventionist and/or the child's teacher.

The parent or guardian will be notified in writing that the child is receiving additional academic support. The team will implement appropriate measurable interventions and document the timeline for tracking the Cadet's response to those interventions. The team will also schedule a follow-up meeting to review the Cadet's progress. The interventionist and the Cadet's teacher will document the support and monitor the Cadet's progress. The interventionist and the Cadet's teacher will report back to the team at the follow-up meeting. At the follow-up meeting, the team will review data, measure the success, and determine the next steps. If a child is showing adequate progress with interventions, the team may determine to either continue the interventions for an additional predetermined length of time and then reassess the progress or return the child to Tier I. If the child is returned to Tier I, the child will continue learning through the regular classroom explicit instruction without additional instruction during the intervention time period.

If the child is not making adequate progress, the team may determine the child needs more intervention support to be academically successful. They may move the child to Tier III where the child will continue Tier I instruction and Tier II interventions but will receive additional intervention time. The RTI team will revise the RTI plan to increase support and may consider referring the Cadet for a special education evaluation. It is anticipated that these Cadets will represent approximately 5% of the Cadet population.

If a Cadet has moved to Tier III, the team will schedule a formal meeting with the parent or guardian. The team will send written communication to notify the parents of the meeting and ensure the meeting time is scheduled conveniently for the parent or guardian to attend. In the meeting, the team will present the interventions to date and share the progress of their child compared to others in the same grade level. Once all data has been reviewed with the parent or guardian, the team may request permission to conduct further testing with licensed professionals to determine the best educational plan for the child. The parent or guardian must provide written permission to proceed with a psychoeducational evaluation to be used for consideration of special education services. At this meeting, parents will receive a copy of the procedural safeguards in addition to an explanation of the evaluation process from the team to ensure they are fully informed. In some cases, a parent or guardian may refuse an evaluation. In these cases, the school is not permitted to continue with the evaluation process, but must continue to serve the child, which may continue to be done through the RTI process.

If the team determines a child does not meet the criteria for placement into the special education program, the team will notify the parent or guardian and continue to provide academic support through the RTI process. If the team does determine the child qualifies for placement into the special education program, then the entire team will collaborate to create an appropriate

Individualized Education Plan (IEP) for the child. The IEP will document the type(s) and frequency of special education and related services to be provided. The team will also determine and document annual goals that each member of the team will commit to in order to support the child's advancement. If it is determined that the child is unable to participate in certain activities and/or classes due to the disability, it will be documented, and appropriate modifications and accommodations will be implemented. Additionally, if the child will need to take alternate state or district assessments due to their disability, that documentation will also be included in the IEP. The team will determine the start date for services, frequency, and the Least Restrictive Environment (LRE) for all services to be provided. TVMA will follow the IEP for the child. Progress reports will be provided by the providers to the parents and appropriate staff as indicated in the IEP. TVMA is prepared to provide an appropriate full range of services to Cadets who qualify for special education.

The TVMA staff will work within the daily schedule to prevent Cadets who are receiving services from missing core instruction when possible. Regardless of their academic needs, Cadets will have proper instruction in math and exposure to the Core Knowledge Sequence, as the content rich curriculum provides a base for learning and the vocabulary needed fundamental to success in reading and comprehension.

If after testing, a child does not meet the requirements for an IEP, but meets the broader definition under Section 504 with a physical or mental impairment that substantially limits major activities or academics, the TVMA team will create a 504 plan to accommodate those needs in the school setting. All parties, including the parent or guardian, will participate in creating the plan. Upon approval of all team members, the plan will be implemented and followed by the TVMA staff.

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

To ensure our staff meets the needs of all Cadets, TVMA will implement progress monitoring and document it through a three-tiered RTI model. This research-based initiative, along with the support provided in the highly regarded curricula we have chosen, will be used to identify and serve at-risk Cadets as well as those who may be gifted and talented. The RTI process is designed to meet all children at the point of their academic needs and is a process whereby Cadets may enter and exit tiers for enrichment or remediation at multiple times throughout the school year. The RTI process is flexible and used to ensure Cadets are appropriately supported without the need for special education services when appropriate. However, the data gathered through the RTI process can be used to refer Cadets for a special education evaluation when appropriate.

The Commandant of Cadets will be responsible for appointing an RTI team consisting of administrators, teachers, and a special education representative. This team is responsible for reviewing screening data to determine Cadets at-risk, developing RTI intervention plans for Cadets identified for Tier II and Tier III. When a Cadet is referred to the RTI team, the Cadet's teacher must also be a part of the intervention planning process and progress monitoring.

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

To ensure the TVMA is prepared to meet the needs of all Cadets, including those identified as having an educational disability or in need of specialized services, a full range of curricular professional development will be extended to the staff. Appropriate members of our SPED team will attend all mandatory professional development and training offered through the SPED departments at the TN Department of Education, Charter One coordination, and the local district. As part of the school’s ongoing PD plan, all staff members will also participate in workshops and training for special education in the areas of HIPAA, FERPA, Child Find, appropriate timelines for processes (15, 30 and 60 day windows for placement), and proper professional communication where identified Cadets are concerned according to applicable laws. Staff will also be advised of proper in-house TVMA related to procedures to ensure smooth processes.

The U.S. national average of students with disabilities hovers around 13%. The State of Tennessee’s average is slightly higher at 13.2%. The Cadet population at TVMA is expected to be similar to that of the state and district. TVMA is expecting to have approximately 90-100 Cadets who have been identified as having a learning disability in its first year of operation. The school is preparing to serve this population by allocating funds to hire appropriate certified staff and licensed service providers. Funds are also budgeted for equipment the school may need to purchase to meet their needs.

When Cadets who are identified as having a learning disability transfer in, TVMA will accept IEPs as transferred from sending schools. TVMA will collect relevant data and hold a comparable services meeting within 30 days of the transfer window with the parents or guardians. In this meeting, it will be determined how TVMA will best serve the Cadet’s needs in our school setting. If amendments are needed, the team may agree to implement those based on the data collected to appropriately serve the child in the TVMA environment. All relevant parties will actively participate and approve the IEP plan TVMA will follow to serve the child. The purpose of this is to ensure the IEP is fully understood, up to date and being met.

TVMA will conduct re-evaluations as they are required by the IEP. According to the results, the Cadet will either continue current services, amend services or be exited from the special education program. When Cadets place out of special education, either by re-evaluation, parental revocation or graduation, TVMA will provide appropriate transitional services for the Cadet. The services will be determined by the IEP team and implemented as determined. They could include but not limited to slowly removing academic support, providing support for vocational training, integrated employment, independent living, community participation or post school daily activities.

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

TVMA will provide appropriate transitional services for the cadets who have an IEP and are 14 years of age or older. The IEP team will review applicable transition data to identify strengths, interests, and preferences to develop the Cadet’s measurable post-secondary goals. This team will then align transition activities and services to allow the cadet to meet these goals. The activities and services may include but are not limited to slowly removing academic support, providing support for vocational training, integrated employment, independent living, community participation, or post school daily activities. It should be noted that Exit Point Strategy will be a support tool, used by the IEP Team, to help with transition planning. This

provides support beyond the IEP Team in helping cadets implement, and execute successfully the Transition Plan.

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

• Methods for identifying EL students and avoiding misidentification;

TVMA will comply with the requirements for identification, eligibility, and programmatic assessments of English Language Learners. TVMA will follow any local English Language Learners (ELLs) Plan and will abide by the requirements of the LULAC et.al. vs. State Board of Education Consent Decree (1990) in servicing ELLs. The decree ensures the identification and provision of services to cadets whose native language is other than English, who come from a home environment where a language other than English is spoken, and/or is an American Indian or Alaskan native coming from an environment where a language other than English has had a significant impact on his/her level of English language proficiency. The goal is to provide comprehensive instruction for ELLs in order for them to gain proficiency in English and mastery of the Language Arts Tennessee Standards, Math Tennessee Standards and the Next Generation Sunshine State Standards. The development of literacy in English will positively impact cadets' achievement and promote lifelong learning. TVMA will comply with the guidelines set forth by the Consent Decree, which is the State of Tennessee's framework for agreement with the following federal and state laws regarding the education of English Language Learners:

- Title VI and VII Civil Rights Act of 1964
- Office of Civil Rights Memorandum (Standards for Title VI Compliance) of May 25, 1970
- Requirements based on the Supreme Court decision in Lau v. Nichols, 1974
- Equal Education Opportunities Act of 1974
- Requirements of the Vocational Education Guidelines, 1979
- Requirements based on the Fifth Circuit court decision in Castañeda v. Pickard, 1981
- Requirements based on the Supreme Court decision in Plyler v. Doe, 1982
- Americans with Disabilities Act (PL 94-142)
- Tennessee Education Equity Act, 1984
- Section 504 of the Rehabilitation Act of 1973

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

The following principles will be employed to ensure academic success as well as equitable access for ELL cadets.

- (a) Identification and Assessment. To be identified as an English Language Learner (ELL) and/or transferring from a school in another country, placement must comply with appropriate procedures for cadets in the English for Speakers of Other Languages (ESOL) programs found within the District's ELL Plan. Upon registration to TVMA,

Shelby Campus, all cadets will complete a required Home Language Survey (HLS) as a part of the registration packet. The HLS will be available in three languages and is comprised of three questions regarding a cadet's language spoken a birth and within the home. Additional processes and procedures are detailed in the "Procedures for Identification" section below.

- (b) Equal Access to Appropriate Programming. The primary goal of English Language Learners programs is to develop each student's English language proficiency and cognitive academic language proficiency as quickly as possible. Such programs also provide positive reinforcement of the self-image and self-esteem of participating cadets, promote cross-cultural understanding, and provide equal educational opportunities. The purpose of Title III is to ensure that English Language Learners, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that non-ELL cadets are expected to meet. To achieve these expectations, only high-quality programs that have been proven to be successful for ELL cadets are implemented. English Language Learners must be provided adequate instructional materials that address a comprehensive Language Arts/Reading/English for Speakers of Other Languages (ESOL) curriculum.
- (c) Equal access to appropriate categorical and other programming for English Language Learners Equal access to appropriate programming will include both access to intensive English language instruction and instruction in the basic subject areas of mathematics, science, social studies, and computer literacy which are:
- Equal and comparable in amount, scope, sequence, and quality to that provided to English proficient cadets.
 - Documented through the use of an ELL cadet plan with appropriate recommendations for the cadet's program of study.
 - Comprehensible to the ELL cadet given his/her level of English language proficiency.
- (d) Personnel. Personnel are required to attain ESOL endorsement through college level courses and participate in professional development trainings for differentiated instruction and strategies to improve instruction for ELL cadets. Teachers are required to meet periodically to discuss and plan lessons to meet the needs of all ELL cadets.
- (e) Monitoring. ELL cadets will be assessed through school developed assessments, CELLA, or other assessments as per the curriculum. ELL cadets will be offered state approved accommodations on all state assessments. ELL cadets will be re-evaluated annually and monitored for two years following program exit.
- (f) Outcome measures. The outcome measures will be followed in accordance with the District's ELL Policies and Procedures as per the Tennessee Department of Education.

• Plans for ensuring individual learning plans (ILPs) are maintained and addressed for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.

Programmatic assessment of out-of-state or out-of-country cadets will take place at TVMA with staff documenting the prior school experiences each new cadet possesses by using the cadet's

school records, transcripts, and other evidence of educational experiences to determine a recommended grade level placement. The Principal or designee, in cooperation with the faculty, will take appropriate steps to assess the cadet's level of learning in the core content areas and recommend the most appropriate placement for the cadet. TVMA will use testing, faculty interviews, and/or the advice given by the sponsor to determine proper placement. Cadets new to the district will be assessed for reading proficiency to determine if remediation is appropriate. Cadets without educational records or incomplete records shall be placed according to the cadet's age as of September 1st of the academic school year.

- (a) Evaluating ELL Progress (Progress Monitoring). TVMA will re-evaluate cadets annually to determine program options for continuation or exiting the program. TVMA will use the Comprehensive English Language Learning Assessment (CELLA) to measure the progress towards proficiency in English in the areas of Listening, Speaking, Reading and Writing. CELLA will provide data for reporting Annual Measurable Achievement Objectives (AMAOs) required by Title III of NCLB. CELLA will confirm program accountability per Title III of NCLB, chart cadets' progress over time for AMAO, provide information for placement decisions, and provide diagnostic information about individual cadets' strengths and weaknesses in English. TVMA will also monitor all ELL cadet progress through report cards, test scores, classroom performance, and standardized test scores in order to determine mastery of the LAFS/MAFS/NGSSS
- (b) Grade Level and Course Placement Procedures. Programmatic cadet placement takes place at TVMA. Cadets who have educational records from their home country must be placed in grade level courses based on these records. Any adjustment resulting in lowering grade level placement must be thoroughly documented with home language assessment data (e.g., tests, class work) and in compliance with State and District procedures. Parent(s)/guardian(s) must be informed prior to grade level adjustment. If school site personnel are unable to interpret a transcript from a foreign country, we will seek assistance in order to get a detailed interpretation, translation, and conversion of all coursework taken at each grade level in the foreign country, along with the equivalent grade earned in each subject area. However, the cadet's enrollment in school shall not be delayed while TVMA evaluates records. Special care should be exercised to ensure that a cadet's limitation in ability to communicate in English is not a factor in determining grade placement. Information considered when making placement decisions should include the following:
- Age-appropriateness
 - Documented prior educational services (transcripts)
 - Assessments - Diagnostic/placement test
 - Parent/Guardian and cadet interview

Cadet services personnel will follow these steps to enter previous schooling information in the data management system:

1. Cadet transcripts are evaluated by counselor, registrar, or sponsor.
2. Information is transferred.

3. Credits are added to the cadet's official records.

- (c) Re-evaluation of ELLs. If a cadet transfers from another district within the state of Tennessee and the records indicate ELL status, staff will review the individual ESOL Cadet Portfolio and/or Cumulative Cadet folder, assign the most appropriate ESOL level, and place the cadet in the ESOL program. Every effort will be made to contact the sending district; however, in the event that no records are provided, the cadet will be reassessed in accordance with the methods required by district and state mandates and standard placement procedures are followed. If an ELL cadet previously classified as non-English speaking (NES) or Limited English Speaking (LES), re-enters TVMA after leaving the state or the country, he/she will be reassessed to determine English language proficiency level in accordance with the policies and procedures of Memphis-Shelby County ELL Plan.
- (d) Exiting ESOL. ELL cadets may exit the ESOL program upon exceeding the criteria used to designate them as ELL. Notwithstanding CELLA test scores, upon the request of a cadet's teacher, counselor, administrator, or teacher, or parent, a cadet who has been classified as an ELL and enrolled in the ESOL program may be reevaluated for English language proficiency by convening the ELL Committee, at any time. Any cadet being considered for exit by an ELL Committee will be assessed with Department-approved assessment instrument(s) such as the IDEA Proficiency Test and/or the CAT5 Reading/Writing assessment, which shall be administered no earlier than thirty (30) days prior to the ELL

Committee's determination regarding exit. The assessment(s) will cover all four domains (listening, speaking, reading, and writing). The Committee will review the cadet's academic record holistically and will consider results from CELLA and FSA (as applicable), and the following criteria: a.) Extent and nature of prior educational and social experiences, and cadet interview; b.) Written measurable and academic reasons by current and previous instructional and supportive services staff; c.) Level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state and national criterion-referenced standards; d.) Grades from the current or previous years; e.) Test results other than those identified for listening and speaking proficiency and/or reading and writing proficiency.

The Committee decision shall be supported by at least two of the established criteria. The parents' preference will be considered in the final decision. In order for the cadet to exit the ESOL Program, the majority of the ELL Committee must determine that the cadet is English language proficient. If a cadet meets exit criteria, his or her progress in Reading/English Language Arts will be monitored for two years from the exit date at specific checkpoints during each academic year.

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

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

At TVMA we believe every Cadet can learn, every Cadet can lead, and every Cadet has unlimited potential to succeed, as such we do not ascribe to the terminology of behaviorally "at-

risk” cadets, but rather vulnerable cadets^{10 11}. In a cadet-centered approach, we believe Cadets who are exposed to higher levels of Adverse Childhood Experiences (ACEs) have an increase likelihood of trauma induced behaviors and through a supportive, structured, and leadership enabling environment TVMA can meet their needs. As outlined in the application’s section of School Culture, our behavioral expectations for all Cadets are discussed.

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

We recognize that many cadets come from at-risk backgrounds, which potentially leads to a failure to maximize their individual potential. We are dedicated to identifying the individual needs of each cadet, working to build support mechanisms within our sphere of influence, and striving to improve the mindset and expectations of achievement for each cadet. We believe that the cadet-teacher relationship¹² is crucial in influencing the cadets’ achievement. We want them to know we care about their learning and want them to feel a sense of purpose and freedom to set goals and expectations for themselves and to accept that success requires continual refinement. This is critical to individual success. We have a very well defined MTSS program, which all staff are trained upon, and engage. It is identified in other sections of this application.

The information we provide in 1.9(a) demonstrates a staffing commitment to these cadets. Our robust RtI and MTSS are identified programs that will then provide the necessary supports. Our “Exit Point Strategy” providing support to our Special Education Coordinator, and the District Sped Team to ensure solid Transition Planning takes place, is consistently updated and necessary progress is achieved to ensure success.

(e) Describe the following related to gifted students: • Methods for identifying and meeting the needs of intellectually gifted students, including specific research-based instructional programs, practices, strategies, and opportunities the proposed school will employ or provide to enhance their abilities;

Gifted and talented Cadets may also be referred to the MTSS team for additional support. In contrast to their peers on the lower end of the spectrum, gifted and talented Cadets will receive support in accelerating and extending their instruction to challenge them and keep them engaged. Gifted Cadets will be placed with teachers that are highly qualified to provide gifted instruction.

Identified Needs for Improved Pupil Achievement

Within the Core Knowledge framework, TVMA will also implement important structural elements to support disadvantaged cadets. These include ongoing disaggregation of cadet assessments, an integrated remediation and extension time during the school day, and a MTSS process that identifies cadets that are falling behind. Within the MTSS process, TVMA will provide additional academic support, cadet tutoring, a full-service special education program, supports in place for homeless, migrant, and military families, and an ELL program.

¹⁰ Brunzell, T., Stokes, H., & Waters, L. (2016). Trauma-informed positive education: Using positive psychology to strengthen vulnerable students. *Contemporary School Psychology*, 20(1), 63-83.

¹¹ Ortega, L., Thompson, I., & Daniels, H. (2019). School staff advice-seeking patterns regarding support for vulnerable students. *Journal of Educational Administration*.

¹² Hattie, John. *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*, New York, Routledge, 2009 pp. 132-133.

All cadets new to TVMA will be screened in cognitive or academic, communication, motor, social or behavioral, and adaptive or self-help areas within 45 calendar days of the cadet's enrollment. Any necessary hearing or vision screenings will take place when required at the TVMA facility, near a cadet's home, or in some cases, at the cadet's home within 45 calendar days of the cadet's enrollment. If concerns are noted in any area, follow-up and parent notification of concerns will occur within 10 school days. Follow up may include documentation of attempts to collect additional records, implementation of classroom interventions, or referral to the Multi-Tier Systems of Support Team (MTSS) or for a special education evaluation.

Tennessee Volunteer Military Academy is prepared to implement a robust Multi-Tiered Systems of Support process which provides a universal screening, consistent data collection, and progress monitoring of all cadets. Cadets identified through screening will be provided research and evidence-based interventions at increasing levels of intensity depending on the cadet's response to those interventions (RTI)¹³. Data for placement in the MTSS process and progress monitoring will be provided by the Illuminate Education Assessment Systems¹⁴, which incorporates both assessment and administration of assessment, progress monitoring, and universal screening tools. The school based MTSS team or the cadet's parent(s) can refer a cadet for an evaluation when a cadet is suspected of having a disability.

When a cadet is referred for an initial evaluation to determine if the cadet is eligible for special education and related services, the Multidisciplinary Evaluation Team (MET) including the cadet, the cadet's parent(s), teacher(s), a special education teacher, school administrator, a school psychologist and related service providers (when appropriate), will meet to determine if an evaluation is needed and if so, develop the evaluation plan. Once a cadet is determined eligible for special education and related services, an IEP will be implemented within 30 calendar days. Cadets who come to TVMA with an IEP will be provided comparable services as soon as they begin their classes. Within 30 calendar days, the IEP team will meet and review the cadet's IEP.

We believe that comprehension problems stem from knowledge and character problems. Therefore, increased knowledge results in increased comprehension. At the time of this Charter submission, there is not a public-school choice option in Murray or Jordan that has adopted Core Knowledge and Hillsdale Literature as its primary curriculum. This planning committee would like that to change with TVMA's charter approval. This project has gained substantial support as a tuition-free school of choice that offers a traditional, knowledge-based curriculum with a heavy emphasis on leadership, national history, and patriotism. The Core Knowledge Sequence incorporates these values through its content-rich domains and builds a strong foundational base from which cadets can learn. Knowledge of content and vocabulary is fundamental for successful reading comprehension skills. The result of improved cadet comprehension skills also improves academic results on state assessments. Our cadets are fully prepared and capable of competing academically in the global market.

¹³ "Essential Components of RTI: *Essential Components of RTI – Center on Response to Intervention*, rti4success.org/essential-components-rti.

¹⁴ "Addressing the Whole Child." *Illuminate Education*, 7 May 2020, www.illuminateed.com/.

TVMA will implement a proven math curriculum that grows with our cadets throughout their educational careers. Eureka Math and similar curriculums offer a seamless syllabus with a common language that properly flows from teacher to teacher and grade level to grade level as cadets advance through school. Eureka Math uses a consistent language throughout the program. As the content advances, the vocabulary expands to deepen understanding of the meanings of mathematical terms and processes. Eureka Math assessments provide data points for portfolios that can travel vertically with the cadets and can be passed along from grade level to grade level for teacher review. This allows teachers to hold data-based conferences with cadets and parents, give adequate attention to learning indicators, and determine individual rates of mastery. These data points enable teachers to meet cadets at their individual point of academic need and achievement.¹⁵

TVMA's selected Direct Instruction model has shown greater improvement than other methods in cadet achievement across a variety of demographics, and we are confident that this will be the case for our targeted demographic as well.

- **Plans for monitoring and evaluating the progress and success of intellectually gifted students.**

EXCEPTIONAL CADET SERVICES

TVMA will provide a free appropriate public education (FAPE) which includes a full continuum of services, including related services through employing and/or contracting with appropriately certified specialists. TVMA fully understands and accepts the responsibility to abide by the Individuals with Disabilities Education Act (IDEA) of 2004, Section 504 of the Rehabilitation Act (1974), the Americans with Disabilities Act (ADA), and Title III of the Elementary and Secondary Education Act (ESEA). TVMA will provide the required documentation, assessments, accommodations, and/or modifications as outlined in the Individualized Education Plans (IEP) of the cadets we serve. TVMA will provide appropriate services to cadets who are gifted as well as cadets who are English Language Learners (ELL).

We strongly believe that all cadets can learn and that all cadets can lead, regardless of their individual circumstances. To encourage both, TVMA will use resources from the Eureka Math curriculum, the Core Knowledge Language Arts, and classic literature and primary source documents as the base of our core instruction. These programs provide support for the diverse needs of special cadet populations. The CKLA Assessment and Remediation guides provided through Core Knowledge and classical readings consist of skill-based instructional tools for interventions and scaffolded support for cadets in academic deficit. Additionally, these same guides can be used to provide acceleration to cadets who demonstrate consistent mastery and need a more rigorous application. Eureka Math also offers a variety of support tools for cadets with diverse needs. TVMA staff will have intense training in the core curriculum to better understand the support available within the curricula. All of our cadets, including those identified

¹⁵ <https://www.edreports.org/resources/article/first-ever-free-consumer-reports-style-review-of-instructional-materials-released>

as having a learning disability, our English Language Learners (ELL), homeless, military, and high-achieving cadets identified as gifted and talented, will be served well through these programs.

To ensure our staff meets the needs of all cadets, TVMA will implement universal screening, diagnostic assessments, and progress monitoring. The universal screening includes both academic skills and standards-based proficiency. All data will be used within a tiered MTSS model. This research-based initiative, along with the support provided in the highly regarded curricula we have chosen, will be used to identify and serve at-risk cadets, as well as those who may be gifted and talented. The MTSS process is designed to meet all cadets at the point of their academic and behavioral needs and is a process whereby cadets may enter and exit tiers for enrichment or remediation at multiple times throughout the school year. The MTSS process is flexible and used to ensure cadets are appropriately supported without the need for special education services when appropriate. However, the data gathered through the MTSS process can be used to refer cadets for a special education evaluation when appropriate.

Cadets in need of intervention will be identified through regular assessments, classroom performance, and universal screening. These cadets will be referred to the MTSS team to determine what targeted intervention plan is appropriate for each cadet in addition to his regular classroom instruction and for how long the intervention should be conducted. Both academic and behavioral interventions will be recommended based on the needs of each cadet. At the end of the allotted time period, the data will be reviewed by the cadet's teacher and the MTSS team to determine the appropriate next steps.

Cadets identified as not showing adequate progress may be placed in Tier III. These cadets, commonly representing approximately fifteen percent (15%) of the cadet population, will need intervention in addition to the general instruction. Cadets in this group are referred to the MTSS team and an Intervention plan will be developed. The MTSS plan includes designated intervention and enrichment time built into the school schedule for targeted instruction to be provided by an interventionist and/or the Cadet's teacher. Depending on the severity of the deficit, several interventions may be recommended over a period of time. Progress monitoring data will be used to determine the effectiveness of the intervention.

The parent or guardian will be notified in writing that the cadet is receiving additional academic support. The team will implement appropriate measurable interventions and document the timeline for tracking the cadet's response to those interventions. The team will also schedule a follow-up meeting to review the cadet's progress. An interventionist and/or the cadet's teacher, with support from the MTSS team, will document the support and monitor the cadet's progress. The interventionist and/or the cadet's teacher will report back to the MTSS team. At the follow-up meeting, the team will review data, measure the success, and determine the next steps. If a cadet is showing adequate progress with interventions, the team may make the determination to either continue the interventions for additional time and then reassess the progress, or to return the cadet to Tier I. If the cadet is returned to Tier I, (s)he will continue learning through the regular classroom direct instruction.

To ensure we are prepared to meet the needs of all cadets, including those identified as having an educational disability or in need of specialized services, a full range of curricular professional development will be provided to the staff. Appropriate members of our Special Education, Gifted, ELL, and Administrative SPED team will attend all mandatory professional

development (PD) and training offered through the SPED departments of Memphis – Shelby County Schools. As part of the school’s ongoing PD plan, all staff members will participate in workshops and training for special education in the areas of HIPAA, FERPA, and Child Find. Other training will include applicable timelines and procedures and proper professional communication where identified cadets are concerned according to applicable laws.

When cadets who are identified as having a disability and receiving special education services transfer to TVMA, the IEP from the sending school will be requested and transferred to TVMA. TVMA will hold a comparable services meeting within 30 days of the Cadet’s enrollment with the parents or guardians and other applicable members of the IEP team. In this meeting, the IEP team will review current data and the supports and services in the transferring IEP and determine if amendments to the IEP are necessary to ensure the cadet’s success at TVMA.

Tennessee Volunteer Military Academy will provide appropriate transitional services for the cadets who have an IEP and are 14 years of age or older. The IEP team will review applicable transition data to identify strengths, interests, and preferences to develop the Cadet’s measurable post-secondary goals. This team will then align transition activities and services to allow the cadet to meet these goals. The activities and services may include but are not limited to slowly removing academic support, providing support for vocational training, integrated employment, independent living, community participation, or post school daily activities.

Gifted and Talented Cadets may also be referred to the MTSS team for additional support to extend and/or accelerate learning. In addition, these cadets may need intervention to support social and executive functioning challenges often associated with asynchronous development in cadets with exceptional intellect. Gifted and Talented Cadets will also be placed with teachers who are highly qualified and trained to provide effective gifted instruction.

1.10 School Culture and Discipline

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

(b) Describe the desired school culture or ethos of the proposed school and how it will promote a positive academic environment and reinforce the school's mission, goals, and objectives.

Our philosophy is “We believe that every Cadet can learn, every Cadet can lead, and every Cadet has unlimited potential to succeed.” Our mission is “to provide Cadets with a targeted and rigorous educational experience in a focused military environment where cadets will graduate as physically prepared, academically developed leaders, poised for continued success.” In order to meet these, TVMA provides a military culture that promotes values to prepare Cadets for acceptance into military academies and military service, as well as prepare them to enter industry and non-military colleges. The military culture builds growth mindset, grit and work ethic, all essential for academic growth.

MILITARY CULTURE

Tennessee Volunteer Military Academy (TVMA) recognizes that, at our core, we will utilize the highly motivating and disciplined military culture as a tool to educate, inspire, and prepare. Throughout every aspect of our Academy we will foster and adhere to a highly organized, rigorous, and structured military culture. This will be manifested in extracurricular activities and JROTC courses, and will be manifested at all times, and in all subjects.

- Students will be referred to as Cadets, and will earn JROTC military ranks
- All teachers and instructors will wear a JROTC-fashioned uniform at all times
- Cadets are expected to wear appropriate military-styled uniforms on a daily basis, variations of which will be defined in the Academy, Faculty and Cadet Handbook
- Communication will always include standard military salutation and courtesy to include ‘Yes Sir, No Ma’am
- Instructors will always be addressed as senior officers
- Cadets will address each other using proper military protocol, reflecting the appropriate rank of each Cadet
- Guests to TVMA will adhere strictly to protocol that will be explained and demonstrated to them
- Cadets will conduct themselves in an appropriate manner to include ‘Standing at Attention’ or marching in an orderly manner
- Cadets will be instructed in the professional conduct of a soldier, sailor, airman, or marine, including proper military jargon
- Specific activities, such as weekly lessons and lectures on significant military battles; book and periodical reading lists specific to the inculcation of military knowledge and culture; weekly or bi-weekly dining’s-in with leadership; and, extracurricular activities that challenge our Cadets both mentally and physically will be a regular part of Cadet life at the TVMA

At TVMA we will work aggressively to place our Cadets with the military academies and scholarship ROTC programs at colleges and universities. This will require exposure to these campuses, familiarity and support in the application process, and individual application support.

We will work with Cadets to ensure strong extracurricular activities support their academic success in being highly competitive for these honors. To further ensure placement of Cadets, TVMA employs a program entitled Exit Point Strategy.

EXIT POINT STRATEGY

Exit Point Strategy is a unique program developed by the Armed Services Leadership Academies, which we have adopted. It requires far more than just classes and environment. The program requires extensive partnerships, deep institutional knowledge, and extensive external opportunities which build on classroom learning, all of which TVMA will provide and facilitate. We will develop Support Centers for each of these tracks, which coordinate between our counseling department, Military Team, Special Education, and Board of Advisors. There is some duplication in our Exit Point Strategy, which is designed to ensure that we do not miss any Cadet. Our academic counselors focus on class schedules and graduation requirements, while the Service Academy and ROTC scholarship applications, internships, apprenticeships, and direct enlistment will fall under the Military Team. The Special Education Team works closely with each Cadet who has an Individual Education Plan to ensure that the required Transition Plan is satisfied through one of the four tracks. For all external partnerships we will draw upon the Board of Advisors to help establish and navigate as required.

Tennessee Volunteer Military Academy (TVMA) recognizes that Cadets will enroll with several clearly identified possible “Exit Points.” Broadly, we identify four areas: Military Officer, Military Enlisted, Technical field, or college prep/non-military. Our model allows each pathway to thrive, ensuring they graduate well on their way to achieving their goals.

Exit Point Strategy requires training and collaboration between school counselors, military team and ESS. Taking the lead is our military team, which is a natural fit, as the military consistently provides career and personal guidance within existing structures and practices. Beginning in 6th grade, each Cadet is assigned to a Flight, which is part of a Squadron, which is part of a Group, which is part of the Cadet Wing.

Each Cadet will be assigned a military Leader, who will counsel with the Cadet to identify goals, then build a path for academic, military, leadership, and character excellence necessary to achieve those goals. This plan helps guide the courses they will take at TVMA, as well extracurricular activities. It also becomes a very safe framework within which a cadet may receive additional support from school counselors, which may even lead to external support for the family. This model assigns school counselors the primary role of building class schedules, ensures cadets meet requirements to graduate, and supports the emotional needs of each Cadet. The Military Team will focus on building and guiding the career path for each Cadet, and through collaboration ensure all necessary classes are scheduled, leading to assisting the cadets with scholarship applications, direct enlistment into the military, and taking next steps towards achievement in all aspects of their careers. We believe that “Every Cadet can Succeed” success looks different for each Cadet, and our goal is to help them find and achieve their own success with TVMA’s guidance and preparation.

(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.

TVMA exists to serve the interest of cadets who desire a military environment. We will create this environment with a base of a strong, experienced board of directors, dedicated school leadership, and committed parents and community, who will support the work of changing cadets into cadets. We will demand a great deal of the cadets, and will support them at every turn in a task oriented process that ensures growth towards goals. “Failure is not an option.”

We will develop a strong set of Core Commitments for the cadets that will include:

- **Respect** for themselves, their fellow cadets, faculty and staff, community and country
- **Integrity** in every aspect of their life
- **Work ethic** as a backbone of all accomplishment of the mind and body
- **Expectation of excellence** as a key component of improvement
- **Gratitude** for the opportunities provided them within TVMA, the community and our nation, with a focus on patriotism with determined and known purpose
- **Mind set** of achievement in the face of daunting obstacles, challenges and odds

We will provide a strong military culture:

- **A facility** consistent with the theme, function and environment consistent with the military
- **Culture** that includes proper military etiquette, rank, drill and ceremony, rigorous attention to detail, and the demands of leadership
- **Exposure** to engagements with military leaders, equipment and training opportunities, safely guided and appropriate for our cadets
- **Challenging** assignments that will truly push our cadets beyond their own expectations

We will provide a ‘no excuses’ academic environment of excellence:

- **Data driven instruction** techniques will drive the course instruction, creating an environment for attention to individual academic achievement
- **Technology** engagement that will facilitate the most recent blended learning opportunities, which share in the individual learning and data driven instruction
- **Professional staff** selected for their background with the primary focus on academic achievement, and military experience being secondary and something we are dedicated to inculcating within staff
- **Academic opportunities** beyond the classroom to include support in applying to military academies, colleges and universities
- **Extracurricular opportunities** that will provide opportunities for cadets to practice leadership and personal growth
- **Rigor** in academic delivery by the cadets with the expectation of cadets learning to demonstrate commitment to academic excellence, with our professional staff providing guidance and support at every turn
- **Dedication** of staff to mission, which is ultimately measured in the individual achievement of our cadets

We will work with the family and community:

- **Parental and family engagement** in meaningful ways that support all aspects of the cadets
- **Public engagement opportunities** such as presentation and retirement of colors, drill and ceremony, public speaking and presentations of honor
- **Exposure to leadership** as examples of excellence, opportunity and goal setting
- **Service opportunities** which will build Core Commitments leading to entrenchment of the building blocks of leadership

These areas encompass all aspects of the TVMA and will provide the framework within which our cadets will maximize their individual abilities.

Mid-year cadets will receive an abbreviated version of this training, through a series of Super Saturdays. On these Saturdays 4.5 hours of military and academy culture will be conveyed, to include how to wear a uniform, Drill & Ceremony, MAP assessment to build appropriate schedule, and other activities to build *esprit de corps*, and expose them to the rigors of cadet life at TVMA.

(d) Explain how the school culture will embrace special populations, including students with disabilities, English Learners, and students at risk of academic failure or dropping out.

Our Core Commitments for the cadets include:

- Respect for themselves, their fellow cadets, faculty and staff, community and country
- Integrity in every aspect of their life
- Work ethic as a backbone of all accomplishment of the mind and body
- Expectation of excellence as a key component of improvement
- Gratitude for the opportunities provided them within TVMA, the community and our nation, with a focus on patriotism with determined and known purpose
- Mind set of achievement in the face of daunting obstacles, challenges and odds

These core commitments are behavioral expectations to their fellow cadets. Special population will be provided the required support for their individual success, and the culture of inclusivity will guide the manner in which all special populations will be embraced. The Multi-Tiered Cadet Support (MTSS) system will provide the interventions necessary for all cadets to be successful, and this system is just as important for cadets in special populations for their success.

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

As a military-structured school, TVMA will not use the local school districts code of conduct, and has developed its own to represent the model of discipline and structure that mirrors the armed services. The Cadet Code handbook is included in the application for full review.

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

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

TVMA recognizes that at our core we will utilize the highly motivating and disciplined military culture as a tool to educate, inspire and prepare. Throughout every aspect of our charter school a highly organized, rigorous and structure military culture will be fostered and adhered to. This is manifest in extracurricular activities and JROTC courses though will almost be manifest at all times, and in all subjects¹⁶.

- Cadets will be referred to as Cadets, and will earn JROTC military ranks
- All teachers and instructors will wear a JROTC fashioned uniform at all times
- Cadets are expected to wear appropriate military styled uniforms on a daily basis, variations of which will be defined in the Academy, Faculty and Cadet Handbook.
- Communication will always include standard military salutation and courtesy to include ‘Yes Sir, No Ma’am.
- Instructors will always be addressed as the senior officers in the proper military chain of command that they are
- Cadets will address each other in proper military protocol, reflecting the rank of each cadet
- Guests to TVMA will strictly adhere to the protocol that will be explained and demonstrated to them
- Cadets will physically conduct themselves in an appropriate manner to include ‘Standing at Attention’ or marching in an orderly manner
- Cadets will be properly instructed and will be expected to learn the professional conduct of a soldier, sailor, airman or marine, which will include proper military jargon appropriate for TVMA such as ‘make a hole!’ and other military forms of conduct and communication.
- Specific activities, such as weekly lessons and lectures on significant military battles¹⁷; book¹⁸ and periodical¹⁹ reading lists specific to the inculcation of military knowledge and culture²⁰; weekly or bi-weekly dine-in’s with leadership; and, extracurricular activities that on a daily basis challenge our cadets both mentally and physically will be a daily norm of the cadet life at the TVMA.

TVMA is defined as a professional, military academy and will conduct itself as such at all times, without exception.

At TVMA we will work aggressively to place our cadets with the military academies and cadetship ROTC programs at colleges and universities. This will require exposure to these campuses, familiarity and support in the application process and individual application support. We will work with cadets to ensure strong extracurricular activities support their academic success in being highly competitive for these honors.

¹⁶ <http://www.tradoc.army.mil/Training.asp>

¹⁷ <http://www.carlisle.army.mil/usawc/mfp/battlebook/pdf/Chapter%2010.pdf>

¹⁸ http://www.apd.army.mil/pdf/files/r670_1.pdf

¹⁹ http://www.udel.edu/armyrotc/current_cadets/cadet_resources/manuals_regulations_files/FM%2022-5%20-%20Drill%20&%20Ceremonies.pdf

²⁰ <http://www.strategypage.com/militaryhistory.asp>

In every area of education if cadet lack skills we teach them. We believe the same should be true for cadet behavior, including self-discipline, citizenship skills, and social skills. At TVMA we will provide supports to cadets and the community at large by expressly teaching these skills.

A. Plans and policies shall be developed for classroom and cadet management which will be consistent with a disciplined, professional military environment and include:

1. Written standards for cadet behavior expectations, including school and classroom management
2. Effective instructional practices for teaching cadet expectations, including self-discipline, citizenship, civic skills, social skills and proper military conduct
3. Systematic methods for reinforcement of expected behaviors
4. Uniform methods for correction of cadet behaviors
5. Uniform methods for at least annual school-level data-base evaluations of efficiency and effectiveness

B. On-going staff development shall be provided for all staff regarding:

1. Effective instructional practices for teaching and reinforcing behavior expectations
2. Effective intervention strategies
3. Effective strategies for evaluation of the efficiency and effectiveness of interventions
4. Effective instruction in military comporment and expectations

C. TVMA personnel shall determine the range of cadet behaviors and establish a continuum of administrative procedures that may be used by school personnel to address cadet behavior, including:

1. Classroom level strategies
2. Cadet squadron, company, core and team level strategies
3. Building level strategies

Children’s Rights regarding Code of Conduct (Figure 6.0 and 7.0)

Discipline Code

Updated May 2018

Class I Infractions [3 Infractions = Class II]	Class II Infractions [3 Infractions = Class III]	Class III Infractions [4 Infractions = Expulsion Hearing]
<ul style="list-style-type: none"> • Defiance/Non-compliance • Disruption • Uniform Violation • Electronic Devices Misuse • Inappropriate/Rude Language • Off Task • Property Misuse • PDA 	<ul style="list-style-type: none"> • Forgery/Plagiarism • Lying/Cheating • Repeated Class I Infractions • Minor Profanity/Excessive Rude Language • Physical Contact with malice • Repeated Class I 	<ul style="list-style-type: none"> • Abusive Language/Profanity/Threat • Harassment/(Cyber)Bullying/Hazing • Insubordination • Pornography/Inappropriate Sexual Behavior • Property Damage/Vandalism • Physical Aggression/Fighting/Retaliation/Retribution • Repeated Class I & II Infractions • Sluffing/Truancy • Theft
Other Infractions [5 Infractions = Class III]		Safe School Violations [Mandatory Expulsion Hearing]
<ul style="list-style-type: none"> • Uniform Infractions 		<ul style="list-style-type: none"> • Weapons, Explosives, Arson, Drugs, Alcohol, Tobacco, Threat or Use of Serious Force

PREVENTION	Teachers are trained to maintain consistency with systems and routines, and to use positive reinforcement techniques with cadets.
CLASS I INFRACTION Handled in class	When preventative techniques don’t correct the behavior, cadet is given a Class I Infraction, recorded in Educators Handbook. Parents are contacted.
CLASS II INFRACTION Handled in class	Repeated Class I Infractions are also handled by the teacher, though they may require a temporary change of placement, such as the hallway or another class if needed. Parents are contacted.
CLASS III INFRACTION Referred to office	Class III infractions are sent to the office, with an Office Referral slip and an explanation on Educators Handbook. The office will contact parents.

Figure # Class III Discipline Infractions

Disciplinary Actions of Class IIIs:

- 1st Class III
- a. Call home, 1 day appropriate consequence
- 2nd Class III
- a. Call home, up to 3 days consequence
 - b. Required Reentry Meeting with Discipline Board
- 3rd Class III
- a. Call home, up to 5 days consequence
 - b. Required Reentry Meeting with Discipline Board
 - c. Behavior Contract filled out and signed
 - d. **Parent accompanies cadet to class on reentry day**
- Breach of Behavior Contract
- a. Expulsion Hearing requested by Academic Director

Out-of-School-Suspension (Mandatory)

Safe School Violations/Banned Items on Campus/Sexual or Violent Infractions

- Pornography/Inappropriate Sexual Behavior
- Physical Aggression/Fighting/Retaliation/Retribution
- Use/Possession of Weapons, Drugs, Alcohol, Tobacco/Arson

OSS/ISS (by Administrator Discretion)

- Abusive Language/Profanity/Threat
- Insubordination
- Harassment/(Cyber)Bullying/Hazing
- Property Damage/Vandalism
- Repeated Class I & II Infractions
- Sluffing/Truancy
- Theft
- Accumulation of 5 Uniform Violations

- **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;**

TVMA personnel shall determine by consensus cadet behavior infractions that should be dealt with at the classroom level and building level.

A. Minor infractions are defined as infraction of school rules that are usually handled by teachers in the classroom. Chronic or excessive minor infractions can become major infractions and result in office discipline referral to school administration. Minor infractions can result in a loss of privileges, phone calls home, and in-school suspension. The following are minor infractions:

1. Failure to comply with TVMA's military code of conduct
2. Failure to comply with JROTC uniform policy guidelines, adopted by TVMA
3. Proper uniform code violations
4. Disrespect, including put downs, talking back, and defiance
5. Public displays of affection
6. Inappropriate language and actions
7. Tardies
8. Disruptive behavior including talk-outs, chronic talking, and out of seat
9. Horseplay
10. Chewing gum
11. Bus misconduct
12. Noncompliance

B. Major infractions are defined as severe infractions of school rules that result in immediate office discipline referrals to school administration and usually lead to out of school suspension. Major infractions include:

1. Safe school violations, including assault, threats to kill/harm, discrimination
2. Drug, alcohol, and tobacco violations
3. Physical aggression including fighting and throwing objects at a person
4. Any criminal action occurring at school such as vandalism, fire setting, possession or use of combustibles, forgery, and theft
5. Chronic or excessive abusive language, truancy, tardies, or non-compliance
6. Bullying and harassment

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

An exhaustive amount of research on improving cadet achievement is currently available to educators. The cornerstone of this research is the establishment of high expectations for every child who attends TVMA. These expectations are evident through the Cadet Code of Conduct, high expectations for cadets with exceptionalities to comply with Cadet Code as would their non-exceptional peers. TVMA expectations focus on individual cadet strengths, and teaching strategies are designed to meet individual learning styles through the use of differentiated instruction. School expectations are also designed to advance learning for at-risk cadets and teachers implements the most effective research-based strategies in every classroom. Research-based approaches are utilized by TVMA to ensure an appropriate level of rigor and to accelerate learning for at-risk cadets, as well as to advance learning for cadets requiring enrichment. The Cadet Code of Conduct is equally applicable to cadets with exceptionalities because the instruction is tailored to meet academic, cognitive, and language needs.

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

All personnel are responsible for maintaining the culture of the school, but the Dean of Cadets is the leading personnel who will guide the administrative response. The Dean of Cadet role includes collaborating with the Director to develop and enforce Performance Improvement Plans, overseeing all benchmark, state and other required standardized testing, analyzing and reporting Cadet behavioral data, inspiring adherence to military culture, and leading campus-wide initiatives and coordinate and attend campus events, when needed.

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

Academic gains can only be made in a school environment where a proactive systematic approach to behavior management has been developed and put in place. TVMA, will opt out of implementing Memphis-Shelby County's Code of Student Conduct and its focus on cadet character development. These expectations will be disseminated through the Cadet Code of Conduct which provides specific information regarding the rules that all cadets are expected to adhere to, as well as consequences for violations of policies set forth in this document.

Administrators, teachers, staff, cadets, and parents will work together to create a positive school environment and establish an effective character education program which promotes and encourages positive behavior. The Cadet Code includes an emphasis on academic achievement,

behavioral expectations, consequences for one's actions, and connections across individual classrooms, school wide behavioral consequences, listening to cadets, professional development, family support, and data collection to monitor program effectiveness, and cadet outcomes.

Cadets will demonstrate the responsibility to

- Attend school regularly, on time, and report to all classes and scheduled activities,
- Treat others courteously and with respect,
- Treat school property and the property of others with respect,
- Respect the privacy of others,
- Have in their possession only those items allowed by law and/or School Board Rules or policies,
- Listen courteously to the opinions and points of view of others,
- Come to class with all necessary materials and be prepared to learn,
- Maximize their learning opportunities
- Not interfere, impede, limit, or restrict the educational opportunity of any other cadet(s),
- Comply with all instructions and staff directions,
- Truthfully answer all questions posed by School staff,
- Deliver to their parents or guardians of all assigned consequences for inappropriate behavior, and
- Report hazardous or dangerous situations to an adult in authority so as to not act negligently or recklessly by placing other people at risk for injury or placing property in danger for damage.

As a result, it will be TVMA administrators' responsibility to identify the contextual setting events and environmental conditions that will enable demonstration of appropriate behavior through the disciplinary code.

At the beginning of the year Plebe Week is held, where cadets are issued uniforms, assigned to their units, and trained on the Code of Conduct, which includes modeling. Parents will be required to attend a Back-to-School night, in which the discipline policies will be covered in detail. In addition, the policies will be found on our website, within the Cadet Handbook, and referenced frequently, to ensure consistency of implementation.

1.11 Recruitment and Enrollment

(a) Provide as Attachment D the proposed school's Enrollment Policy, which should include the following: • Tentative dates for the application period and enrollment deadlines and procedures, including an explanation of how the school intends to receive and process application forms and run a lottery, if necessary (considering the authorizer's open enrollment and lottery schedule);

- **Nondiscriminatory admission policies, pursuant to T.C.A. § 49-13-107;**
- **Any proposed articulation agreements, pursuant to T.C.A. § 49-13-113;**
- **Identification of any pre-admission activities for students or parents; and**
- **Policies and procedures for student waitlists, withdrawals, re-enrollment, and transfers.**

As a Public Charter School, TVMA offers open enrollment to Tennessee residents.

Tennessee Volunteer Military Academy does not discriminate in its admissions or enrollment practices on the basis of race, age, ethnicity, national origin, religion, gender, income level, disabling condition, English proficiency, or athletic ability. In compliance with T.C.A. § 49-13-107, TVMA will enroll all eligible pupils who submit a timely application, unless the number of applications exceeds the capacity of a program, class, grade level or building, and then lottery procedures will be followed as previously discussed. TVMA shall give enrollment preference to pupils returning to the school in the second or any subsequent year of its operation and to siblings of pupils already enrolled in the school. TVMA will give enrollment preference to children who are in foster care or meet the definition of unaccompanied youth prescribed in the McKinney-Vento homeless assistance act (42 United States Code section 11434a), and in addition TVMA will give enrollment preference to and reserve capacity for pupils who either:

1. Are children, grandchildren or legal wards of any of the following:

- (a) Employees of the school
- (b) Employees of the charter holder
- (c) Members of the governing body of the school
- (d) Directors, officers, partners or board members of the charter holder

2. Attended another charter school or are the siblings of that pupil if the charter school previously attended by the pupil has the identical charter holder, board and governing board membership as the enrolling charter school or is managed by the same educational management organization, charter management organization or Educational Service Provider as determined by the Charter Authorizer.

(b) Describe how parents and other members of the community will be informed about the proposed school. How are you assessing the demand for your school?

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

Our track record in recruitment from our currently established schools demonstrates a consistency in being able to target families of diverse racial/ethnic/economic demographics who have age-appropriate cadets residing within the geographic community of the school's location. We have three consistent practices: (1) community awareness plan; (2) dual-language

promotional materials; (3) partnerships with community organization who work with our target populations.

(1) **Community Awareness Plan:** Our Community Awareness Plan begins with a well-designed marketing plan, where we consider the target audience within the community we are seeking to establish a school. We use the following principles in developing our plan.

(a) *Understanding our target audience:* who is best for messaging? What method of communication is most effective? Will our target audience identify with our school mission? What objections might they have with our program? What other community groups or organizations could have similar goals as our program's mission?

(b) *Mobilize community Support:* partnering with other groups concerned about the postsecondary success of our populations.

(c) *Determine our Resource needs and Explore Local Sponsorship Funding:* approach local companies and businesses or groups for in-kind or monetary donations for development initiatives in athletics or co-curricular programming.

(d) *Implement Awareness Campaign with Community Media Partners:* use an established media hook like cadet success stories, look for free publicity opportunities, contact newspaper, radio, or television stations for donations for ad space.

(e) *Evaluate and Continue Awareness Plan:* evaluate the reach and success of campaign through enrollment documents and information requests.

(2) **Dual-language Promotional Materials:** TVMA provides copies of its promotional materials and announcements in English and Spanish, and where necessary will have documents verbally translated and recorded into other languages to meet the needs of cadets and their families.

(3) **Partnership with Community Organizations:** Some of our success in recruitment of target populations has been in partnering with community organizations to conduct general information meetings. The support of the community organization like churches, Rotary Clubs, youth serving community groups, or the organizations listed in Directory of Veterans and Military Service Organizations that may be located within the geographic area.

The plan to promote and publicize the opening of TVMA will follow the aforementioned items to target families of all demographics who have age-appropriate cadets who reside within the community.

TVMA is committed to reaching out to everyone in the Shelby County area. To that end, TVMA will prepare a public service announcement for broadcast on local radio in both Spanish and English. Press releases will be disseminated to each of the major print media in the county so that the general public can be made aware of the enrollment period and location of TVMA. TVMA will conduct general information meetings that will be open to the public and announced through public service announcements. TVMA will post flyers in local public facilities such as the post office, community centers, and other locations of public access, in order to reach these parents to inform them of the educational opportunity available for their children. Recruitment efforts will be aimed, but not limited, to those seeking a military experience, intend to participate in the military, attend college, trade school, or pursue a career in our identified First Responder fields. Recruitment efforts will not be limited to the area

surrounding TVMA. On the contrary, it will be the aim of TVMA to attract cadets across the county in order to achieve a mix that is representative of the district's demographics.

(d) Describe how students will be given an equal opportunity to attend the proposed school. Specifically describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at risk of academic failure.

Application Process.

Cadets interested in attending TVMA shall complete and submit an application to the school. Application forms can be accessed at the school's website, or at the front office of each existing TVMA campus and Charter One offices. All applications must be complete to be considered received. Applications will be time-stamped upon receipt. Paper copies of applications will be made available upon request, and all families will be notified of the availability.

Applications may be submitted during the open enrollment period, prior to the start of each school year. Open enrollment dates for the upcoming school year will be posted on the school's website and the front office of TVMA campuses and Charter One offices. Open Enrollment is typically December through January of each year. At the close of the open enrollment period, a determination will be made if a lottery is necessary based on the number of applications received for each grade level at each campus. If the number of applications is less than or equal to the cadet capacity designated for a particular grade level, all applicants for that grade level will be offered enrollment pursuant to Tennessee state law. TVMA may refuse to admit any cadet who has been expelled from another educational institution or who is in the process of being expelled from another education institution.

Documents required for application include:

- Student/Cadet Application for Enrollment, generally completed online; this form includes name, address, parent information, contact information, etc.
- Birth Certificate; self-explanatory
- Immunization Record; self-explanatory
- Proof of Residence; any document accepted by the TN Dept of Ed
- Primary Home Language Other Than English (PHLOTE) form; required by the state of Tennessee

Documents required after admittance include:

- Cadet grades (grades 6-8);
- Cadet transcripts (grades 9-12);
- Exceptional Cadet documentation (Gifted & Talented, IEP, 504, etc);
- Discipline information;
- Attendance records.

If, for any grade level at any campus, the number of eligible applicants exceeds the number of openings, there will be a lottery to determine enrollment and waitlist numbers. Only

applications completed during the open enrollment period will be included in the lottery. Applications received after the Lottery will be placed at the bottom of the list.

The lottery is a system that randomly identifies cadets for enrollment. If a lottery is necessary, it will be held at some point after the open enrollment period has closed. Once determined, the date of the lottery will be posted on the school's website and at the front office of TVMA campus and Charter One offices. Results of the lottery will be disseminated to school stakeholders within five (5) business days after conducting the lottery using the email included with registration.

TVMA will follow the proposed timeline below with regard to cadet enrollment. This timeline will be monitored on a weekly basis, or more often if necessary, to ensure that milestones are achieved as scheduled. The proposed timeline will be evaluated on a continuous basis to identify delays and determine the significance of the delay in order to make pertinent adjustments.

- January: Initial cadet registration period begins.
- March: Cadets who have registered are officially enrolled. If the number of applicants exceeds capacity, an admission lottery will be conducted. Parents will be notified of child's acceptance to TVMA.
- April 1 to June 30: Second registration period begins. If number of applicants exceeds capacity, a lottery will be conducted. Parents of cadets enrolled during second registration period will be notified of their child's acceptance to TVMA.
- July 15: Number of openings per school capacity, lottery will be conducted.

The TVMA open admissions procedure will be followed until the number of applicants exceeds capacity. If that occurs, then all applicants will have an equal chance of being admitted through a random lottery selection process. TVMA will conduct an annual cadet lottery in order to enroll new cadets, if the number of applications exceeds the number of cadet openings for a particular grade level. The lottery will be held in the spring prior to the September of the next fiscal year after the open enrollment period. In order to be included in the lottery, parents must have submitted all required documentation by the lottery deadline. All other applications will be added to the end of the waiting list after the lottery drawing is complete. The lottery will be used to fill available spaces for enrollment in seventh through twelfth grade. After the available spaces are filled, the remaining cadet will be placed on a waiting list. All cadets in the lottery will be assigned a waiting list number should cadet seats become available or capacity increases. Any premature vacancies will be filled in the same way described above. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching cadet capacity.

(e) Describe student recruitment after the proposed school has opened. How will it differ from pre-opening recruitment?

The greatest recruiting tool that we have is our existing cadets. We will set an annual goal of 90% retention of all cadets. We will then work with those cadets in several ways to build community awareness and exposure to our cadets, our uniform and our opportunities. We will continue our extensive social media presence, recognizing that social media, primarily Facebook

will be an entry point for families to reach TVMA, though most social media contacts will learn about TVMA through our cadets and community exposure.

Our cadets will take a leading role, which is also both a training tool, and leadership opportunity. Cadets will engage in

- Parades
- Community celebrations and activities
- Color Guards and Flag details for community activities
- Military competitions (i.e., Rangers, CyberPatriot, etc.)
- Hosting open houses
- Community Field Days
- Direct recruiting to area elementary schools and middle schools
- Community service (i.e., helping clean neighborhoods, roadways, etc.)

Charter One may be engaged to provide full-service support for marketing. They can create marketing material, websites, social media, videos, etc and monitor all activities. To clarify, no tuition is required to enroll at a public charter school.

1.12 Parent and Community Engagement and Support

(a) What feedback regarding the startup of the proposed school has been provided by the community, and how has this feedback been incorporated into this application?

The feedback has come through two primary sources. One is from veteran and military related contacts, and the second is from education professionals. The veterans have provided useful contacts and information regarding extensive military related activities, units, veteran groups and veterans who hold significant positions within business and community partner organizations. The education professionals have helped refine many aspects of the curriculum, RtI, and MTSS. One significant contribution is that we are adding several textbooks dedicated to the contributions made through American history by minorities and Servicemembers of Color. There are many great and significant contributions that demonstrate the values of TVMA, as well help our cadets see themselves as great leaders of courage and achievement. We find all of these contributions extremely valuable as we prepare to help our families achieve their maximum potential.

On January 27 a volunteer created a Facebook page, titled with the same name, and can be found under the name “@TVMAnow.” Within less than 48 hours several thousand exposures have been made, with many dozens of ‘likes’ and over two dozen community members sending private messages wanting to help. This includes veterans and teachers. We have also had over two dozen families reach out asking how and when they could learn more to enroll their children.

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

In addition to the Parent Organization discussed in Section 2.1(d), TVMA believes that working in partnership with parents and guardians is critical to providing an education that meets the needs of the whole cadet and it is a significant component of our vision. TVMA has parent involvement on the Governing Board specifically to provide a voice to parent body, and an entire Parent Organization to facilitate parental engagement and volunteerism. Opportunities for volunteers in and out of the classroom include, but are not limited to:

- Providing teacher support during class time, in class, on the farm or at home with special projects, enrichment activities, clerical duties and other opportunities that arise in individual classrooms
- Supporting various Leadership, character building and extracurricular coursework developed specifically to address military training and exposure opportunities.
- Contribute as a special guest with information that enriches the curriculum being studied
- Volunteer in the library and computer lab
- Support fundraising projects
- Strategic planning teams
- Leadership in the Parent/Teacher/Cadet Organization to give input to the Governing Board and organize school events at TVMA

Opportunities for parental involvement will be advertised on TVMA website, through e-mail requests, and/or through direct notice from teachers. TVMA will also have opportunities for parents to learn more about volunteer activities and sign up to participate at back-to-school events, SEP conferences, and other school events. TVMA encourages parents to contribute in whatever way they deem as personally meaningful, and does not require a specific amount of time be donated to TVMA.

(c) Provide, as Attachment E, any of the following: letters of support, memoranda of understanding, or contracts that indicate the proposed school is welcomed by the community in which the school intends to locate, is viewed as an attractive educational alternative, and/or reflects the community's needs and interests.

(d) Outline how the proposed school will engage parents and community members in the life of the school (in addition to any proposed governance roles).

The primary areas of engagement for parents and community members will be in three areas:

- Support of TEAM Time, which is afterschool
- Professional connections to external internships and training opportunities
- Mentoring and leadership by example to our cadets during the school day

We will engage parents and community volunteers to help staff the various TEAM Time activities. All will be trained extensively, go through background checks and have oversight as they lead various, and random opportunities. One of the functions of our Commandant of Cadets is to find external partnerships to support activities on campus. This includes technical fields, cyber and computer related, aviation, transportation, First Responders, etc. And finally, we will ask our parents to volunteer in the school, where appropriate, and in appropriate ways. We will also engage veteran groups such as the VFW, American Legion, Navy League, etc to periodically have veterans, ideally in uniform (though its required to fit and wear properly) to simply walk the halls and engage with our cadets. The greatest lessons learned are through modeling.

(e) Describe how parents will be informed and educated on all school policies and any commitments or volunteer opportunities the school will seek from, offer to, or require of, parents.

When cadets are first registered to attend TVMA, they will receive a Cadet Handbook, which outlines all expectations, policies, etc. During Plebe Week, which is the first week of school where cadets receive uniforms, assigned to units, training on military and school protocol, practice classroom attendance and conduct, etc, we will hold two or three Back to School nights for Parents. All parents are required to attend one. At this Back to School night the parents will be briefed on all expectations, policies, opportunities, Title I program. Special Education services, cadet career opportunities, etc. We will notify parents of clubs, where they can sign up to volunteer as staff. We will also identify and have all volunteering parents sign a Parent Contract to conduct themselves properly. The actual training, Cadet Handbook, etc will also be on our website, and available in print in the front office.

(f) If not already identified, describe any programs you will offer to parents and/or the community and how they may support the school mission and vision.

We have identified numerous opportunities to support the cadets of TVMA during the school day, immediately after the school day, and off campus for internships. An additional, very specific program we will offer is a Legislative Internship. Interested cadets will receive extensive training on Federal, State and Local government, how laws and policies are created, various interest groups and how the entire process works together. We will then find political internship opportunities for our cadets. For a six-to-eight-week period of time our cadets will spend one day a week as an intern. We will find opportunities within the City of Memphis municipal government, Shelby County Government, and other cities within the county. We may also seek

an opportunity to send cadets one day a week to the State Capitol during February and March to serve as interns. This will be the only such high school program in the State. It should be noted that in the military high ranking commissioned and non-commissioned officers are frequently assigned to be staff for admirals and generals, or to serve in our nations capitol. This will be a tremendous opportunity, that will provide training and advantage for our cadets over all of their peers at any other high school.

SECTION 2: OPERATIONS PLAN AND CAPACITY

2.1 Governance

(a) Describe the composition and size of the governing board and board committees. Explain how the proposed governance structure and composition will ensure there will be active and effective representation of key stakeholders and will ensure the proposed school will be an educational and operational success.

Under Tennessee BOE 6.112 and T.C.A § 49-13-111(q), the governing body shall be responsible for:

- Ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to State Board rule 0520-14-01-.07 who shall submit the report to the governing body.
- Reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan.
- Performing the duties in s. 1002.345, including monitoring a corrective action plan.
- Monitoring a financial recovery plan in order to ensure compliance.
- Participating in governance training approved by the department which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility.
- report its progress annually to its district/state sponsor to include cadet performance, financial status, facilities use, and descriptive information about personnel

The Governing Board will provide continuing oversight of school operations, including a responsibility to effectively and properly manage public funds. TVMA's Board will approve the annual budget and amendments reflecting changes in revenues and expenditures. Monthly financial statements will be provided to the Sponsor.

Governing documents included in the application include:

- The articles of incorporation for the applicant organization (or copies of the filing form)
- 501(c)(3) tax exempt status determination letter (or copy of the filing form)
- Governing board by-laws
- Governing board code of ethics and conflict of interest policy

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

The Board has adopted SMART Goals, that measure school performance over time. See Attachment X. In addition, the Board will work with the Executive Director to develop two evaluation tools. These tools will be used to evaluate the conduct of the Board, the other the Executive Director. These tools will include Board attendance, self-evaluation, and measures of compliance with State and District obligations. The Executive Director evaluation tool will reflect progress towards SMART goals, and other metrics of identified within this document, such as academic performance, cadet and teacher retention, external audits, etc.

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

Governance Structure

The Board of Directors governs TVMA. The Board will have no fewer than three but not more than seven members. Over time, the Board may expand the maximum number of board

members through ratification of the corporate bylaws, an action that would be taken at a public meeting of the Board held in compliance with the Tennessee Open Meetings Act. The founding board, consisting of the members listed in this application will govern TVMA according to the Bylaws until TVMA opens. Should this board structure be incompatible with any future statute or rule governing Tennessee Charter Schools, the Board will amend its bylaws, charter, and/or board makeup consistent with such changes.

The Board will follow a Policy Governance model. Operational and management decisions and strategies will be left largely to the Administrative Leadership Team, which includes the Executive Director, the Commandant of Cadets, and the Dean of Cadets. The Board will interact directly with parents and other stakeholders when developing policy, hearing complaints alleging violations of policy, or when reviewing TVMA director's performance through surveys and verbal comment. Otherwise, communication from TVMA to all stakeholders will be through TVMA Executive Director. Clear protocols will be adhered to by Board members at all times. Outside of setting and reviewing policies, and evaluating the Executive Director, and Commandant of Cadets for military related matters, Board members are to not engage in *ex parte* conversations of faculty, staff or parents. We recognize that doing so is disruptive to the chain of command.

TVMA will seek to develop and potentially expand the Board in the future, as TVMA moves from the application and planning stage to engaging in full operations. TVMA will continuously seek to place dedicated individuals who are committed to the vision and mission of TVMA on the Board. In particular, TVMA will prioritize individuals with experience in education, finance, and accounting to bolster the Board's expertise in these areas. Once TVMA is operating, TVMA will place a priority on adding individuals who are TVMA parents with expertise that aligns with the Board's needs. This will provide a direct line from the Board to the student and parent experience at TVMA, as well as ensuring the student population needs are being met and that the vision and mission of TVMA is represented and executed at all levels of the organization.

Responsibilities of the Board of Directors may include but are not limited to:

- Recognize the five primary responsibilities of the Board of Directors:
 - Maintain the Vision and mission
 - Set an annual budget, and ensure compliance
 - Set and review policies
 - Ensure yearly audit and related activities as they deem necessary
 - Ensure compliance and accountability to State law and charter
- Protect the legal interests of TVMA
- Exercise sound legal and ethical practices and policies
- Advocate good external relations with the community, school districts, media, parents, and cadets
- Hire and evaluate TVMA Executive Director, Commandant of Cadets and business manager, or service providers performing similar functions, and hold parties accountable to board goals
- Practice strategic planning and assess performance
- Ensure compliance with state law in all areas of school operation
- Adopt policies that further TVMA's interests, minimize risk, and to comply with requirements in rule or statute

Responsibilities of Board Chair

- Sets the agenda
- Presides at all meetings
- Appoints all committees
- Signs legal documents
- Chairs committee

Responsibilities of Vice Chair

- Performs duties of Chair if the Chair is absent or disabled
- Coordinates meeting agendas

Responsibilities of Treasurer

- Oversight of money received / disbursed
- Countersign disbursements w/ Chair or School Director
- Submission of monthly financial report and annual report
- Submission of annual budget
- Ensure adequate financial controls

Responsibilities of Secretary

- Writes and distributes meeting agendas to members
- Post public notice of meetings
- Keep minutes of meetings
- Attest to legal documents

The Board of Directors meets once a month, or as needed and will give appropriate notice as required by law. Meetings will be guided by an agenda, to a) discuss TVMA's operations and hear reports and updates from board members and school administrators, b) consider and adopt policies, c) provide oversight of TVMA performance, and d) consider requests and concerns from parents, cadets, and teachers. A simple majority vote of the total board membership constitutes action by the Board of Directors, except as noted in the Bylaws. The Board of Directors may not act unless a quorum of board members is present.

Open Meeting Law. All meetings of the full Board of Directors shall be conducted in accordance with T.C.A. § 8-44-101, as amended from time to time, or any successor statute. Except as otherwise permitted by the law, (i) no quorum of the Board of Directors shall meet in private for the purpose of deciding on or deliberating toward a decision on any matter and (ii) no executive session shall be held until (a) the Board of Directors shall have first convened in an open session for which notice shall have been given in accordance with law, (b) a majority of the Directors at such meeting shall have voted to go into executive session, (c) the vote of each Director shall have been recorded on a roll call vote and entered into the minutes, and (d) the Chairman (or other person presiding over the meeting) shall have cited the purpose of the executive session and shall have stated whether or not the Board of Directors shall reconvene after the executive session. Executive sessions may be held only for purposes permitted by Law.

Regular and Special Meetings. Regular meetings of the Board of Directors may be held at such times as the Chairman may determine and the Board approves, with at least four

meetings being required, annually. Special meetings may be called by the Chairman at any time and shall be called by the Secretary or his or her designee upon a written application of a majority of voting members of the Board of Directors. Adequate public notice must be given in order to stay in compliance with the TN Open Meeting Act.

(d) Describe the training or orientation new board members will receive. What 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 School Center and approved by the State Board of Education; documentation of this training must be provided to the authorizer.

Board Training

The Tennessee Volunteer Military Academy Board of Directors has already begun a training regime that will continue in perpetuity. At each Board meeting training will take place. We will contact the Tennessee Charter School Center and determine which training they provide, and then create a Board Training schedule. We will ensure that the Board members are familiar with the Open Meetings Act, GAAP, Special Education/IDEA, FERPA, our policies, State law updates, Memphis – Shelby County Schools policies, and then areas that ensure our Board is familiar with what takes place within the building. TVMA will also maintain our training resources online so that the Board may access the material at their convenience. This includes curriculum, RtI, MTSS, use of technology. The board is not expected to be expert in all areas, though they need to be familiar and conversant with the overall operations of TVMA. The areas they need to be very familiar include budget and areas of accountability to our Authorizer.

Composition of the Board of Directors

The officers of the Corporation shall be a chair of the board, a vice chair, a secretary and a treasurer. The Board of Directors may also elect or appoint such other officers, assistant officers and agents, including an executive Trustee, a controller, assistant secretaries and assistant treasurers as it may consider necessary. One person may hold more than one office at a time, except that no person may simultaneously hold the offices of chair and secretary.

Election and Term of Office. The elected officers of the Corporation shall be elected by the Board of Directors at each regular annual meeting. If the election of officers shall not be held at such meeting, such election shall be held as soon as convenient thereafter. Each officer shall hold office until his or her successor shall have been duly elected and shall have qualified, or until his or her earlier death, resignation or removal.

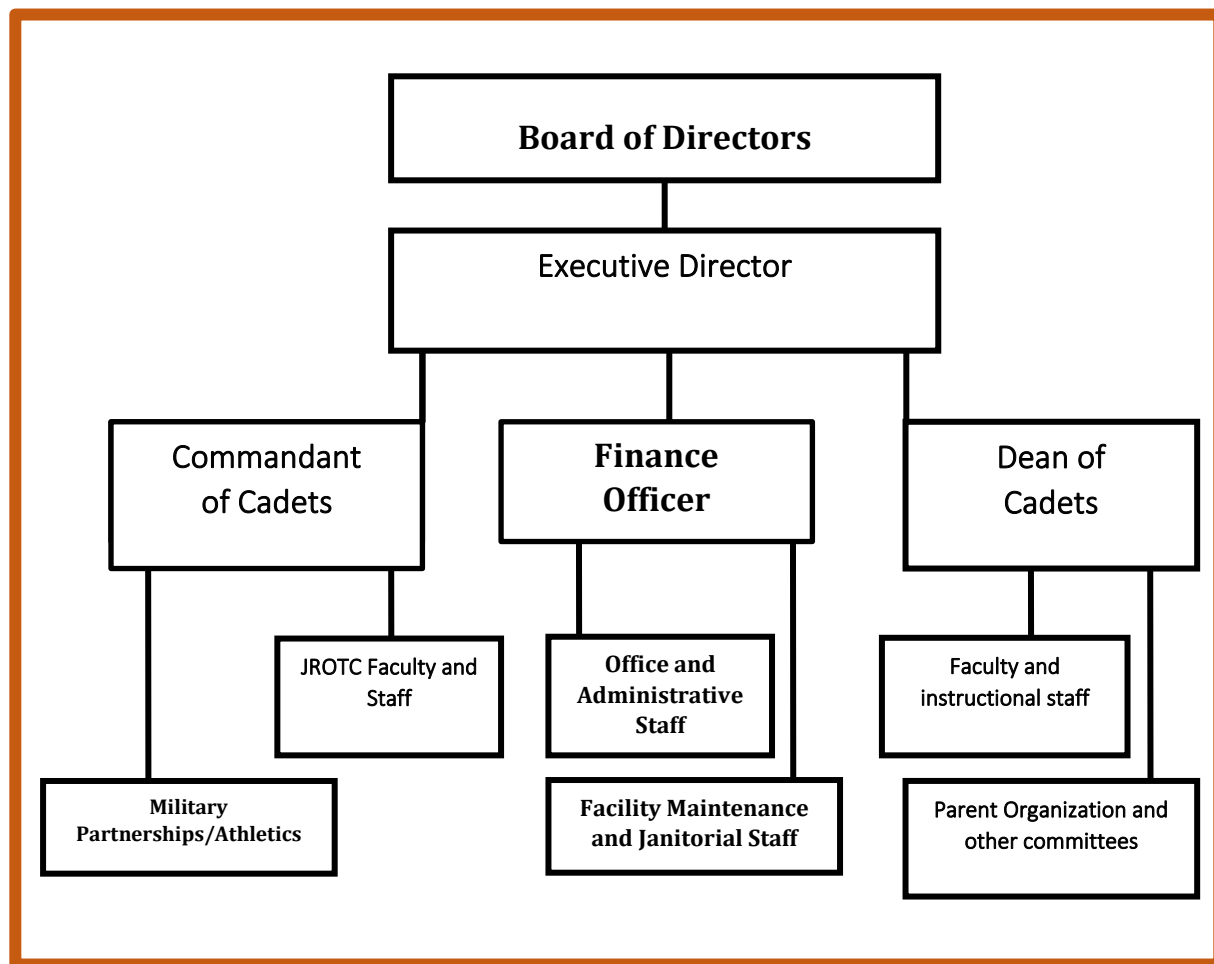
Removal. Any officer or agent may be removed by Action of the Board of Directors whenever in its judgment the best interests of the Corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment of an officer or agent shall not in itself create contract rights.

Vacancies. Any officer may resign at any time, subject to any rights or obligations under any existing contracts between the officer and the Corporation, by giving written notice to the chair or to the Board of Directors. An officer's resignation shall take effect at the time specified in such notice, and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. A vacancy in any office, however occurring, may be filled by the Board of Directors for the unexpired portion of the term.

Governance Structure. TVMA Board will operate under the Policy Governance model of operation. The Governing Board will serve as the governing body for policy development, akin to military cultures' regulatory guidance. TVMA will have an Advisory Council for

recommendations regarding decision making within the policies developed by the Governing Board. The Advisory Council will be comprised of local community leaders and parents of current cadets. Figure 4.0 depicts the Board Governance structure.

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

The Board will follow a Policy Governance model. Operational and management decisions and strategies will be left largely to the Administrative Leadership Team, which includes the Executive Director, the Commandant of Cadets, and the Academic Director. The Board will interact directly with parents and other stakeholders when developing policy, hearing complaints alleging violations of policy, or when reviewing TVMA director's performance

through surveys and verbal comment. Otherwise, communication from TVMA to all stakeholders will be through TVMA executive director

TVMA will provide multiple avenues for parents to bring complaints, concerns, and comments to the attention of the Board. TVMA will create and notify all stakeholders of the Board's general email address that any parent or student may write to expressing any feedback regarding TVMA, including complaints. Further, each Board member will have a publicly available TVMA email address that will serve the same purpose. TVMA will also offer periods of public comment at many governing board meetings, facilitating comments to the Board of any type by members of the public (this includes stakeholders, parents, and Cadets). The TVMA Board has created TVMA with the goal of serving our Cadets and their families, and handling parental feedback in a responsive and effective manner is an essential component of this goal.

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

Full name	Current job title, Employer, & Expertise	Position
Antwane Bohanon	HR director. Retired senior Naval non-commissioned officer. Leadership, staffing, training. Worked as direct staff for two different admirals.	Chairman
John DeBerry	Senior Advisor to the Governor. Former State Legislator and Minister leading a congregation in Memphis. Veteran, United States Air Force. Leadership, community affairs, serving youth	Member
Walt Lord	Austin Peay State University. Director of Military Affairs. Retired Major General. Military, high education.	Member
Daisy Shotwell	Educator and community activist. Expertise on education, and serving at-risk communities	Vice Chairwoman
Jennifer Gentry	Title Company executive. Formerly in leadership of the Tennessee Charter School Association. Worked extensively with charters through application, start-up and operation.	Secretary/Treasurer

2.2 Start-Up Plan

(a) Provide a detailed timeline for starting the proposed school, specifying tasks and responsible individuals (including compensation for those individuals). This timeline should align with the Start-Up (Year 0) Budget in the Budget Workbook. If you are the sponsor of an existing school in the ASD, in lieu of the foregoing, attach a copy of your School Exit Plan.

The plan to open the fall 2023 includes beginning development of a physical building for campus January 2023. The strategy includes the development of a subcommittee from the governing board, advisory council, and parent organization groups to help develop enough awareness to create a capital campaign as previous mentioned.

Start-up year month 0-3: Capturing of data from multiple stakeholders through the parent organization, advisory council, and community partners.

Start-up year month 4-5: Develop Request for Proposal (RFP) for capital outlay building project.

Start-up year month 6-7: Solicit RFPs for construction plans

Start-up year month 8-9: Select and award construction contract, begin construction.

Start-up Plan Task	Timeframe (24 months)
Applying for and securing appropriate legal status (e.g., status as a state corporation, federal non-profit)	Month 1-3
Identifying and securing facility	Month 0-8
Recruiting and hiring staff (leaders, teachers, and other staff)	Month 10-11
Staff training	Month 11
Finalizing curriculum and other instructional materials	Month 8-10
Governing board training	Month 10
Policy adoption by Board (if necessary)	
Recruiting cadets	Month 9-13
Enrollment lottery, if necessary	Month 13-14
Establishing financial procedures	Month 12-13
Securing contracted services	Month 14-15
Fundraising, if applicable	Month 16-24
Finalizing transportation and food service plans	Month 14-16

Procuring furniture, fixtures and equipment	Month 11-12
Table #.0: Start-up Plan	

TVMA will open in Fall 2023. If a permanent building is not under construction by January 1, 2023 for the following fall, TVMA will lease a facility. TVMA will begin actively and aggressively pursuing a facility for the Memphis campus upon charter approval. If the campus is not under construction by January 1, 2023, TVMA will utilize portables or Quonset huts or lease office space, if available in the vicinity.

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

The greatest challenge is likely to be facilities. We have located four current Memphis – Shelby County School facilities we wish to explore using. We have also found several other potential, commercial facilities that may fit. We have also identified a firm that has successfully assisted over eighty charter schools in navigating facility challenges. We also may require finding a larger facility for future operation as we grow.

We also anticipate that transportation will be a pressing need. We have identified a very successful ride-sharing program, though we anticipate this will not be a solution for many of our cadets. We have built into our budget several buses and are committed to providing the necessary transportation for our cadets. Since we will be marketing and recruiting to a larger catchment area, we will need to provide transportation.

We anticipate that our facility may not have the ideal food services preparation area. We have identified a vendor who is successfully providing services for current charter schools, and will work with them, as well as our landlord to ensure we have sufficient space and equipment to serve food and for cadets to eat.

2.3 Facilities

- (a) Describe the proposed school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Identify additional school spaces and their square footage, including: science labs, art room, computer labs, library/media center, cafeteria, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, restrooms, and other spaces.**
- (b) Explain how the above-described facility needs tie to the related items in the proposed school's budget.**
- (c) Describe the experience of the board and/or leadership team in facilities acquisition and management, including managing build-out and/or renovations, as applicable.**
- (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, renovation, 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 proposed school's facility needs.**

Our facility needs will grow as our enrollment grows. We have set an aggressive starting point, which is serving all grades, with a projected year one enrollment of 480 cadets. Through all years of growth, we seek classrooms that are approximately 28 feet by 28 feet, or roughly 784 square feet. This size will allow for a class size of approximately 25 cadets. In addition, we will need, ideally at least 8 small offices for the Administration, Special education, Records, counseling, and other functions of staff. As we grow, we anticipate taking a larger space and subdividing it into the necessary accommodations to address these needs. We will need a lobby/waiting area for our parents and guests, within a secured entrance. We will need sufficient bathrooms, to include boys, girls, and staff. If we have a unique situation, cadets will be allowed and directed the protocols of using staff restrooms.

We will need a large common area, which can be used both as a cafeteria and gymnasium. During the day portions of the gymnasium will be used for military training, to include Drill & Ceremony, which is hard on the floor, so cement or extremely robust tile is required. Finally, we will need storage area. We plan to place locked storage lockers in each classroom and will 'hot bunk' rooms. This is a term from the US Navy denoting shared space. This means that the Naval Sea Cadets will have a storage locker, and it may be collocated with a math or science class. This will address much of our storage, though ideally, we have at least two classroom sizes for general storage, and one classroom as required for locked junior high, and senior high uniform room. We also require space to assemble and deliver our meals.

Externally, we need at least 50 parking spots, and a clear route of travel for our buses and ride-share cars to enter the campus, drop off, then leave the campus, with at least two separate entrance/exit points. We will also seek external hard-top for military training during acceptable weather. We also seek a field, at least half the size of a standard soccer field, for various physical

training and military related activities. We will establish clear and obvious signage, to include an affordable marque to identify the school, and signs to show entrance, secure areas, and points of ingress and egress for traffic.

Our first year will require at least 20 classrooms, and 6 additional classroom spaces for other activities. As well Administration space, and cafeteria (shared cafeteria and gymnasium.)

Our second year we will anticipate continued use of the cafeteria and administrative space, though an additional 6 classrooms. For year two, if necessary, we can easily use modular classrooms and develop additional protocol for cadets traveling back and forth between the building and the modulators.

Year three through five, we will seek a new facility space, which may be our permanent campus. This space will have both the classrooms, storage, enhanced administrative space, and dedicated cafeteria and gymnasium, and parking for over 100 vehicles. We will also ensure that the external appearance is consistent with a full-time military academy.

We will meet all Federal laws and policies regarding the Americans with Disabilities Act, ADA. This is ensured by the required occupancy permits, which are approved by licenses inspectors. We seek a one floor building, if at all possible, as this typically addresses the major barriers for ADA, which is transitioning between floors. If we need to build a ramp into the building, items such as this will be negotiated with our landlord, as they should already be in place.

Finally, we will ensure a very secure building, as measured by both cadets and faculty. As part of the sound and intercom system we will have cameras in all classrooms, hallways and even storage spaces. They will be attached to a recording system, staff trained on the use, and sufficient space to record all cameras for at least two weeks. This protects cadets, as well staff who may be accused of various conduct. We will ensure that all records are guided by FERPA, which includes usage during disciplinary actions. We recognize that just because a person may want to view the record, they may not have a legal right.

We have begun a cursory review of possible properties in our desired location. From the Surplus Facility list provided by Memphis-Shelby County Schools we have identified two possible locations. They are both currently underserved schools.

The first is Mt Pisgah Middle school located at 1444 Pisgah Road, zip code 38018, located in the East Region. It has 27 classrooms, which is ideal for our year one needs. We anticipate it may have additional room for growth, to include outside space for modulators for year two.

The second is Dexter Middle located at 6988 Raleigh Lagrange Rd, zip code 28018, against located in the East Region. This facility has 22 classrooms available, though we are optimistic that we could collocate modulators for years one and two.

Commercially, we have found two possible locations, each with over 20,000 square feet. While the price is likely higher than the \$8/square foot we have budgeted, we also budgeted for 35,000 square feet. This means that we have sufficient budget to address a more expensive, yet smaller location.

We have two possible contingency plans if we are unable to find a location that meets our minimum needs. The first is to find vacant land that we could enter into a short-term agreement for development. We could then begin with a longer-term lease, possible the first five-year period, and use a combination of portable and modulators for the entire facility. With both types of buildings, they are very affordable, meet all ADA and security requirements. Portables are what most people recognize, basically a double-wide classroom. They can be as inexpensive as \$6,000 a year per building, thus if all classrooms were made up of portables, it would consume 25% of

our facility budget for years one and two. Modulares on the other hand, can look identical to a traditional stick build facility. These are more expensive, and thus it would be a combination of portables and modulares. There are modular cafeterias, and administrative space.

If we are required to utilize this option it would be a combination of the two, finding a property owner who would be willing to do a longer-term lease, such as three to five years. This property will require certain developments, such as plumbing, power, pavement, fences. This would all have set development costs. We would seek either a partnership with a developer, or we would hire a person with expertise in development, and obtain a commercial line of credit to cover these costs.

The final adjustment that we can make is that of reducing our enrollment. By having a service provider with proven curriculum, teacher development, PLCs, and various back office supports, we can easily reduce these costs proportionate to our enrollment. We can also reduce our cadet enrollment easily by reducing a class per grade, as an option. This would easily reduce the needs for facility size, which reduces our revenue, and our costs.

One member of our board specifically has related experience in supporting charter schools through approval and opening. She is also a title officer and familiar with the property and tenant process. Through her experience the board will seek a qualified commercial realtor to help find current space, and if none are found, viable land to lease for portables/modulars. Our first effort is to exhaust the options provided by Memphis-Shelby County Schools surplus list. We will also seek outside legal counsel to advise the board on all leases, negotiations, and terms. We will also not hesitate to call on related experts within the charter school community for support, ideas and confidence.

We have not entered into an existing agreement, though we are aware of a number of charter school developers that can be reached if we exercise the final option of portables/modulars. We also recognize that we may need to remodel an existing commercial space. For support in these conversations the Board will identify support to negotiate any landlord/tenant improvements, and again reach into the existing charter school community to help find best practices, and experts who have assisted with other charter schools.

We anticipate being approved by August of 2022. We will then have a commercial realtor approved by 1 September, with locations identified and negotiations entered no later than 15 November. We want to have our facility determined by no later than 15 January, which gives TVMA sufficient time to work with the landlord in ensuring the facility can be occupied by no later than 15 July. That time frame will allow our team enough time to occupy the building, and make the necessary accommodations for the first day of school. Ideally, we can enter into the facility at the beginning of the fiscal year, 1 July.

The final contemplated action, if we are not able to find a facility solution in sufficient time, would be to ask for a one-year delay in opening our school. This is not ideal, and not desired, though we are aware of the research as well, the history of charter schools that have undesirable facilities. It could cause a 'stacking' affect of adverse actions, leading to unnecessary operational and academic struggles. We will work aggressively to ensure that this does not happen, though if required, we will take this responsible action.

In section 1.1 of this application, we identify regions and schools. In this section we list three buildings listed by MSCS as surplus or underutilized, with our primary target being Mt Pisgah Middle School, which lists 27 empty classrooms. By entering into a current MSCS facility, all parties benefit. It also allows TVMA time to develop for several years prior to seeking

permanent facilities. We have identified a reasonable per square foot lease rate, based on existing lease rates of other charter schools.

Our first priority is to locate within an existing MSCS building. This is beneficial for both our Academy, and our academic partner, MSCS. The next priority would be to locate within a commercial facility, though this would likely require modifications to comply with ADA. In order to enable this option, we would negotiate with either the landlord for remodeling capital, seek capital from a commercial bank, or enter into a lease-arrangement with a developer. We would pursue these options in that order. If we were not able to secure a facility in the desired opening year, we would exercise State Law and delay opening for one calendar year.

Specific military needs for the facilities is consistent with a typically school facility. We will need external area for Drill & Ceremony, Ranger training and a confidence course. We would seek internal space for a Drill Hall, though it must be a concrete floor, any other surface would be permanently damaged by our use of firearms. (Note: This is 'dummy' rifles, and do not fire bullets.) We do need sufficient space for the entire Corp of Cadets to hold daily formation, with the cafeteria the likely, designated space. We will also need storage lockers for various military equipment, though these lockers can be located inside a typical classroom. We will need two classrooms specific for uniforms, one for 6th through 8th grade, the other for 9th through 12th grades.

2.4 Personnel/Human Capital

(a) Describe the school's proposed leadership structure. Include a copy of the school's organizational chart at Year 1 and at full capacity as Attachment G. The organizational chart should clearly delineate the roles and reporting structure of the board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school.

(b) Give a thorough description of the process and timeline for hiring the school leader, identifying the skills, qualifications and characteristics the applicant will seek in a leader. If the leader has already been identified, attach the leader's resume. Explain the responsibilities of the school leader, how the school leader will be supported and developed, and the state-approved administrator evaluation model that you will be using for this individual, as required by State Board Ruling and State Board Policies.

EXECUTIVE DIRECTOR/ ACADEMIC DIRECTOR

- Additional duties and responsibilities of the Director are outlined in Section B.1 and B.3.
- Create and sustain a safe, moral and wholesome environment
- Develop and pursue annual goals that support the Mission, Vision, and Values
- Create and sustain a positive culture for Cadets and staff and ensure that all TVMA Cadets, staff, and employees are treated with dignity and respect
- Create and sustain the conditions for academic achievement and growth, including establishing and meeting academic goals and ensuring academic standards are met
- Foster leadership education programs and development opportunities for staff and Cadets
- Ensure personal conduct adheres to company values and complies with TVMA policies
- Develop and implement effective procedures for financial performance, daily operations, oversight of athletic and extracurricular activities, and discipline among staff and Cadets
- Enforce TVMA policies and procedures, to include dress code, employee conduct, and Cadet behavior
- Inspire adherence to military culture
- Develop and nurture relationships with communities, parents, and external organizations to promote TVMA's positive public image, sustain and grow enrollment, and encourage support for TVMA
- Safeguard Cadet, staff, and corporate confidential information
- Establish local administrative procedures in areas that do not conflict with TVMA corporate policies and that are limited to the campus
- Schedule and approve Cadet activities and events
- Coordinate with HR through recruitment, on-boarding and when necessary, off-boarding
- Primary contact with, and accountable to the TVMA Board of Directors, and MSCS personnel
- Serve as Assessment Director, accountable for all external and internal assessments
- Oversee all contracts with vendors, and service providers

MINIMUM QUALIFICATIONS

- IVP Fingerprint Clearance Card
- Bachelor's Degree
- 5 years of classroom teaching

- Some military background

PREFERRED QUALIFICATIONS

- Master's Degree
- 5+ years of teaching experience
- Leadership or school administrative experience
- Instructional coaching experience

COMMANDANT OF CADETS

- Primary responsibility is to build and ensure a military culture, and required activities
- Assume supervision on behalf of or in the absence of the Executive Director
- Effectively articulate performance expectations with staff around military culture
- Collaborate with the Executive Director and Dean of Cadets to provide professional development and coaching to staff as needed
- Primary Point of Contact for "Exit Point Strategy," and to ensure collaboration with school counselor and Special Education to ensure all graduation requirements and Transition Plans are supported.
- Collaborate with the Executive Director and Dean of Cadets to develop and enforce Performance Improvement Plans
- Analyze and report Cadet data
- Collaborate with the Executive Director and Dean of Cadets to build Master Schedule and class rosters, focusing on needs of CTE and "First Responders" CTE tracks
- Build and maintain rapport with staff, Cadets, and families
- Inspire adherence to military culture
- Serve as the Athletic Director, receiving support from the Officer Director, et al
- Lead campus-wide initiatives and coordinate and attend campus events, as needed
- Establish external connections with possible partners for all aspects of TVMA community engagement, to include internships, Dual Enrollment, military related partnerships

MINIMUM QUALIFICATIONS

- Bachelor's Degree
- IVP Fingerprint Clearance Card
- Significant military background

PREFERRED QUALIFICATIONS (additional desired qualifications are listed in Section B.1)

- Master's Degree
- 5+ years of teaching experience
- Leadership or school administrative experience
- Instructional coaching experience
- Retired military, no branch specified

DEANS OF CADETS

- Primary responsibilities are to support academics and discipline
- Assume supervision on behalf of or in the absence of the Executive Director
- Observe and evaluate teacher/staff performance using TVMA's information/formal evaluation rubrics
- Serve as the TEAM leader, for teacher evaluations, reporting to the Executive Director

- Respond to general inquiries within 24 hours from parents, teachers, administrators, district level staff, etc.
- Maintain calendar for Campus Administration, and schedule meetings, interviews, and events, as necessary
- Update curriculum inventory per District Academic policies and procedures
- Assist with execution of state-wide testing and scheduling as needed
- Assist with distribution of curriculum inventory to instructional staff and update inventory counts as needed
- Ensure that all IEPs are being supported, Accommodations being implement, and 504s tracked.
- FERPA compliance officer, ensuring annual training, classroom inspections to ensure compliance
- Inspire adherence to military culture
- Assist with creation of campus newsletter and distribution to families
- Cover front desk as needed and act as back-up to health office

MINIMUM QUALIFICATIONS

- BA, some military experience
- IVP Fingerprint Clearance Card

PREFERRED QUALIFICATIONS

- Master's degree
- Minimum 5 years of classroom teaching experience
- Minimum 3 years of school leadership in some capacity
- Prior experience with curriculum inventory and/or front office experience in a school setting

SPECIAL EDUCATION COORDINATOR

- Report to the Dean of Cadets, and as directed, the Executive Director for all aspects of Special Education and 504s
- Primary contact person with the Special Education team from Memphis-Shelby County Schools for scheduling, minutes served, and any other needs for our cadets as served by MSCS personnel
- Able to engage in classroom support as needed, to include assisting in providing minutes
- Observe and track all Special Education technicians, as they provide IEP minutes

MINIMUM QUALIFICATIONS

- BA degree
- 3 years of teaching experience
- IVP Fingerprint Clearance Card

PREFERRED QUALIFICATIONS

- Master's degree
- Certified Special Education teacher
- 3 years of teaching Special Education

OFFICE DIRECTOR

- Overall management of the office, and all personnel assigned or volunteering in the office
- Report directly to the Dean of Cadets

- In the absence of the Executive Director, Commandant of Cadets or Dean of Cadets, assume supervision of TVMA in a temporary basis, reporting to the Chair of the Board of Directors upon assumption (presumes extreme emergency)
- Greet and be the face of TVMA, show a great attitude, a “yes” mentality and an “eager to help” demeanor
- Keep the front office orderly, calm, clean and organized
- Serve as Registrar, ensure all cadet files are in order, meeting all State, District and TVMA requirements
- Answer enrollment questions and facilitate the enrollment process
- Maintain confidentiality for Cadets, parents, and staff
- Ensure proper Cadet/visitor sign in and out
- Daily attendance
- Attend IEP and 504 meetings, serving as PEA and 504 Coordinator, as needed
- Collaborate with the Dean of Cadets, Special Education Coordinator and SPED to oversee the MTSS process
- General administrative and clerical support
- Receive and sort mail and deliveries
- Transportation Officer
- Assign support of the Commandant of Cadets in the execution of those duties, helping maintain contacts with external partners and activities
- Have a working knowledge of school policies, procedures, and events for the purpose of communicating information to stakeholders

MINIMUM QUALIFICATIONS

- HS or equivalent
- IVP Fingerprint Clearance Card
- CPR/First Aid trained

PREFERRED QUALIFICATIONS

- Previous reception experience in a school setting

GENERAL EDUCATION TEACHERS/SPECIALS TEACHERS

GENERAL RESPONSIBILITIES

- Provide instruction to all assigned Cadets according to the expectations set by Campus Administration and District personnel
- Assist with enforcing policies/procedures
- Respond to all email and phone calls within 24 hours from parents, teachers, and other key stakeholders
- Submit all lesson plans through specified platform
- Submit all grades in a timely manner and in accordance with Campus Administration expectations
- Create and update a classroom website for parents and Cadets
- Communicate timely with parents of Cadets with missing assignments and/or D’s/F’s
- Attend and contribute to PLC (Professional Learning Community) meetings
- Attend trainings, conferences and campus events as designated by Campus Administration

MINIMUM QUALIFICATIONS

- Appropriately certified or qualified in accordance with TN Dept. of Education guidelines.
- IVP Fingerprint Clearance Card
- Bachelor's degree in Education or related field

PREFERRED QUALIFICATIONS

- Master's degree in Education or related field
- 3+ years' teaching experience at JH/HS level.

SPECIAL EDUCATION TEACHER/CASE MANAGER

GENERAL RESPONSIBILITIES

- Modify and develop daily curriculum techniques specific to Cadets with different learning modalities
- Develop approved lesson plans to meet the standards of the curriculum within the classroom and assist in developing lesson plans for inclusion Cadets
- Consistently communicate and correspond with parents, administrators, school psychologists and other professionals to set up and plan for IEP and Evaluation meetings
- Gather relative information from team members and write, revise, or update IEP and existing data reports
- Complete report cards and progress reports on each Cadet's progress. Send out progress reports as required to maintain compliance
- Assist other professional staff in identifying and implementing interventions for Cadets identified in the MTSS process
- Maintains compliance with special education documents. Includes but not limited to draft IEP's, prior written notice (PWN) and progress monitoring documents
- Directs activities of paraprofessional as needed

MINIMUM QUALIFICATIONS

- Bachelor's Degree in Special Education
- Valid TN Special Education Certification
- IVP Fingerprint Clearance Card

PREFERRED QUALIFICATIONS

- Master's Degree in Special Education or related field
- 3+ years' teaching experience
- Prior experience writing IEP's and with Special Education compliance

(c) Describe your strategy, plans, and timeline for recruiting and hiring additional key staff, including, but not limited to, operational staff, administrators, and teachers. Identify key selection criteria and any special considerations relevant to your school design. Provide previous student achievement data for the individuals responsible for academic programming (if available) as Attachment H.

We have already begun to identify possible military instructors and CTE teachers. We anticipate being approved at the latest, October of 2022. We will first establish all possible sources of teaching applicants. We will open an account with Teachers/Teachers/JobSpotK12, which is a national online teacher recruiting system. We will reach out to teacher preparation programs, such as Teach For America and The New Teacher Project. Finally, we will reach out to various colleges of education, such as the University of Memphis, Rhodes College, Peabody

College. Once we have established contacts with this recruiting pipelines we will begin an aggressive outreach, which will include monthly open houses.

We have budgeted a competitive salary and anticipate our very unique environment will be a salient point in bringing onboard qualified staff. We will seek a mix of newly graduated teachers, veteran teachers, and then we anticipate several teachers new to the career. We will also develop a strong training program, ensuring all teachers are very familiar with our selected curriculum, professional development, Direct Instruction, classroom management, and then specific military protocols. At one point we will bring in a Drill Sergeant to train our faculty and staff on drill & ceremony and other military protocols. We do not expect our civilian staff to become expert servicemembers, though they need to know certain, basic protocols.

A very important element for our teachers is to follow our curriculum and culture with fidelity. It is common that teachers want to create their own lessons and material. Our contracted services are bringing in proven curriculum, lessons, exit tickets, quizzes, etc. Our teachers need to focus on delivering this quality material. It is already aligned with standards, easily adjusted with data from NWEA, etc. Following the material will allow our Academic Director and other leaders to provide the most meaningful support, feedback, and mentoring.

The next is to ensure that they are committed to the culture. We will never yell at cadets, they are not treated like one sees in the movies, though that does not mean they will not reflect the military culture. Thus, they will stand at attention, speak with respect, etc. Experience from other military academies makes it clear that all faculty, staff, and adults must consistently enforce culture and standards, not just the military team. All staff must agree and look forward to learning how to speak with authority, consistency, and respect.

TVMA will rely on reviewing an applicant's past teaching history and experience, references, and candidate qualities rated by our recruiting tool Nimble. Nimble uses applicant data including the number of applications submitted and the past teaching experience of the applicant to assist in determining the best candidates for the position. This process will enable TVMA to locate the most qualified individuals to move to in-person interviews where further review of the candidate will take place. While TVMA will employ Nimble and place importance on data and past experience, we will give large consideration to other factors than cannot be measured by data including diversity, past experiences that make them a fit for TVMA and its Cadets, and a passion for the vision and mission of TVMA among numerous other factors.

While TVMA will place a priority on hiring internally, this priority will not supersede TVMA's commitment to continuous improvement. TVMA's chief goal in hiring administrative staff will be to hire the individual that moves TVMA towards our 100% proficiency goal in all hiring cases. TVMA will not seek to simply duplicate our processes and leadership structures repeatedly but will seek continual incremental improvement of all processes and structures, as continual improvement is the sole path to improving student proficiency and to the achievement of TVMA's goals. All external staff hired will undergo an extensive onboarding process to familiarize them with the goals and culture of TVMA, including RAISE values, our SMART goals, and our 100% proficiency goal.

(d) How will your recruiting and hiring practices ensure that the composition of the leadership team and staff reflects the diversity of the student body and surrounding community?

We will seek all staff who fit the expectations of delivering our model. We will attract those who have likely been exposed to the military, whether they served, or their parents or siblings

did. With that as a key factor in who responds to us, we are confident it will be a very diverse group of candidates, as the military is very diverse. We will also recruit heavily in Shelby County, and Memphis City, the University of Memphis, TFA and TNTP in Memphis, which is very diverse.

(e) How will you ensure that teachers are licensed and endorsed in their content areas?

This is a key delivery, and we know a significant challenge. We will hire those who are qualified, and for those who are not endorsed, if we are unable to find content area endorse teachers, we will work with those committed to obtaining their endorsement. One of our Deans is assigned all teacher licenses, and will work with Department Chairs, and the Academic Director, ensuring these teachers are making progress towards endorsement. They must understand that this is more than simply checking boxes, it is about master content. How can they teach what they themselves have not mastered? It also shows a commitment to the profession of teaching. TVMA will ensure all teachers providing instruction to Cadets are licensed and compliant with applicable state and federal laws, rules and regulations.

(f) Indicate the state-approved evaluation model used for teachers, required by State Board Rule 0520-02-01 and Policy 5.201. Describe the policies and procedures for evaluating staff, providing feedback, and celebrating excellence.

Using the Tennessee Educator Accelerator Model (TEAM), we will work closely with both our curriculum and PLC service provider, as well the Academic Director we hire, to identify the option that is best suited for our Academy. We recognize they may choose a different program for academic teachers, versus CTE and Military. The Board has reviewed this and, while we could select one at this time, we are committed to getting the right tool in collaboration with the Administration we hire. We will hire them, and make determinations with curriculum support, based on their expertise in this area.

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

All staff will be given proper evaluations and/or observations quarterly, with reviews by a member of Administration, and feedback. Staff that are not meeting satisfactory progress will be given an improvement plan, that will be followed up on bi-weekly. If it reaches a point that it is determined that satisfactory progress is not being made, a recommendation of termination may be made. This will be reviewed by the Executive Director with our Human Resources (HR) provider to ensure, both that all efforts have been exhausted, as well all professional steps have been satisfied. At which point we will sit down with the staff and relieve them of duties and employment. We reserve the right to offer them a professional severance package that reflects our care for staff, and the culture of professionalism we seek to foster.

(h) Outline the proposed salary ranges and employment benefits, as well as any incentive or reward structures that may be a part of the compensation system. Explain the school's proposed strategy for retaining high-performing teachers.

We have established through survey that the average charter schoolteacher is compensated roughly \$53,000 per year, plus required benefits. This allows us to pay some more, and newer or teachers lacking endorsements less. Our Administration will be offered pay in the \$80,000 to \$90,000 range, with the same benefits. Our military staff will be paid on the average as our teachers, until we have received Federal funding, in which case they are paid, what is called MIPS, which is the salary they received when last on active duty for their years in service. The Federal program pays them half of the MIPS salary, which is typically much higher than our current pay range, though it will reduce the salary expenses for TVMA.

TVMA will offer a benefits package that is competitive and provides employees with affordable options. Full-time staff that work an average of 30+ hours per week over 12 months will be eligible to participate in the benefits plan. Employer contributions to employee 401k accounts will be determined by the Board of Directors, a target of a 50% to the dollar match up to 6% gross salary employee contribution is TVMA's target. TVMA will provide all employees with a \$50,000 Basic Life Insurance and Accidental Death and Dismemberment coverage at no cost to employees. Additionally, TVMA will provide a health insurance option that is fully subsidized and free for employees to enroll in and subsidizes a portion of medical premiums for all tiers of coverage plans offered. Offering a health insurance option that is fully subsidized, meaning offered at a cost of \$0 per pay period, provides employees with better than industry standard fringe benefits, and will serve as an important competitive advantage for TVMA throughout the hiring process. Finally, TVMA will open a Health Savings Account (HAS) for all employees, and will make a \$20 monthly deposit to all employees' HSA if they are enrolled in a high deductible plan.

Knowing that we are not able to pay substantially higher salaries, our competitive advantage will be several. One is our culture of professionalism. Many surveys show that teachers frequently feel as though they are not supported by administration, school culture can be difficult for them, and they do not have a robust professional development team. We are focused on excelling in those areas. In addition, our unique environment, with a strong focus on individual cadet achievement will provide our staff with meaningful engagement, and results. In short, they have a chance to make a huge difference in so many young lives.

Our frequent evaluation process, meeting with department chairs and administration, working with them as they obtain endorsements, and continuing education, we are confident will be a relationship that is meaningful. It is ultimately relationships in an environment where they are making a difference.

(i) Explain whether the employees will be at-will or whether the school will use employment contracts.

All staff will be "at-will," with annual employment agreements. We will ensure that all staff is treated with respect, they have evaluations and are given meaningful feedback. We are not going to hire people to fire them. We will hire, what we hope, are team members that plan to be so successful they retire from TVMA.

(j) Include a copy of the school's employee manual and personnel policies as Attachment I.

Position	Start-up	Year 1	Year 2	Year 3	Year 4	Year 5
Executive Director	1	1	1	1	1	1
Commandant of Cadets, Dean of Cadets	1	2	2	2	3	3
Additional School Leadership Special Populations Coordinator Director of Operations	0	1	1	1	1	1
Classroom Teachers (grade level)	0	21	28	28	35	35

Classroom Teachers Special Education	0	1	2	2	3	3
Cadet Support Positions Social Worker	0	1	2	2	2	3
Specialized School Staff Military/CTE/Elective	1	5	7	8	8	9
Teaching Aides or Assistants After-school Teacher	0	8	12	14	16	16
School Operations Support Staff Office Manager/Clerical	0	2	2	3	3	3

In seeking military personnel, a significant factor will be the branch of service that we partner with for the JROTC component. We are currently in discussion with the United States Coast Guard. There are numerous reasons that we find this a very desirable partner, significant among these is the ability to hire retired personnel from either the Coast Guard, United States Navy or United States Marine Corp. Other branches are limited to retired personnel from that branch. As an example, currently, the United States Air Force lists over 400 vacancies for JROTC units across America who are seeking retired Air Force personnel as instructors. By partnering with the Coast Guard, we triple the possible candidates.

In addition, for our 6th, 7th and 8th grade cadets, we are not limited by any branch of service. This allows us to partner with the Coast Guard, and still hire retired Army or Air Force to instruct these grades. Finally, our Commandant of Cadets is not required to be associated with any specific branch, thus half of our staff is ‘open hire,’ which greatly advantages our hiring over any peer, or near peer schools or programs.

Finally, we offer a different environment than any of our near-peer competitors. In a traditional high school setting a JROTC instructor may feel like isolated personnel, and at times at odds with the balance of the school. At TVMA they are a key aspect of our delivery. Also, having a full-time military experience allows for a complete military culture, which military personnel find appealing. With our possible partnership with the Coast Guard, and other aspects of our model, we are very confident that we can find the necessary personnel.

2.5 Professional Development

(a) Describe the expected number of days and hours for professional development throughout the school year and explain how the proposed school’s calendar, daily schedule, and staffing structure support this plan. Include time scheduled for collaborative planning and how such time will typically be used.

All TVMA employees will report to campus 10 days prior to the first day of school. Training during this time will focus on school culture, instructional framework and curriculum. Teachers will engage in professional development in the areas of classroom management, Professional Learning Communities (PLC), assessment, data analysis and application in the classroom, as well as a review of curriculum maps. Administrative and support staff will also receive position specific training during this time. A learning management system will be utilized to help TVMA employees track professional development completed prior to the start of school as well as training(s) assigned during the year. Half-days built into the school calendar will be utilized as professional development opportunities. The Director of Instruction, member of the administrative team, will be responsible for determining training topics and will utilize cadet data, employee feedback and professional judgement to coordinate training at the campus level. As an additional layer, team leads will be assigned in specific core content areas to help problem-solve within teams, and act as continuous mentors to new teachers and peers. At the conclusion of each academic year, and in coordination with the Dean of Cadets, the Director of Instruction will evaluate cadet achievement data, growth, evaluations and feedback to put together a professional development plan for the campus that addresses school needs and improves cadet achievement.

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

The Executive Director will conduct formal evaluation for all staff annually. These evaluations are designed to encourage transparent communication between Administrators and employees, and to identify areas for growth as well as set personal and professional goals. TVMA recognizes the need for continuous performance management and sets the expectation for Administrative staff that they will check in with staff frequently and redirect as necessary.

TVMA is committed to providing opportunities for teachers to grow professionally through formal coursework and through a collaborative Professional Learning Community (PLC). Teachers will participate in a variety of mandatory professional development and PLC activities which may include, but will not be limited to, the following:

Yearly

Each summer between school sessions, TVMA will hold Intensive Summer Training (5-10 days) for all new and returning teachers and faculty. This training includes updates to curriculum, new software training, as well as recurring training for all faculty. Additionally, we provide specialized individual training for all new teachers, whether they have been teaching for many years, or are recent college graduates. This training sets the tone for their time at TVMA and provides them with expectations for their role. Courses in the summer training may include, but are not limited to:

- LMS Optimization
 - Building & Customizing Courses
 - Data Management
- Curriculum Implementation
- Assessment

- Digital Citizenship
- Feedback & Grading Policies & Procedures
- Classroom Management in an Online and In-Person Environment
- Routines & Procedures
- Teaching Methods and Strategies
- Professional Expectations
- Academic Integrity

(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 individualized educational plans (IEPs), discipline of students with disabilities, and communication with EL families.

All TVMA employees will report to campus 10 days prior to the first day of school. Training during this time will focus on school culture, instructional framework and curriculum. Teachers will engage in professional development in the areas of classroom management, Professional Learning Communities (PLC), assessment, data analysis and application in the classroom, as well as a review of curriculum maps. Administrative and support staff will also receive position specific training during this time. A learning management system will be utilized to help TVMA employees track professional development completed prior to the start of school as well as training(s) assigned during the year. Half-days built into the school calendar will be utilized as professional development opportunities. A member of the administrative team will be responsible for determining training topics and will utilize cadet data, employee feedback and professional judgement to coordinate training at the campus level. As an additional layer, team leads will be assigned in specific core content areas to help problem-solve within teams, and act as continuous mentors to new teachers and peers. At the conclusion of each academic year, and in coordination with the Dean of Cadets, Executive Director will evaluate cadet achievement data, growth, evaluations and feedback to put together a professional development plan for the campus that addresses school needs and improves cadet achievement.

In addition, formal evaluations will be conducted for all staff annually. These evaluations are designed to encourage transparent communication between Administrators and employees, and to identify areas for growth as well as set personal and professional goals. TVMA recognizes the need for continuous performance management and sets the expectation for Administrative staff that they will check in with staff frequently and redirect as necessary.

TVMA is committed to providing opportunities for teachers to grow professionally through formal coursework and through a collaborative Professional Learning Community (PLC). Teachers will participate in a variety of mandatory professional development and PLC activities which may include, but will not be limited to, the following:

Yearly

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- LMS Optimization
 - Building & Customizing Courses
 - Data Management
- Curriculum Implementation
- Assessment
- Digital Citizenship
- Feedback & Grading Policies & Procedures
- Classroom Management in an Online and In-Person Environment
- Routines & Procedures
- Teaching Methods and Strategies
- Professional Expectations
- Academic Integrity

Monthly

TVMA will hold 2-hour Professional Development sessions once per month specific to current school, cadet, and teacher needs. Examples of topics included in the monthly sessions include:

- Science Test Prep
- ACT/SAT/ASVAB Prep
 - Effective Instruction
- Building Relationships
- Cadet Engagement and Success Strategies
- Data & Goal Review
- Special Education and 504s
- Online and In-Person Classroom Management
- Review of “Yearly Courses” listed above, as needed

Weekly

TVMA will hold weekly Professional Learning Community (PLC) Team Meetings. In these meetings, teachers with common interests, such as all Algebra I teachers, collaborate on lesson planning, classroom management, cadet assessment, and data-driven instruction, so that all Cadets receive the same information and benefit from a broad range of experience and ideas. These PLCs meet all year to ensure each teacher has the tools to provide the best possible education for each cadet. Meetings are as follows:

- Twice per week; 90-120 minutes per week.
- One session per week focused on data review from benchmarks, unit assessments, and class quizzes to guide instruction.

- One session per week focused on instructional practices, cadet engagement ideas, and common lesson planning to ensure a cohesive educational experience for all Cadets.
- Team consists of teachers, supporting staff as needed, and an Administrator as needed.

PLC meetings will focus on the following guiding questions²¹:

1. What is it we want our Cadets to know?
2. How will we know if our Cadets are learning?
3. How will we respond when Cadets don't learn?
4. How will we extend learning for Cadets who are highly proficient?
5. How will we increase our instructional competence?
6. How will we coordinate our efforts as a school?

Ongoing

TVMA will begin, and maintain, operations with a culture of continuous improvement in all areas. As such, teachers will be encouraged/incentivized to participate in ongoing external PD that supports the school's Vision, Mission, and Values and that enhances their professional practice. A menu of qualifying courses is in development and will be available to TVMA teachers through a dedicated LMS system that tracks professional development.

An additional measure to facilitate continuous improvement among teachers is to employ the filming of instruction for self-reflection, peer observation, and instructional coaching. The filming of instruction optimizes educator effectiveness by ensuring that adopted instructional practices are implemented, curriculum is taught with fidelity, school culture is upheld, teachers are creating an environment where Cadets want to be, and that all aspects of cadet learning are taken into account during PLCs.

The following five questions will guide self-reflection and peer observations conducted through filming:

1. What protocols and procedures am I (or colleague) reinforcing?
2. What am I hearing and seeing that tells me or my (or colleague's) Cadets are 100% engaged?
3. What am I hearing and seeing that tells me my (or colleague's) Cadets are on target with the learning objective?
4. How effective are the following interactions?
 - a. Teacher to Cadet
 - b. Cadet to Cadet
 - c. Cadet to Teacher
5. Are my (or colleague's) "small manageable chunks" of instruction and checks for understanding as effective as they can be?

²¹ Marzano, R. J., Warrick, P. B., Rains, C. L., Dufour, R., & Jones, J. C. (2018). *Leading a high reliability school*. Bloomington, IN: Solution Tree Press.

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

All TVMA employees will report to campus 10 days prior to the first day of school. Training during this time will focus on school culture, instructional framework and curriculum. Teachers will engage in professional development in the areas of classroom management, Professional Learning Communities (PLC), assessment, data analysis and application in the classroom, as well as a review of curriculum maps.

Ten Day Summer Institute

At TVMA, we recognize that the goal of effective professional development is that the knowledge gained in the PD has a positive impact on student achievement. As Liu and Phelps (2020) state, “cognitive research shows that for knowledge to be maintained, it needs to be applied or used in a relevant setting. Without use, knowledge tends to move from being active and available to inactive and difficult to retrieve. This is especially the case if (PD) programs do not have sustained support or if the knowledge is not applied or used in daily classroom instruction.”²² With this in mind, all TVMA employees will report to campus 10 days prior to the first day of school. The Summer Institute will build on the rudimentary, or foundational, knowledge that teachers received during the induction period and focus on the application thereof. Training during this time will be interactive and focus on school culture, instructional framework and curriculum. Teachers will engage in professional development in the areas of classroom management, Professional Learning Communities (PLC), assessment, data analysis and application in the classroom, as well as a review of curriculum maps. Administrative and support staff will also receive position specific training during this time.

Teachers will receive targeted lesson plan training on the 7 Elements of Effective Lessons (7EEL) instructional model based on Madeline Hunter's Elements of Effective Lessons²³. Each part of the lesson plan will be broken down into small, manageable chunks so teachers may cultivate their understanding of how to deliver quality, rigorous instruction using the curriculum materials and resources provided. Teachers will be able to put their learning into action as they will be given time to write the first two weeks of lesson plans for the upcoming school year in a workshop setting. This will allow members of the Administration and Curriculum teams to provide direction and feedback so that teachers are proficient at 7EEL lesson planning before the school year begins. Teachers will then be expected to complete lesson plans weekly for the remainder of the school year. The completed lesson plans will be posted to a designated folder on the school intranet so the Administration and/or Curriculum teams can use them as a reference when conducting classroom observations and gathering relevant curriculum and instructional data.

²² Liu, Shuangshuang, and Geoffrey Phelps. “Does Teacher Learning Last? Understanding How Much Teachers Retain Their Knowledge After Professional Development.” *Journal of Teacher Education*, vol. 71, no. 5, Nov. 2020, pp. 537–550, doi:10.1177/0022487119886290.

²³ Hunter, Robin, and Madeline C. Hunter. *Madeline Hunter's Mastery Teaching: Increasing Instructional Effectiveness in Elementary and Secondary Schools*. , 2004. Internet resource.

Furthermore, Administrators will seek fidelity to the instructional model and assess academic rigor during the classroom observation process and feedback cycle. Teachers will meet with the Administration and/or Curriculum team members to discuss their lesson plans, as needed.

The information gathered during the classroom observation process and feedback cycle will be critical in order for the Administration and/or Curriculum teams to provide professional development that revisits lesson development and delivery elements that were learned/practiced during summer training to ensure that teachers grow in their ability to write effective lesson plans.

If growth and effective lesson delivery or development are not evident within the classroom observation process and feedback cycle, Administrators will write a Teacher Improvement Plan of which teachers will receive weekly coaching, based on their individual needs or deficits associated with lesson planning, delivery of instruction, and use of curricular resources.

The following learning targets have been established for the Summer Institute:

- All teachers and administrators will know, understand, and gain confidence in what effective instruction looks like in relation to TVMA's chosen curricula, RAISE value integration, and analysis of student data to inform instruction.
- All teachers and administrators will demonstrate their ability to deliver instruction using the 7EEL model, RAISE integration, and student data during an interactive portion of the institute focusing on this topic. Topics and examples of student data will be provided.
- All teachers and administrators will observe, offer, and receive feedback in relation to their efforts to deliver instruction through TVMA's instructional model. This practice will set the stage for what is expected throughout the school year.
- By the end of the Institute, all teachers and administrators will be on the path of cultivating a culture of continuous improvement by seeking and conducting (depending on role) observations, coaching, and feedback.
- All teachers and administrators will know and execute the elements of an effective PLC through an interactive portion of the Institute focusing on this topic.
- All teachers will know where to find curricular resources, maps, and other support materials on the TVMA Google Drive and practice accessing them.
- All teachers and administrators will know, understand, and demonstrate their ability to create a classroom and school environment where students want to be in attendance through application of instructional and class management strategies.

To ensure transference of Institute knowledge to the classroom, the following goals have been established:

- 100% of administrators will visit classrooms weekly to ensure effective and sustained implementation of Summer Institute training. Visits will be documented through the digital observation tool created specifically for TVMA.
- 100% of teachers will submit digital lesson plans demonstrating their ability to effectively plan and implement the chosen curriculum, 7EEL, and RAISE integration.
- 100% of lesson plans will be verified during informal, formal, and drop-in observations.

100% of teachers will seek out peer, instructional coach, or administrative coaching and feedback at least once per quarter to further cultivate a culture of continuous improvement and ensure that effective instructional and class management strategies that support the TVMA model are implemented.

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

We will seek leading experts in this area, ensuring a strong, research-based approach to a discussion and training, ensuring that it complies with Laws recently passed by the Tennessee General Assembly. This will be held annually and reported to the Board to ensure full compliance. In addition, we will share this training opportunity with our parents, as we will make all trainings available to our parents.

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

As we hire staff we will seek to learn the professional growth plan for all of our staff. We recognize that many desire to grow into leadership. We will help all staff find a path that leads to personal and professional growth, to include leadership. We have two specific leadership opportunities, which is academic and military. Teachers that seek academic leadership will be given various opportunities, to include leading research projects, PLCs, etc. to begin to develop their leadership skills. We will also seek external partnerships with similar schools, where advanced leadership externships could be engaged. With our military team we have identified opportunities such as AMCSUS, or ASLA, as national groups that could provided expanded leadership training for future Deans of Cadets, or Commandants of Cadets.

TVMA will place a high priority on hiring administrative staff from its ranks if we are meeting our goals. TVMA will initially look internally for administrative hires in all cases once the school is operational. Administrative openings will first be opened to current TVMA employees and a high priority will be placed on advancing individuals from TVMA's ranks to administrative roles. TVMA will look to outside candidates when a suitable candidate cannot be located internally. TVMA's priority in hiring will be to locate the best possible applicant for all positions and we believe that advancing high performing individuals already among TVMA's ranks will facilitate development of the high achieving and unique culture that TVMA will work to cultivate.

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

Our Training, as found in Section 2.5 is extensive and collaborative. We begin this training in the summer, and becomes an opportunity for peer training, which means we always mix veteran teachers with new teachers. Mentoring and modeling are very necessary and successful training tools we will use. Thus, besides a new staff orientation, to include mid-year, we will always engage all teachers in our training routines.

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

New teachers will be given thorough orientation, and ideally allowed to co-teach with a veteran teach for a period of time. This will be challenging, as a mid-year hire is a likely indicator of reduced staff. We will have our Deans of Cadets, Commandant of Cadets or Executive Director assist in supporting co-teaching for at least several class periods. This level of support will continue for the first two weeks, or until the new teacher is sufficiently directing the classroom. Our training model includes daily support and weekly training. This will provide a very supportive environment for new teachers.

2.6 Insurance

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

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

See Attachment J for coverage letter explaining these coverages. We have also provided sufficient funding to pay for these coverages, based on our budget, enrollment, number of full-time staff, part-time staff, transportation services, etc.

(b) A letter of coverage from an insurance company stating they will provide the required coverage upon approval of the charter application. The letter should include provisions for assuring that the insurance provider will notify TDOE within ten (10) days of the cancellation of any insurance it carries on the charter school, pursuant to Tenn. Code Ann. §49-13-107 (b) (19).

By action of the Governing Board, notwithstanding any interest of the Board in such action, the TVMA may, subject to its by-laws, purchase and maintain insurance, in such amounts as the Board may deem appropriate, on behalf of any person indemnified hereunder against any liability asserted against him or her and incurred by him or her in his or her capacity of or arising out of his or her status as an agent of TVMA, whether or not TVMA would have the power to indemnify him or her against such liability under applicable provisions of law. TVMA may also purchase and maintain insurance included but not limited to applicable health, worker's compensation, general liability, property insurance, and directors' and officers' liability coverage, in such amounts as the Board may deem appropriate, to insure TVMA against any liability, including without limitation, any liability for the indemnifications provided in the by-laws.

2.7 Transportation

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

We will provide a very robust transportation plan, that includes purchasing used, and leasing other buses to ensure sufficient capacity for our cadets. Our model requires a larger geographical area in order to ensure full enrollment, thus the need for transportation, as well as a desired facility location, which is near the I-40 corridor.

We will identify, and secure 'feeder' locations, where cadets can gather and await our buses. We anticipate having at least 6 buses operating, which for lease rates we have identified would be approximately \$35,000 per year, per bus. We have also identified used buses, which meet strict inspection requirements, that we will use for shorter routes, and leasing for routes further away, thus a combination of purchased older buses, and leasing new buses. We have set aside an amount in our budget we believe is more than sufficient to handle these needs. This includes small stipends for staff members who obtain their Commercial Drivers License, with School Bus endorsement and wish to drive a route.

We will also engage a very robust ride sharing program. We have identified an online tool, that meets FERPA requirements, and is password protected, that allows our parents to identify other families that live close by, and also wish to ride-share. We anticipate a percentage of our cadets will utilize this method for transportation.

Finally, in some cases, we will provide MATA bus passes for cadets who live near a bus route, and then ensure we pick those cadets up at the nearest bus stop for final transportation to campus. We will also follow closely bus schedules, and have backup plans, if for any reason a public bus fails to make the route on any given day. We will work with MATA to properly verify all eligible cadets, and support costs. We cannot estimate how many cadets may utilize this option, though we are confident that it will fit within our transportation budget. We also maintain a sufficient reserve to adapt as needed.

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

We will primarily use three options for transportation. The first is allowed car-pooling. The second is purchasing allowed minivans, to be operated by approved staff. The third is to occasionally use our buses for such assignments. Most activities will be smaller, and not require a full bus. Our ideal is to engage parent volunteers for car-pooling. We will establish protocols provided by our insurance agent, to include any training required of these parents. And we will review their drivers license, and private insurance. Use of TVMA vans or buses will fall within the transportation guidelines, with costs found within our transportation budget.

(c) If applicable, outline your proposed transportation plan as follows: • Describe the plan for oversight of transportation operations (e.g., whether the proposed school will provide its own transportation, contract out for transportation, request that a district provide transportation, or a combination thereof) and who on the school staff will provide this daily oversight.

Our job through aggressive community outreach and marketing is to ensure that every single family in Shelby County is aware of the opportunity. We will engage a transportation and ride sharing program, locating our facility near the major interstate corridors on the East side of Memphis, that will allow us to both market and attract a large population from which to draw

cadets. We are aware of the over-capacity, quality seats and overall need in the East, Central East, North, and Rural.

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

As we select transportation services, we will specifically seek special transportation services. Our budget has an adequate reserve to address additional costs in this area. We will also seek additional grants or donations as possible supports to transportation program, which then supports any unexpected costs.

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

As part of our transportation process, we will review all laws and District policies relative to transportation. We will ensure that we, and any third-party vendor is aware of the laws, in compliance, has all proper certifications and licenses, and sign specific language relative to compliance. We will also do period reviews of performance.

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

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

One of our Dean of Cadets will be assigned the task of being Transportation Supervisor. They will develop a complete policy to include all required provisions of the State Law, present this to the Executive Director, who will then present it to the Board of Directors for approval.

2.8 Food Service

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

(a) A clear description of how the proposed school will offer food service to the students, including how it will comply with applicable district, state, and federal guidelines and regulations. Include any plans to meet the needs of low-income students.

We have built into our budget an estimate based on funding for breakfast, snack and lunch, for a total of \$7.16 per meal. We estimate that 5% of our cadets will bring home lunch, and another 10% will not qualify for FRPL. With Reduced Lunch reaching up to 180% of Poverty, we estimate that 85% of our cadets will qualify for Free or Reduced.

(b) How the proposed school intends to collect free and reduced-price lunch information from qualified families (including those schools that will participate in the Community Eligibility Provision).

In our registration packet we will have the proper form for determination. It is a very simple form to complete and we will make it part of the registration packet, and follow up with individual families that have not completed it. We understand that this form is not simply necessary for the Lunch Program, but benefits Memphis-Shelby County Schools in other areas as well. We are committed to being a great partner with MSCS. All of this will begin with registration, and during the first five days of school.

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

FOOD SERVICE PLAN FOR FREE/REDUCED LUNCH

TVMA plan for food service is in accordance with its belief that each child is a unique individual who needs a secure, nurturing and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically and socially. This includes providing a seamless nutritional plan for cadets, including unique services that account for special diets and needs. TVMA will contract with an independent provider to prepare and serve meals. If an independent provider is required, TVMA will solicit bids from private vendors who will prepare, deliver and serve food to TVMA in accordance with the standards established by the Tennessee Department of Professional and Business Regulations.

When making an application for the National School Lunch Program (NSLP), vendors will be selected by an open, competitive bid process as prescribed by the U.S. Department of Agriculture and the Tennessee Department of Education. A Request for Proposal (RFP) announcement will be advertised in the local newspaper at least 30 days prior to the distribution of bid specifications. Interested vendors will be invited to request a bid specification packet. Vendors will have an equal period of time (not less than 30 days) to respond to the bid. Vendors will be required to submit evidence of Tennessee Department of Education approval as a food service vendor for the National School Lunch Program. The evidence must include documentation that the vendor has not experienced any serious health violations resulting from Health Department Inspections for the six-month period prior to submitting a bid.

TVMA will identify a committee to review the final bids using the DOE's bidding procedures. Vendors will be ranked according to experience, price, etc. The winning bidder will be so notified and asked to execute a Food Service Agreement with the Board. If that vendor refrains from continuing the process then the Board will move to the next bidder per the ranking established by the Committee. After an Agreement has been executed between the Board and the

Vendor, all remaining vendors will be informed of the Committee's decision. The private vendor selected by TVMA will prepare and deliver food to TVMA in accordance with standards established by the Tennessee Department of Professional and Business Regulations. TVMA facility will include a cafeteria that meets state nutritional and sanitation standards. Further, TVMA and the private vendor will adhere to dietary guidelines under the National School Lunch Program. The private vendor will be required to maintain and supply TVMA with daily lunch records of all lunches served and current copies of inspection and insurance certificates. TVMA agrees to have two annual inspections required to maintain Food Sanitation Certificate from the Tennessee Department of Health.

TVMA will adhere to all the reporting requirements and document the necessary paperwork to meet the specifications of the annual sanitation certification. An organized area for meal services (i.e. cafeteria) that meets health regulations will be designated at TVMA site. TVMA will provide basic equipment for serving meals and foods will be maintained at the proper temperatures through acquisition and use of necessary equipment. TVMA will provide basic equipment (such as refrigerators and food warming equipment) for serving meals. Foods will be maintained at the proper temperatures using the proper equipment. In addition, as part of developing whole well-rounded cadets, our school nutrition plan will also include access to natural food options from locally grown vendors. Start-up funding will support the overages of locally-grown whole foods.

Free and Reduced Lunch

TVMA will participate in the National School Lunch and School Breakfast Programs, as administered by the Sponsor, and will provide free and reduced priced meals for children unable to pay the full price. Children from households with incomes less than or equal to the income criteria pay be eligible for either free or reduced priced meals under this program. TVMA will provide copies of the application forms to parents at the time of enrollment in TVMA. The applications will be available throughout TVMA year for families whose income status changes throughout the course of TVMA year. The local health department will be notified of TVMA's existence and intent to provide food service to public School cadets as described herein. TVMA will make application for a "Permit to Operate" and maintain current certification/licensure on an annual basis. TVMA will adhere to the following procedures when distributing and processing Free and Reduced Meal Applications.

Procedures

1. TVMA will distribute a Free and Reduced Meal Application (as found on the FDOE website) to all of its cadets within the first five days of the opening of School. Applications will be available in multiple languages.
2. Returned applications will be evaluated by TVMA on the basis of the current table for income and number of persons in the household to determine free or reduced-price status.
3. A response will be sent to the cadet's parent/guardian. In accordance with the National School Lunch Act (42 U.S.C. 1751(b) (2) (c)), a confidential list will then be compiled and forwarded to the food service manager.

4. Meal benefits will begin on the day the application is approved at TVMA site and continue through TVMA year in which the application is approved and for approximately the first twenty days of the next school year. All cadets approved for free or reduced-price lunches are entitled to receive a breakfast in the same category.
5. Applications will be retained for three years beyond the current eligibility year.
6. Edit checks will be completed to compare the number of free and reduced-price meals claimed to the number of approved active applications.
7. Applications will be kept confidential per USDA requirements.
8. TVMA will collaborate with the District to process as many cadets as possible via a Direct Certification Method utilizing data provided the District by the Tennessee Department of Education.
9. Records will be kept regarding how applications were selected, for: verification, and how each application was verified; the date notices were sent; notes on contacts made; the results; the reasons for any changes in eligibility; and the signature of the official.
10. Appropriate nondiscrimination notices will be made including the prominent posting of the USDA nondiscrimination poster.

Cadets from households who receive food stamps and/or Temporary Aid to Needy Families (TANF) and who have a social security number on file at TVMA may be eligible for direct certification. Cadets approved by direct certification will not be required to have an application on file. Application forms will be sent to all homes with a letter to parents and guardians. To apply for free or reduced priced meals, parents of the cadets must fill out an application and return it to TVMA. New applications will be filled out at the beginning of each school year for meal benefits to continue. Administrative staff will be available to answer any parent questions or concerns. After the application is processed, a response will be forwarded to each child and the child's parents/guardians in accordance with the National School Lunch Act (42 U.S.C. 1751(b)(2)(C)), a confidential list will then be compiled by TVMA and forwarded to the food service manager.

Meal benefits will begin on the day the application is approved at TVMA site and continue throughout TVMA year in which the application is approved, the summer, and approximately the first twenty days of the following school year.

At the Point of Service, cadets who have eaten breakfast or lunch will be marked to keep track of who has received their breakfast or lunch. Edit checks will be conducted to compare the number of free and reduced meals claimed to be the number of approved active applications. Applications will be kept confidential per USDA requirements. Direct Certifications will be given to those cadets whom the Sponsor has identified. Records will be kept regarding how applications were selected, for; verification and how each application was verified; the date notices were sent; notes on contacts made; the results and the reasons for any changes in eligibility and the signature of the official in charge. The USDA nondiscrimination posters will also be displayed.

TVMA will enter into a contract with an experienced service provider. We have identified several, and through an RFP process we will secure one. We are confident that we will in fact comply with all State and Federal laws. Our demographics are projections and will adjust with actual enrollment.

2.9 Additional Operations

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

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

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

Identified technology needs:

- Sufficient internet bandwidth into the building
- iBoss firewall and security system
- Network servers
- Wifi Routers
- Office desktops
- Administration and faculty laptops
- Sufficient classroom projectors
- Copiers
- Dedicated technology lab laptops or desktops
- Dedicated computer lab with Chromebooks
- Cadet Security software to enhance iBoss
- Current software to allow staff to observe cadet usage
- Classroom telephone system
- Classroom PA system (possibly connected through telephone)
- One computer device per teacher (laptop or all-in-one)
- One computer device per administrative staff member (laptop or all in one)
- One Chromebook per two students
- One Chromebook Cart per 35 students
- One projector per classroom
- One document camera per classroom
- One speaker per classroom

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

We will identify an SIS, Student Information System, with a proven track record of strict FERPA compliance. We will ensure network safety, and then ensure that all staff are trained year, or more frequently as needed, to ensure FERPA is adhered to. These systems are frequently improved, so the summer of 2023 we will review the most recent SIS systems to find the best suited program. We will then implement training and monitoring protocols. We will also brief our parents annually on FERPA and their Rights as parents under this Federal law, and our community to the family at TVMA.

(c) School health and nursing services: • Describe your plan for compliance with the Coordinated School Health Program, including any plans to hire a school nurse.

• Include who at the proposed school will supervise the school nurse and his/her role in ensuring compliance with health regulations.

A function of the Executive Director is to assign one of the Deans of Cadets to supervise the Coordinated School Health Program. A policy will be provided to the Board of Directors, who will adopt it, with annual updates on this policy. We will monitor our cadets needs to determine to what level a school nurse is required. We have budgeted an amount for school nurse support.

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

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

SAFETY PLAN

The Board will outline, review, and implement specific plans prior to TVMA's opening in the case of any unforeseen emergency or unanticipated events, including, but not limited to, those involving fire, medical, hazardous weather, security, or any other unplanned event, that endanger the well-being and/or life of cadets and staff. All School staff will ensure the safety of cadets, parents, visitors and staff on the property. The Board will adopt and TVMA will implement a security action plan that directs staff action during an unforeseen emergency or disaster. The Board and School will adopt the Shelby County's emergency plans for hurricane, serious storms, and tornadoes to ensure the safety of all cadets and other stakeholders on school grounds. Adequate precaution will be undertaken to secure and protect school property. Staff, cadets and parents will be prepared to deal with disasters and emergency situations. TVMA will employ its newsletters, bulletin board postings and other forms of communications to adequately prepare and educate all stakeholders. Specific plans and accommodations will be outlined and reviewed prior to TVMA's opening in the case that any unforeseen emergency or unanticipated event, including, but not limited to, those involving fire, medical, hazardous weather, security, or any other unplanned event that endangers the well-being and/or life of cadets and staff occurs.

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

The Director will designate and train a member of the office staff, who will oversee all building maintenance. This will include a checklist of monthly, quarterly, and annual reviews, inspections and repairs. The school will hire a janitor or janitorial service, which will be tasked with daily cleaning, which will be overseen by the designated staff member. Maintenance will be negotiated into our lease. The final terms of the lease will affect the performance of duties by our staff. We have set aside both building maintenance and janitorial functions within our budget.

(f) Describe any additional operations, as applicable.

(g) For a sponsor of an existing school in the ASD only, describe any operational matters that will be handled differently following the transition to your home LEA (and that have not already been addressed in another section), the rationale for the differences, and any new resources they would require. If there will be no additional changes to operations, please respond with N/A to this section.

2.11 Waivers

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

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; or
- At least the same equivalent time of instruction as required in regular public schools.

State Statute	Description of Statute	Proposed Replacement Policy or Practice	How will waiver of this statute help student achievement?
8-23-206 (a)	Longevity Pay	TVMA may give incentive pay to compensate teachers for consistent cadet performance	TVMA's payroll system allows us to attract and retain a stronger teaching force, to provide the most effective instruction to cadets.
49-3-306 (a)	Licensed Personnel Salaries	TVMA's compensation structure reflects our individual school's purpose and philosophy	TVMA's compensation structure allows us to attract and retain top teaching talent, to provide the most effective instruction to cadets.
49-3-311	Capital Outlay	Having freedom from non-health and safety standards for the school site and having control of the facility vested in our board will allow us to choose our school site resources most efficiently and effectively and align our building choices with our mission and goals.	A facility that supports our educational program and school culture will increase instructional effectiveness and cadet achievement.

49-3-316	Local Fiscal Accounting	TVMA has developed its own rigorous system for financial accounting and reporting to support the school's priorities.	By developing a flexible and rigorous system for financial accounting and reporting that support the school's priorities, TVMA administrators are able to spend more time supporting instruction and positive school culture.
49-5-101(a)	Licensed Principals	TVMA's School Leader, as well as our School Principal, must have deep experience with military instructional models and a working knowledge of business principles. TVMA will recruit talent from across the country, with a focus on local talent, when hiring its School Principal.	TVMA will have the most qualified school leaders aligned with the school's mission, vision, and goals. Flexibility to hire the most qualified leaders available will increase instructional effectiveness and reinforce school culture.
49-5-401	Employment and Assignment of Personnel	TVMA uses an extended schedule, including increased instructional and professional development hours. TVMA teachers receive compensation commensurate with increased work hours.	TVMA's extended schedule allows us to maintain continuity of school culture, expectations, and scholar/teacher relationships, thereby strengthening instruction and reinforcing positive school culture.
49-5-408-409	Evaluation and Termination of Contracts	TVMA teachers are assessed based on their performance. Teachers who meet performance criteria as outlined in their annual contract will be offered a new contract at the end of the school year.	Flexibility in teacher hiring, retention, and evaluation ensures TVMA maintains the strongest possible teaching force and achieves the greatest possible cadet achievement results.
49-5-501-513	Teacher Tenure	TVMA teachers are assessed based on their performance. Teachers who meet performance criteria as outlined in their annual contract will be offered a new contract at the end of the school year.	Flexibility in teacher hiring, retention, and evaluation ensures TVMA maintains the strongest possible teaching force and achieves the greatest possible cadet achievement results.

49-6-2106	Approval of Routes	TVMA designs its own bus routes, to ensure enrollment of all cadets who want to attend our school.	By removing transportation barriers, TVMA is able to serve all families interested in our school, regardless of socio-economic status. Our transportation model also helps families focus on long-term academic success.
49-6-2206	Use of Unapproved Textbooks	TVMA's use of curriculum and instructional materials is directly tied to the school's mission and goals.	The use of specific, research-based curricula allows TVMA to meet the unique needs of our cadets while providing a rigorous academic program that prepares cadets for high school, college, and career.
49-6-3004 (a) (2) – (d)	School Term, Vacations, and Other Non-Instructional Days	TVMA operates with an extended school year of 180 days and an extended school day from 7:45am to 4:45 pm, Monday through Thursday	TVMA's extended learning time provides increased opportunities for cadets to master standards.
49-6-4002 (b)	Formulation and Administration of Behavior and Discipline Codes	TVMA has developed its own comprehensive behavior and discipline codes, aligned with district priorities	Flexibility in designing and implementing behavior and discipline systems allows TVMA to create and reinforce a unique and supportive school culture that focuses on cadet character and success.
49-13-113 (c) and (d)(4)(D) and (E)	Enrollment	Allow any cadet residing within Shelby County, regardless of LEA, to enroll, regardless of LEA out-of-district policy. Upon registration, we will ensure the cadet does not reside outside of Shelby County. All other lottery	This will allow all interested families and cadets, in addition it will lead to a more diverse Core of Cadets, which is very consistent with both our goals, and actual demographics within the United States Military

Table #.0: Waiver Requests

State Board Rule	Description of Rule	Proposed Replacement Rule or Practice	How will waiver of this rule help student achievement?
0520-01-02-.02	Licensed Personnel Salaries	TVMA's compensation structure reflects our individual school's purpose and philosophy	TVMA's compensation structure allows us to attract and retain top teaching talent, to provide the most effective instruction to cadets.

0520-01-02-.03(6)	Licensed Principals	TVMA's School Leader, as well as our Elementary School Principal and Middle School Principal, must have deep experience with innovative instructional models and a working knowledge of business principles. TVMA will recruit talent from across the country, with a focus on local talent, when hiring its Elementary School Principal and Middle School Principal, pursuant to this addendum making the school K- 8.	TVMA will have the most qualified school leaders aligned with the school's mission, vision, and goals. Flexibility to hire the most qualified leaders available will increase instructional effectiveness and reinforce school culture.
0520-01-03-.03	Administration of Schools, Requirement B	TVMA operates with an extended school year of 180 days and an extended school day from 7:45am to 4:45pm	TVMA's extended learning time provides increased opportunities for cadets to master standards.
0520-01-03-.05 (6) (g)	Fine Arts	Cadets will be involved in fine arts activities each week. The elective teacher will oversee these classes and work to ensure that the fine arts curriculum meets state content standards	Teachers will design fine arts activities aligned with instructional goals and cadet interests.
0520-01-03-.07	Library Information Center Personnel	TVMA teachers augment their individual classroom libraries with media from the nearest public library.	Using this approach, TVMA teachers have the flexibility to select and recommend books aligned with cadet interest and instructional goals.
0520-02-01-.01	General Requirements for Evaluation	TVMA administrators outline specific guidelines and performance expectations in yearly personnel contracts.	TVMA sets clear evaluation expectations for all teachers. All evaluation expectations are directly linked to cadet achievement. This model increases faculty retention and effectiveness of instruction.

0520-02-02-.02	Career Ladder	TVMA uses an incentive pay program.	TVMA's compensation structure allows us to attract and retain top teaching talent, to provide the most effective instruction to cadets.
0520-02-02(2)	Career Ladder Eligibility: Years of Experience	TVMA has developed its own system for evaluating principals, assistant principals, and supervisors. This system, including guidelines and performance expectations, is outlined in yearly personnel contracts.	TVMA sets clear evaluation expectations for all principals, assistant principals, and supervisors. All evaluation expectations are directly linked to cadet achievement. This model increases faculty retention and effectiveness of instruction.
0520-02-02(2)	Evaluation and Termination of Contracts	TVMA teachers are assessed based on their performance. Teachers who meet performance criteria as outlined in their annual contract will be offered a new contract at the end of the school year.	Flexibility in teacher hiring, retention, and evaluation ensures TVMA maintains the strongest possible teaching force and achieves the greatest possible cadet achievement results.

Table 3.0: State Waiver Requests

The list of waivers was obtained from other charter schools throughout the state that have requested such waivers. §49-13-113 Enrollment is extremely important for the success of TVMA in our desire to be diverse.

SECTION 3 FINANCIAL PLAN AND CAPACITY
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3.1 Planning and Budget Worksheet (Attachment N)

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

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

3.2 Budget Narrative (Attachment O)

As Attachment O, present a budget narrative including detailed descriptions of budget assumptions, and revenue and expenditure projections, reflecting proposed growth over time.

We have identified start-up funding, which we are confident we can obtain, though we also identify that if we cannot, we have identified a short-term loan. We built repayment of the loan into our budget; thus, it is accounted for.

We do have a modest administrative team, though we also identify secretaries and other “administrative” staff such as school counselors, etc. One member of the administrative team, the 3.5 identified in the start up year is the Commandant of Cadets, which is essential in developing the military program, partnerships, and activities. These activities include extensive recruiting, training, and presentation.

We recognize that enrollment sets the budget, and it is aggressive. This is why we start with an enrollment of 485, growing to full enrollment over several years. This is also a reason we seek to lease vacant/underutilized space from MSCS, as it allows greater flexibility, lower costs, and the ability to reduce the space leased as needed. We could easily operate our first year at 70% of projected enrollment. Our facility, staffing, transportation, and food services would all drop by a similar percentage.

While none of the board members are specifically trained in Finance, three of the board members have extensive experience in running budgets. This includes Major General Walt Lord, who has Division Commander in the United States Army oversaw a budget exceeded hundreds of millions of dollars. Also, former State Representative John DeBerry, who helped establish budgets in the billions, and provide oversight on the implementation of those budgets. Finally, Mrs. Jennifer Gentry was the Senior Program Officer and functioned as the COO for the Tennessee Charter Schools Association, and managed the annual budget, which was approximately \$750,000. Finally, the Board Chairman Antwane Bohanon served on the staff of several Admirals, and as such helped maintain strict protocol, around purchasing for budgets in the tens of millions of dollars.

ATTACHMENT A: Annual Calendar

Tennessee Volunteer Military Academy

2023 - 2024

School Year Calendar

August 21

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

September 21

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

October 21

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

November 21

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

December 21

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

January 22

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

February 22

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 22

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

April 22

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

May 22

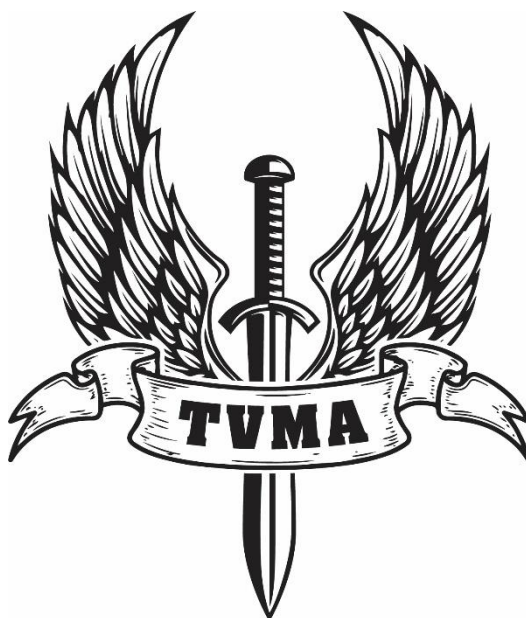
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- A days Monday/ Wednesday
- B days Tuesday/ Thursday
- Early Release A Day
- Early Release B Day
- First Day of Quarter
- NWEA or State Testing
- ACT Test - Juniors Only
- PD Days/ No School
- Comp Days/ No School
- School Closed/ Holidays
- Graduation/ Last Day
- Parent Teacher Conf.

Tennessee Volunteer Military Academy

B.G, Benjamin O. Davis, Jr. Campus

Cadet Code of Conduct



Published January 2022

TVMA

Memphis – Shelby County, Tennessee

Website

Facebook

Campus number

Office Hours: 7:30 a.m. – 4:30 p.m.

Administration

Counselors

Athletic Director

PIC (Parent Involvement)

Secretaries

TVMA Bell Schedules 2023-2024

MONDAY-THURSDAY

Middle School

Period 1	0815 - 0920	65 Minutes
Formation	0925 - 0940	15 Minutes
Flight Time	0940 - 1005	25 Minutes
Period 2	1010- 1115	65 Minutes
Lunch	1115 - 1145	30 Minutes
Period 3	1150 - 1255	65 Minutes
Period 4	1300- 1405	65 Minutes
Period 5	1410 - 1515	65 Minutes
Team Time (T-Th)	1515 - 1630	75 Minutes
Teacher Meetings (M)	1515 - 1630	75 Minutes

High School

Period 1	0815 - 0920	65 Minutes
Formation	0925 - 0940	15 Minutes
Flight Time	0940 - 1005	25 Minutes
Period 2	1010- 1115	65 Minutes
Period 3	1120 - 1225	65 Minutes
Lunch	1225 - 1255	30 Minutes
Period 4	1300 - 1405	65 Minutes
Period 5	1410 - 1515	65 Minutes
Team Time (T-Th)	1515 - 1630	75 Minutes
Teacher Meetings (M)	1515 - 1630	75 Minutes

FRIDAY EARLY RELEASE

Middle School

Period 1	0815 - 0910	55 Minutes
Formation	0915 - 0930	15 Minutes
Period 2	0935 - 1030	55 Minutes
Period 3	1035 - 1130	55 Minutes
Lunch	1130 - 1200	30 Minutes
Period 4	1205 - 1300	55 Minutes
Period 5	1305 - 1400	55 Minutes

High School

Period 1	0815 - 0910	55 Minutes
Formation	0915 - 0930	15 Minutes
Period 2	0935 - 1030	55 Minutes
Period 3	1035 - 1130	55 Minutes
Period 4	1135 - 1230	55 Minutes
Lunch	1230 - 1300	30 Minutes
Period 5	1305 - 1400	55 Minutes

ASSEMBLY SCHEDULE (FRIDAY) - only when scheduled

Morning Assembly

Period 1	0815 - 0855	40 Minutes
Assembly	0900 - 1015	75 Minutes
Period 2	1020 - 1100	40 Minutes
Period 3	1105 - 1145	40 Minutes
HS Per. 4 / MS Lunch	1145 - 1230	40 Minutes
MS Per. 4 / HS Lunch	1235 - 1315	40 Minutes
Period 5	1320-1400	40 Minutes

Afternoon Assembly

Period 1	0815 - 0855	40 Minutes
Period 2	0900 - 0940	40 Minutes
Period 3	0945 - 1025	40 Minutes
Period 4	1030 - 1110	40 Minutes
HS Per. 5 / MS Lunch	1115 - 1155	40 Minutes
MS Per. 5 / HS Lunch	1200 - 1240	40 Minutes
Assembly	1245 - 1400	75 Minutes

LATE START SCHEDULE (Snow Days) Mon-Thurs

Middle School

Period 1	1000 - 1050	50 Minutes
HS Lunch	1050 - 1120	30 Minutes
Period 2	1125 - 1215	50 Minutes
Period 3	1220 - 1310	50 Minutes
Period 4	1315 - 1405	50 Minutes
Period 5	1410 - 1500	50 Minutes
Team Time (T-Th)	1515 - 1630	75 Minutes
Teacher Meetings (M)	1515 - 1630	75 Minutes

High School

Period 1	1000 - 1050	50 Minutes
Period 2	1055 - 1145	50 Minutes
HS Lunch	1145 - 1215	30 Minutes
Period 3	1220 - 1310	50 Minutes
Period 4	1315 - 1405	50 Minutes
Period 5	1410 - 1500	50 Minutes
Team Time (T-Th)	1515 - 1630	75 Minutes
Teacher Meetings (M)	1515 - 1630	75 Minutes

Teacher Contract Hours: 0715 - 1700

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The TVMA VISION

The Tennessee Volunteer Military Academy will prepare cadets as leaders to thrive in any competitive environment upon graduation with a focus on entrance into the military academies, ROTC scholarship programs in colleges and universities, or other technically challenging opportunities related to the military culture. All of these options result in maximizing cadets' lifelong potential.

The TVMA MISSION

Tennessee Volunteer Military Academy recognizes academic excellence is a requirement for admission to a United States Military Academy or to qualify for ROTC scholarships. In order for cadets to be fully prepared for its rigorous high school curriculum, the school will admit cadets beginning in seventh grade in order to build and strengthen necessary academic skills. TVMA will continue to focus on high academic achievement throughout the cadet's high school career.

TVMA will also engage the family and community in supporting this culture both on campus and off. An important part of program implementation is the hiring and development of our professional staff. We recognize that many of the finest teachers may not have a military background. However, TVMA will introduce and foster a complete adoption of military culture among our staff. It is from the demonstrated leadership of our staff, in support of the TVMA Vision, Mission and Compact, that culture will be shared with cadets, family, and community.

The TVMA COMPACT

***The TVMA Compact** is the essential agreement between Tennessee Volunteer Military Academy and its cadets. It is based on four commitments that TVMA makes to its cadets and four principles to which TVMA cadets dedicate themselves.*

The four commitments that TVMA makes to its cadets are called the 4 Missions. They are . . .

- | | |
|--------------------------------------|--|
| 1. Leadership Development | 3. Focus on Military Values/Culture |
| 2. University or Academy Preparation | 4. Significant Extracurricular Opportunities |

The four principles that TVMA cadets are expected to pledge themselves to are called the 4 Pledges. They are . . .

- | | |
|--|-------------------------------------|
| 1. Attend Every Day, Every Class, On Time | 3. Act Respectfully and Ethically |
| 2. Be Prepared, Work Hard and Follow Through | 4. Follow Directions the First Time |

TVMA is a community founded on the vision of our charter, and based on the principles reflected in the TVMA Vision, Mission, Compact and this Code of Conduct. This community includes the our campus and any other location where TVMA cadets represent the school, and any online or web-based extensions of that community.

TVMA is a school of choice. By enrolling at TVMA, each cadet agrees to abide by the principles reflected in the TVMA Vision, Mission, Compact and Code of Conduct. By enrolling their child at TVMA, each parent agrees to support their cadet(s) to that same end. If, at any time, parents or cadets cannot, or will not, support these basic principles, they are allowed to disenroll their cadets and return them to their neighborhood school.

Any violation of the policies housed in this manual may result in appropriate disciplinary consequences.

Due Process

At TVMA, cadets are guaranteed due process. The core principle of due process is fairness. We believe that cadets should know that they will be treated fairly when they are accused of violating a rule.

At TVMA, due process will be based on the following principles.

- TVMA staff and administration will make a good faith effort to ensure that all rules are legal, ethical, reasonable, and consistent with TVMA policy and in the best interest of all TVMA cadets.
 - If any cadet believes that a rule fails to abide by any of these guidelines, they are encouraged to inform the administration. The administration will investigate any and all allegations.
- Rules will be made clear to cadets - preferably posted in writing.
- If accused of breaking a rule, cadets will . . .
 - be told what rule they are accused of breaking,
 - be told what consequences they might face if found guilty,
 - be given an opportunity to defend themselves against the accusation.
- If found guilty of breaking a rule, cadets will be given a timetable for a decision in regard to consequences.
- If found guilty, and if the decision has been made to assign a consequence to a cadet,
 - those consequences will be communicated with a cadet and their parent.
 - those consequences will be carried out.
 - an anecdotal record of that event may be placed in the cadet's records.
- If a cadet or parent feels that the finding of guilt was unjustified, or if a consequence is unfair, they are encouraged to notify the administration. The administration will investigate all allegations.

Accidents and/or Injuries During School

Cadets must report accidents or injuries to the classroom teacher or the main office immediately so that necessary treatment can be given to the victim and parents can be notified.

Activity /I. D. /Cadet Body Cards

Cadets will receive their Activity/ I. D. card at the beginning of the year. This card should be in the cadets' possession and worn on a lanyard at all times and in all uniforms. There is no cost for the first card; however, replacement cards will be \$5.00.

Advertisements

No literature, flyers, or advertisements can be posted or distributed in the school building or on school campus without first being approved by the school administration.

Application Procedures

Application procedures for those cadets wanting to enter TVMA are posted on our website.

Athletic Eligibility

In order to participate in Athletic/JROTC competitions, students must maintain a minimum 2.0 GPA, and fail no more than one class per academic term. We abide by this and all other UHSAA Eligibility Requirements. Also, poor attendance will affect eligibility. See Attendance Policies for more information.

Attendance Policies

Cadet attendance is at the core of a cadet's commitment to their own education, and to the TVMA Mission and Compact. Regular and consistent attendance is a necessary commitment for those cadets hoping to successfully transition to the military or university level. Poor attendance is the most consistent factor in a cadet's failure to succeed academically. Parents/guardians are required by state law to see that their cadet attends school regularly. Cadets are expected to attend classes on time each day and to stay in class unless excused by a staff member. In addition to academics, cadets will continue to learn beneficial habits of punctuality and preparation to help them throughout their lives.

Attendance Probation

Every month, TVMA runs a Chronic Absenteeism attendance report, identifying cadets that have missed 20% or more of their classes, whether excused or unexcused (school-sponsored activities or pre-arranged absences are not taken into account). Any cadets listed on this report will be placed on Attendance Probation, and will have a month to make up their absences through Lunch Detention. One lunch detention equals one absence. While on Attendance Probation, cadets will not be allowed to play in sports games or attend field trips. If a cadet is on Attendance Probation two months in a row, that cadet will be removed from all sports teams (including practices) and banned from Team Time Activities. An individual attendance plan will be created and the academic schedule will be adjusted as deemed necessary by administration.

Tardies

Cadets arriving to class after the tardy bell rings will be marked by their teacher with a "T." If a cadet arrives more than 15 minutes late to class, an "X" will be given to represent an unexcused absence. These will not be excused unless a parent/guardian is responsible for the delay and calls the office. After 5 tardies students must serve a mandatory lunch detention. Each lunch detention eliminates 3 tardies. (See Lunch Detention – pg. 8)

Checking In/Checking Out

Cadets who arrive to school after 8:10 AM must check-in at the office. Cadets who establish a pattern of arriving to school late may be placed on Attendance Probation and result in disciplinary action.

For the safety and protection of cadets, checkout or release from school will require permission from a parent/guardian. A person checking a cadet out of school must show identification and be matched to the cadet's guardianship profile on

Aspire. Cadets will not be permitted to leave unless properly checked out. Cadets who leave campus without checking out will be marked truant.

Truancies

Cadets are considered truant when they are out of class without a valid excuse, whether on or off campus. Truancy is a Class III infraction as per the TVMA Discipline Code and will result in appropriate disciplinary measures.

Pre-Arranged Absences

Cadets should only miss school in the case of family emergencies, illnesses, or extreme extenuating circumstances. Cadets who miss school for hospitalization, family trips, etc., that cannot be scheduled at more appropriate times, should pick up a Pre-Arranged Absence Form in the office and get it signed by teachers and a parent/guardian.

Backpacks, purses, and messenger bags

Each cadet is assigned a locker to store their belongings during school. Backpacks, purses, and messenger bags must be stored in the cadet's assigned locker during school hours. Backpacks, purses, and messenger bags are prohibited from all classes, study halls, formations, and assemblies. Backpacks, purses, and messenger bags will be confiscated if a cadet chooses to carry it to class, study hall, formation, or assemblies.

Building Hours

The school building will be open from 0745 until 1630. The Office will be open to cadets from approximately 0745 until 1630. Cadets may make individual arrangements with staff to be in the buildings at times other than posted. However, outside of those hours, cadets must either be under the direct supervision of a staff member or leave campus.

TVMA has no obligation to provide supervision before 0745 or after 1630. TVMA does provide a myriad of opportunities during TEAM Time (1530 to 1630) to those cadets who are in good standing. Those cadets who are not in good standing may lose their privilege to attend TEAM Time. Students not participating in TEAM time are expected to leave campus by 1530.

Bus Conduct

TVMA provides limited bus transportation. It is very important that cadets remember at all times that riding is a privilege and not a right. To insure safety, cadets must demonstrate responsible behavior when riding the school bus. All cadets being transported are under the authority of the bus driver and must obey his/her requests. The school bus is regulated by the following rules:

- Stay off the pavement as the bus approaches.
- Enter the bus in an orderly manner.
- Be seated; stay seated while the bus is in motion.
- Obey bus driver's directions immediately.
- Do not place objects or body parts outside of the windows.
- Do not eat or drink on the bus.
- Do not litter or vandalize.
- Do not open the emergency door or window, except in cases of any actual emergency.
- Do not carry any item which could pose a hazard to passengers.

School Administrators will contact parents and/or the police in cases where cadets have engaged in disorderly conduct or behaviors that endanger passengers. All school policies including a prohibition of smoking, drinking, drug use, swearing, harassment, and any other inappropriate behavior apply to conduct on the buses. Failure to follow such rules may result in suspension from school and/or the suspension of bus privileges.

Closed Campus

TVMA will be a closed campus. This means that students are not allowed to leave the building during lunch or any other time of the day unless checked out by a parent or guardian.

Cell Phones and Electronic Devices

Cell phones are not to be used in the classroom, during assemblies, or during special activities. Phones must be turned off during school activities, including the classroom, and will not be answered during these times. Cadets will demonstrate good manners by not allowing phones to disrupt the educational process. Phones used to play games or sending/receiving text messages during class time are also a disruption and will not be allowed. Cell phones may be used before and after school, between classes, and during lunch time. Abuse of this policy will result in the phone being taken from the cadet and returned to the cadet at the end of the day. The cadet's parent may be notified in cases of continued violations. Continued abuse of the policy may result in the cadet losing the privilege of having a cell phone in school. Emergencies need to be handled through the office where a cadet can receive immediate help.

Cheating/Plagiarism

TVMA does not accept the practice of cheating. All instances of cheating will be reported by all teachers to the administration. Cadets caught cheating will receive no credit for the work and face administrative disciplinary action. Early College cadets caught cheating risk losing their TVMA scholarship. Plagiarism is a form of cheating. Cadets plagiarizing another's work and turning it into a teacher as their own will receive no credit for the work and face administrative disciplinary action.

The University of Indiana Student Code of Rights, Responsibilities and Conduct handbook gives these guidelines on how to avoid plagiarism. You must give credit whenever you use:

- another person's idea, opinion, or theory;
- any facts, statistics, graphs, drawings—any information that is not common knowledge;
- quotations of another person's actual spoken or written words, or
- when paraphrasing another person's spoken or written words.

TVMA teachers will work with their cadets to teach proper writing techniques and how to properly cite sources so that plagiarism does not occur.

Cadet Check-In and Check-Out (See Attendance Policies – Page 10)

Computer Use

Every cadet and their parent/guardian must sign a computer compliance form that outlines expectations of computer use on school property. Intentional misuse of a computer may result in the cadet losing the privilege of using TVMA computers for the remainder of the school year. Any accidental misuse of a computer must be reported to a teacher immediately. Cadet programming or hacking will not be allowed on the school curriculum server unless approved by a staff member. Prohibited computer usage includes games. Gaming can be a serious distraction to a cadet's education and may be restricted by the TVMA staff and/or administration.

LAPTOP Computers: Teachers have the discretion of allowing or not allowing laptops in their classrooms. If allowed, cadets must follow computer compliance regulations with their laptop while on campus.

Dress Code (See Dress Code – Page 13)

Drugs/Controlled Substances (See Safe Schools Policies – Page 11)

Excusing Absences (See Attendance Policies – Page 10)

Fighting (See Safe Schools Policy – Page 11)

Gangs and Gang Paraphernalia (See Safe Schools Policies – Page 11)

Harassment/Hazing/Bullying (See Safe Schools Policies – Page 11)

Lunch Detention

Lunch detention will be mandatory for any cadet who has 5 or more tardies or uniform infractions. When students attend lunch detention 3 tardies or uniform infractions are removed from their record. Cadets will be notified that they have lunch detention by their platoon teacher. If a cadet is disruptive during lunch detention, the cadet will be removed

and will not receive credit for attending lunch detention that day. They will be placed in in-school suspension for the remainder of the time.

Non-Discrimination Statement

TVMA does not discriminate on the basis of race, color, sex, national origin, age or disability in its programs and activities. TVMA's Section 504 coordinator is Mr. Steve Carroll, (801)689-3013. For assistance related to civil rights, you may contact the enforcement office serving our state. The OCR office for Tennessee is located at: Office for Civil Rights-Denver Office, U.S. Department of Education, 1244 Speer Blvd., Suite 310, Denver, CO 80204-3582. Phone 303-844-5695. Fax: 303-844-4304. Email: OCR.Denver@ed.gov

Parking

Cadets enrolled at Tennessee Volunteer Military Academy with a valid driving license may request a parking pass. As there are limited spaces available, parking passes will be assigned first to seniors, and then to other students on a first-come, first-serve basis. Vehicles parked in the TVMA parking lot without a valid TVMA parking pass are subject to booting. There is a \$50 fee to remove the boot. Cadets MAY NOT park in the faculty parking lot. If a cadet vehicle is parked in the faculty lot, the vehicle will be booted and subject to a \$50 fee.

Pledge of Allegiance

The State of Tennessee requires the saying of the Pledge of Allegiance at the beginning of each day. However, cadets have the right not to participate in reciting the pledge. A cadet shall be excused from reciting the pledge upon written request from the cadet's parent or legal guardian. They are still expected to stand respectfully during the presentation. All cadets should show respect for any cadet who either chooses to participate, or not to participate.

Pre-Arranged Absences (See Attendance Policies – Page 10)

Public Display of Affection

Public displays of affection, such as kissing, embracing, etc., are not acceptable on school grounds or at any school function.

Schedule Changes

We have tried to give all cadets the schedule of classes they requested. Classes are limited and changes may be difficult to accommodate. Any schedule change requests should be submitted before each new term begins. Any schedule change requests received on or after start of a new term will cost the cadet \$10. After one (1) week, schedule change requests will not be allowed.

Skateboarding/Roller Blades

Skateboards, rollerblades, or roller shoes are not allowed on school campus.

Social Media, Email, Etc.

TVMA cadets who use social media, telephones or e-mail to threaten, intimidate, humiliate or otherwise harass or bully other cadets, even when such actions take place at home, shall be referred to the administration for disciplinary action. Cadets may be suspended, transferred to an alternative placement, expelled, referred for police investigation, and/or prosecuted for any school-related conduct that violates TVMA Code of Conduct and/or safe schools policy.

Search and Seizure (See Safe Schools Policies – Page 11 – or Appendix A)

Substance Abuse (See Safe Schools Policies – Page 11)

Theft and Tobacco (See Safe Schools Policies – Page 11)

Weapons, Explosives and Vandalism (See Safe Schools Policies – Page 12 or Appendix A)

Tardies and Truancies (See Attendance Policies – Page 10)

Telephones

Phones are available in most classrooms and may be used by cadets with teacher permission. No long-distance calls may be placed on any school phone without permission of the administration. See Cell Phones for additional information.

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Bus Pass

Cadets who would like a bus pass will be given one at a prorated charge depending upon the distance they live from campus. If the 1st bus pass is lost, they may purchase another bus pass for \$50.00 from the office. No pass will be given for the month of August. Students are required to sign and follow a bus behavior contract. If cadets are found violating the contract they will lose their bus pass for a time or permanently depending upon the severity of the behavior.

Visitors Passes

All visitors must report to the office. Visitors approved by the office will be given a visitor's badge to wear at all times while on campus. Visitors must check out of the office and return the pass before they leave campus. Visitor passes will not be given to cadets from other schools for attendance in classes at TVMA.

Safe Schools Policies

(Note - Many of these Safe Schools Policies were copied, with permission, from Davis School District and the Tennessee State Office of Education.)

Authority to Suspend or Expel

The TVMA administration has the authority to suspend a cadet for up to ten school days per incident. If the school administration contemplates suspending for longer than ten school days, or contemplates expelling a cadet, they shall make a referral to the TVMA Case Management Team.
(For full Suspension/Expulsion Policy refer to Appendix A)

Disruption of School Operations

Cadets may be suspended, transferred to an alternative placement, expelled, referred for police investigation, and/or prosecuted for any school-related conduct that creates an unreasonable and substantial disruption or risk of disruption of a class, activity, program, or other function of the school, including but not limited to: theft, frequent, flagrant, or willful disobedience; defiance of school authority; any criminal activity; fighting; noncompliance with school dress code; possession of contraband (i.e., drug paraphernalia, pornography, mace, pepper spray, laser pen, chains, needles, razor blades, bats and clubs); or the use of foul, profane vulgar, harassing or abusive language.

Drugs/Controlled Substances

Cadets who possess, use, distribute, sell, or arrange to sell real, look-alike, or pretend controlled substances, including, but not limited to, alcohol, tobacco and e-cigarettes may be suspended up to 10 days, expelled, transferred to alternative placement, tested for drugs, referred to the police for investigation and/or prosecution. Rumored cadet drug use/distribution will be reported to the administration and, in turn, to cadets' parents.

Harassment/Hazing/Bullying

Cadets may be suspended, transferred to an alternative placement, expelled, referred for police investigation, and/or prosecuted for engaging in any physical or verbal aggression, intimidation, initiation, or discrimination of any school employee or cadet on the web, at school or school-related activity, including but not limited to bullying, hazing, or sexual, racial, ethnic, religious, or disability-related harassment. This includes, but is not limited to, communication in person, via telephone, e-mail, social media, or in writing.

Safe and Orderly Schools

It is the policy of TVMA to promote a safe and orderly school environment for all cadets and employees. Criminal acts or disruptive behavior of any kind will not be tolerated and any individual who engages in such activity will be¹⁵⁵ subject to school disciplinary action as determined by school administrators or police referral, and/or prosecution. In determining appropriate discipline, school officials will consider the totality of the circumstances, including the severity of the offense, as well as the individual's age, disability status, intent, academic status, and prior disciplinary record.

Search and Seizure

School officials have the authority to search a cadet's person, personal property, or vehicle while located on school property or at a school sponsored activity, when they have reason to believe that the search will turn up evidence that the cadet has violated or is violating a particular law or school rule. Cadets have no right or expectation of privacy on campus. Periodic general inspections, including the use of drug detecting canines, may be conducted by school authorities for any reason at any time, without notice, without cadet consent, and without a search warrant.

Serious Violations

Cadets may be suspended, transferred to an alternative placement, expelled, referred for police investigation, and/or prosecuted for committing any of the following school-related serious violations: 1) threatening or causing harm to the school, school property, or persons associated with the school, or property associated with that person, regardless of where the conduct occurs; 2) committing any criminal act, including but not limited to: assault, harassment, hazing, rape, trespass, arson, theft, and vandalism, possession or use of pornographic material on school property; 3) engaging in any gang activity, including but not limited to: flashing gang signs, displaying or spraying gang graffiti, wearing or displaying gang-related clothing or apparel, or soliciting others for membership in a gang.

Threats to Cadet Well-Being

Any TVMA employee that learns that the well-being of any cadet is at risk because of reported, threatened or rumored harm, will immediately notify the TVMA administration. In turn, the parent or guardian of that at-risk cadet shall be notified by TVMA administration.

Any TVMA employee that learns that the well-being of any cadet is at risk because of reported or rumored drug use, possession or distribution will immediately notify the TVMA administration. In turn, the parent or guardian of that at-risk cadet shall be notified by TVMA administration.

Any TVMA employee that learns that the well-being of any cadet is at risk because of reported, threatened or rumored self-harm, will immediately notify the TVMA administration. In turn, the parent or guardian of that at-risk cadet shall be notified by TVMA administration.

Weapons and Explosives - Automatic One-Year Expulsion

Any cadet on school property, in a school vehicle, or in conjunction with any school activity, possesses, controls, uses or threatens use of a real weapon, explosive, noxious or flammable material, or actually uses or threatens to use a look-alike or pretend weapons with the intent to intimidate another person or to disrupt normal school activities, shall be expelled from TVMA, TVMA programs, and activities for a period of not less than one calendar year; unless an impartial Case Management Team determines on a case-by-case basis, that a lesser penalty would be more appropriate. The terms "weapon," "explosive," and "noxious or flammable material" include but are not limited to: guns, starter pistols, cap guns, knives, martial arts accessories, bombs, bullets and ammunition, fireworks, gasoline or other flammable liquids, matches, and lighters.

Monday & Friday Green Polo with Khaki Slacks (Soft Uniform)

Shirt

Green Polo Shirt (additional shirts may be purchased through TVMA). Shirt must be tucked in at all times. A plain black or white tee shirt may be worn under the Polo.

Pants

ONLY slacks are authorized, no other type. Slacks may **NOT** be tight fitting. No stretchy material slacks.

Belt

A belt (black/brown) **must** be worn with slacks.

Shoes

Plain black leather shoes with a low heel. No sandals. No service boots. No ballet flats.



Socks

Solid black **calf-length** socks only, may be worn. Footie style/ankle socks, multi colored or patterned socks are not allowed.

Jacket

In soft uniform cadets may wear any jacket issued by TVMA.

Unauthorized Wear includes: Jeans, "Skinny Jeans", joggers, stretchy slacks or scrunchy cuffed--Identified by course (jean or stretchy type fabric), rivets, elastic or pull-tie cuffs.

Tuesday/Wednesday – Camouflage Uniform

Acceptable uniforms are:

- Air Force ACU's
- Appropriate service camouflage uniform of enlisted cadets

Hat

The only headgear allowed in ACU's is the TVMA baseball cap. Tan for all grades.

Jacket

In the ACUs, cadets are **ONLY** authorized to wear the green fleece jacket, purchased separately. However, cadets may wear long-sleeved thermal shirts under their tan T-shirt and ACU blouse. **(NO HOODIES OR OTHER JACKETS UNDER ACU'S)** ACU sleeves may **NOT** be rolled up in the winter time.

Thursday - Air Force JROTC Service Uniform 9-12

Name tag, belt, berret

A name tag and berrett are required parts of the Air Force JROTC Service Uniform. For males, the name tag is worn on the right breast pocket centered between top seam and bottom seam of the pocket on the male uniform. A female's name tag is worn centered on right side, even with to 1 1/2 inches higher or lower than the first exposed button.

Undershirt

A white crew neck t-shirt for both males and females.

Belt

A black web belt is required when wearing the Air Force JROTC Service Uniform. The belt is threaded through the loops to your right. When buckled, only the metal tip of the belt should show. The adjustable belt clamp is to change the length of the belt for proper fit. The belt “GIG” line is the line formed by the edge of the blouse, the edge of the belt buckle, and the fly of the trousers. The “GIG” line should always keep straight. Check it frequently.

Socks

Only **calf-length** black socks may be worn

Shoes

ONLY Black Oxford Shoes



Jacket

In the Air Force JROTC Service Uniform, High School cadets are **ONLY** authorized to wear their issued black Lightweight jacket. Jacket must be zipped $\frac{3}{4}$ way if wearing inside.

Gym classes/TEAM Time

The only authorized uniform for gym classes and any physical team time activities is the TVMA physical training (PT) uniform (tan T-shirt/black shorts) or ACU's.

Coat/ Outerwear Policy

During winter months, cadets may wear any heavy coat or jacket of their choosing on the way to and from school. However, the heavy coat or jacket will need to remain in the cadet's locker.

Student I.D.

Cadets are required to wear their student I.D. at all times in all uniforms. Cadets will be subject to a uniform infraction if they are not wearing their current school issued I.D. cards on a lanyard. New I.D. cards may be purchased from the office for \$5.00. Lanyards may be purchased for \$1.00.

During lunchtime, cadets with their current, school issued I.D. cards will be given priority in the lunch line over those who have lost them. Cadets who have misplaced, damaged, defaced, or forgotten their current school issued I.D. card must wait until cadets who have their I.D. cards have gone through the lunch line.

Expectations when in Uniform

The Tennessee Volunteer Military Academy is an institution where military traditions and core values are an important part of the academic experience. As a public charter school and “school of choice” we are a dedicated uniformed school. When the uniform is worn, it will be worn completely and not mixed with civilian clothing or civilian shoes or without required items such as belts, name tags, etc. Cadets and parents must understand that this is a JROTC uniform, and must be worn with proper respect. **Cadets wearing the uniform improperly will be given a Uniform Infraction and asked to fix the issue. If they are unable to fix it, cadets can provide a cell phone in exchange for the correct uniform piece. Cadets may also need to call home and have parents bring the necessary uniform item.**

Cadets may not play sports while in Uniform, nor may they engage in any conduct that would bring embarrassment or disgrace to the uniform, TVMA or the Air Force. Further, no uniform may not be worn to promote political causes or at partisan political organizations' events. Cadets may **NOT** wear the military uniform while performing fundraising activities.

While in uniform, cadets may **NOT** stand or walk with hand(s) in pocket(s), except to insert or remove an item.

Cadets at TVMA are required to be in the appropriate uniform **at all times** while on campus, this includes after school and during extracurricular activities, sport events and other TVMA related activities.

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Cadets in uniform may not engage in public displays of affection including, but not limited to, holding hands, walking arm-in-arm, embracing, caressing, and kissing.

Cadets are required to wear their headgear outdoors **at all times**. Headgear will also be worn for all Air Force JROTC leadership training on the drill pad, during off-campus field trips, leadership/summer camps and for special events, such as Pass and Review.

Care and Maintenance of Uniforms

CARE AND MAINTENANCE OF UNIFORM ITEMS: Standards to be met while in uniform include maintaining the uniform in a clean and serviceable condition. The shirts (polo, and Air Force JROTC may be washed, dried, and ironed (sizing/starch is recommended). **ALL DRESS UNIFORMS MUST BE DRY CLEANED** and may not be washed. This includes pants, skirts, coats, jackets, ties, and hats.

After initial issue of all uniforms and hemming of pants, it is the cadets'/parents'/guardians' responsibility to properly maintain the uniforms. This includes dry cleaning, sewing on lost/loose buttons, necessary mending, replacement of broken zippers, and repair of torn/loose hems. Only when a Cadet outgrows an issued uniform item will he/she have the item replaced at no cost. *This does not include soft uniforms, such as the polos, oxfords, and PT sets. *

Grooming Standards

Because cadets wear the official uniform of the United States Air Force, any objectionable behavior in public can create an unfavorable reaction toward the Air Force JROTC program and the Air Force. Conversely, proper conduct, actions, and attitudes will create and sustain a favorable public reaction, which will enhance the image of the cadet corps. Therefore, as an Air Force JROTC cadet, you must constantly strive to present a neat, clean, and well-groomed appearance.

Grooming standards apply to all uniforms with the exception of female hair which may worn down in soft uniform.

Hair

Hair for both males and females will be clean, well-groomed, present a professional appearance, allow proper wear of headgear. Will not contain excessive amounts of grooming aids (e.g. gel, mousse, pomade, and moisturizer), appear lopsided, touch either eyebrow, or end below an imaginary line across the forehead at the top of the eyebrows that is parallel to the ground. If applied, dyes, tints, bleaches and frostings must result in natural, human hair colors that are natural to the cadet. The hair color must complement the member's complexion and skin tone. Examples of natural human hair colors are brown, blonde, brunette, natural red, black or grey. Prohibited examples (not all inclusive) are burgundy, purple, orange, fluorescent or neon colors.

- **Male Cadets:**

- will keep hair clean, neat, and properly trimmed. Hair should present a groomed, tapered appearance and not exceed 1 1/4 inch in bulk. Hair must **not** be faddish, touch the ears, eyebrows, collar, or protrude below the front of the headgear. Fads are UNAUTHORIZED and include uneven cuts, braids, duck tails, mohawks, mullets, cornrows, or etched designs, etc.
- Sideburns will not extend below the bottom of the inner ear. Mustaches will not extend past the corners of the mouth or extend below the upper lip. Beards are not authorized unless cadet has a doctor's medical shaving waiver.

- **Female Cadets**

- hair must not be an extreme or faddish style. Hair must be clean, neat, and well-groomed to present a feminine appearance. It will not exceed 3 inches in bulk or prevent proper wear of the headgear. Hair will not extend below the uniform collar. Plain and conservative pins, combs, and barrettes similar to the Cadet's hair color may be worn. Recommended for professional appearance are buns, twists or French braids. No loose hairs. Hair color, highlights, and frosting will not be faddish and will be natural looking

**Hair may be worn down in soft uniform (conservative fashion).

Fingernails

Male cadets are not authorized to wear nail polish. If worn by females, nail polish will be a single color (no designs) that does not distinctly contrast or detract from the uniform, or be extreme colors. Some examples of extreme colors included, but are not limited to, purple, gold, blue, black, bright red and fluorescent colors.

Earrings

The wearing of earrings by male cadets at Tennessee Volunteer Military Academy is **NOT AUTHORIZED**. Earrings may be worn by female cadets if they are small, conservative, pearl white, gold, or silver, diamond, diamond looking and spherical. Clip-on earrings must fit tightly and may not extend below the earlobe. Only one earring per ear is allowed and it must be worn in the earlobe. **Gauges are not authorized. No face piercings are authorized at TVMA.**

Jewelry

Cadets may wear a watch (band should not exceed 1 inch), a conservative bracelet no more than ½ wide and no more than 2 rings. Necklaces should not be visible in uniform.

Personal hygiene is imperative as part of the wear of uniforms. Daily showers, deodorant, and other personal grooming issues enhance professional expectation.

Consequences

Improper uniform wear will affect cadet's grades in their Military Classes as frequent uniform inspections are conducted. Planning and preparedness are very important aspects of our overall academic experience at TVMA. Cadets who are not in uniform will be provided a chance to correct their uniform, by turning their cell phone in at the office for the needed uniform item. If necessary, parents will be called and asked to bring the needed uniform items.

An accumulation of 5 Uniform Violations will count as a Class III infraction as per the TVMA Discipline Code. After a cadet's first 5 violations, he or she will receive an out of school suspension. Every subsequent increase of 5 violations will result in additional out of school suspensions. Continuous uniform infractions may lead to expulsion. See TVMA Code of Conduct/Discipline Policy for further information.

Please direct uniform questions to any JROTC instructor or TVMA Administration.

Appendix A: Suspension/Expulsion Policy

Tennessee Volunteer Military Academy believes all cadets have a right to learn in a safe and respectful environment, and cadet discipline is essential to maintaining a healthy educational environment. To that end, school behavioral expectations are explained and enforced from the first day of the academy. It is expected that teachers maintain order in the classroom and in other areas of the academy where they supervise cadets. Other faculty and staff support the culture of respect in the academy. In the event of a cadet violating behavioral expectations, disciplinary action may be taken by academy administration in compliance with academy policy and applicable state and federal laws and regulations.

The Board of Directors authorizes the administration to take appropriate action to preserve order among cadets and staff and to protect school property.

- A. The Board delegates to the Executive Director the authority to suspend cadets for up to 10-days.
- B. The Board of Directors will, consistent with Tennessee Code §53A-11-905(2), review cadet suspensions that exceed 10-days, and all expulsions.
- C. Acts of violence, use or possession of a weapon or facsimile, criminal behavior toward persons or school property, drug use or paraphernalia or other violations provided in Tennessee Code §53A-11-904(2) shall be dealt with in accordance with state law and this policy.

PURPOSE

The purpose of the policy is to foster a safe, positive environment for learning by teaching the practice of self-discipline, citizenship skills, social skills and uniform code of military conduct skills.

TEACHING SELF-DISCIPLINE, CITIZENSHIP AND SOCIAL SKILLS

In every area of education if cadets lack skills we teach them. We believe the same should be true for cadet behavior, including self-discipline, citizenship skills, and social skills. At the Tennessee Volunteer Military Academy we will provide supports to cadets and the community at large by expressly teaching cadets these skills.

- A. Plans and policies shall be developed for classroom and cadet management which will be consistent with a disciplined, professional military environment and include:
 - 1. Written standards for cadet behavior expectations, including academy and classroom management
 - 2. Effective instructional practices for teaching cadet expectations, including self-discipline, citizenship, civic skills, social skills and proper military conduct
 - 3. Systematic methods for reinforcement of expected behaviors
 - 4. Uniform methods for correction of cadet behaviors
 - 5. Uniform methods for at least annual academy-level data-base evaluations of efficiency and effectiveness
- B. On-going staff development shall be provided for all staff regarding:
 - 1. Effective instructional practices for teaching and reinforcing behavior expectations
 - 2. Effective intervention strategies
 - 3. Effective strategies for evaluation of the efficiency and effectiveness of interventions
 - 4. Effective strategies for implementation of IEPs and 504 plans.
 - 5. Effective instruction in military comportment and expectations
- C. Tennessee Volunteer Military Academy personnel have determine the range of cadet behaviors and establish a continuum of administrative procedures that may be used by academy personnel to address cadet behavior. These strategies are identified in the Cadet Handbook, and including:
 - 1. Classroom level strategies
 - 2. Cadet squadron, company, core and team level strategies
 - 3. Building level strategies

RANGE OF BEHAVIORS AND CONTINUUM OF PROCEDURES

- A. Minor infractions, identified as Class I infractions, and are defined as infractions of academy rules that are generally handled by teachers or adult designees in the classroom. Chronic or excessive minor infractions, identified as Class II infractions, become major infractions and may result in referral to school administration. Minor infractions may result in a loss of privileges, phone calls home, and in-school suspension. Minor infractions include, but are not limited to, the following:
 - 1. Failure to comply with Tennessee Volunteer Military Academy's military code of conduct
 - 2. Failure to comply with JROTC uniform policy guidelines, adopted by Tennessee Volunteer Military Academy and identified in the Cadet Handbook
 - 3. Disrespect, including put downs, talking back, insubordination and defiance
 - 4. Public displays of affection
 - 5. Inappropriate language and actions
 - 6. Tardies
 - 7. Uniform violations
 - 8. Disruptive behavior including talk-outs, chronic talking, and out of seat
 - 9. Horseplay

10. Chewing gum
 11. Bus misconduct
 12. Noncompliance
- B. Major Infractions are defined as more serious violations of academy rules that may result in immediate office discipline referrals to school administration and generally lead to out-of-school suspension or more serious discipline. They are identified as Class III Infractions, as defined in the Cadet Handbook. These behaviors may also be referred to law enforcement. Major infractions include, but are not limited to:
1. Safe school violations, including assault, threats to kill/harm, discrimination
 2. Drug, alcohol, and tobacco violations
 3. Physical aggression including fighting and throwing objects at a person
 4. Any criminal action occurring at school such as vandalism, fire setting, possession or use of combustibles, forgery, and theft
 5. Chronic or excessive, or abusive language, truancy, tardies, or non-compliance with teacher direction
 6. Bullying and harassment
 7. Destruction of school or another's property
 8. Possession and/or use of weapons or look-alike weapons
 9. Building administrators are authorized to issue notices of disruptive behavior. These personnel shall provide documentation of habitually disruptive cadet behavior prior to court referral.

TRAINING

Tennessee Volunteer Military Academy will provide training and strategies for cadets and staff in the following:

- Overt aggression
- Relational aggression
- Cyber bullying
- Intervention skills
- Social skills
- Adult supervision of cadets
- Provide for cadet assessment of the prevalence of bullying in school
- Proper military conduct

PROHIBITED CONDUCT AND RELATED DISCIPLINE

Prohibited conduct is forbidden at academy, on academy property, including academy vehicles, and at any academy activity. A serious violation that threatens or harms academy property, a person connected with the academy, or property associated with a person connected with the academy is forbidden regardless of where it occurs.

A. A cadet WILL be removed from school for at least 1 year for a serious violation involving the following:

1. A real weapon or
2. Explosive or flammable material or
3. Actual or threatened use of a look-alike weapon with intent to intimidate or cause disruption.

***Exceptions may be made on a case by case basis through the Board of Directors.*

B. Upon determination of the Executive Director, and consistent with the Cadet Handbook, a cadet SHALL be removed from the academy for the following:

1. Possession, control, or actual or threatened use of a real weapon, explosive, noxious, or flammable material;
2. Actual or threatened use of a look-alike weapon with intent to intimidate or cause disruption;
3. The sale, control or distribution of a drug, controlled substance, imitation controlled substance, or drug paraphernalia;
4. Using or threatened use of serious force;
5. The commission of an act involving the use of force or the threatened use of force which if committed by an adult would be a felony or class A misdemeanor.

C. A cadet MAY be removed from the academy for the following:

1. Willful disregard for proper military conduct
2. Willful disobedience or violating a school rule;
3. Defying authority;
4. Disruptive behavior;
5. Foul, profane, vulgar, or abusive language;
6. Defacing or destroying school property;
7. Truancy, especially chronic truancy;
8. Theft;
9. Posing a significant threat to the welfare, safety or morals of a cadet, school personnel, or the operation of the school;
10. Fighting;
11. Bullying (including, but not limited to, behavior intended to cause harm or distress in a relationship with an imbalance of power, especially if repeated over time);
12. Possessing, using, controlling, or being under the influence of alcohol, a drug, an imitation drug, drug paraphernalia, or misusing any substance;
13. Possessing or using tobacco;
14. Hazing, demeaning, or assaulting someone, or forcing someone to ingest a substance;
15. Inappropriate exposure of body parts;
16. Sexual or other harassment; or
17. Gang-related attire or activity.
18. Excessive Class I and Class II Infractions, or a Class III Infraction, all identified in the Cadet Handbook.

The initial decision to remove, or to discipline a cadet in some is made by the Campus Dean of Cadets or Academic Director, based on all available information and compliance with the Cadet Handbook and this policy.

The type and length of discipline is made initially by the Dean of Cadets or Academic Director and shall be based on factors such as previous violations, severity of conduct, and other relevant educational concerns, and is consistent with the Cadet Handbook.

When appropriate, cadets will be placed on remedial discipline plans.

An academy employee may use reasonable and necessary physical restraint in self-defense or when otherwise appropriate to the circumstances to:

- a) obtain possession of a weapon or other dangerous object in the possession or under the control of a cadet;
- b) protect a cadet or another individual from physical injury;
- c) remove from a situation a cadet who is violent; or
- d) protect property from being damaged, when physical safety is at risk. This does not prohibit an academy employee from using less intrusive means, including a physical escort, to address circumstances described in this subsection.

If damage or loss of academy property occurs, official report cards, diploma, and transcripts may be withheld until payment for the damage is received or the lost property is recovered.

HABITUAL DISRUPTIVE BEHAVIOR

A. Definitions

1. Qualifying minor means a school-age minor who is at least 11 years old or turns 11 years old at any time during the school year.
2. Disruptive behavior means behavior outlined in Sections IV., A, B and C above.

B. Notice of Disruptive Cadet Behavior

1. A Notice of Disruptive Cadet Behavior may only be issued to a qualifying minor.
2. A Notice of Disruptive Cadet Behavior may only be issued by the Academic Director or a designee.

3. A Notice of Disruptive Cadet Behavior shall be issued when the cadet has:
 - a. engaged in disruptive behavior (that does not result in suspension or expulsion) 3 times¹⁶³ during the school year; or
 - b. engaged in disruptive behavior that results in suspension or expulsion once during the school year.
- C. A Notice of Disruptive Behavior requires that the cadet and parent meet with school authorities to discuss the disruptive behavior.
- D. The cadet and/or parent may contest a Notice of Disruptive Cadet Behavior in the following manner:
 1. If the notice is written by an assistant administrator or other designee, the appeal is made to the Academic Director;
 2. If the notice is written by the Academic Director, the appeal is made to the Executive Director.
- E. An academy representative shall provide to the cadet's parent a list of resources available to assist the parent in resolving the cadet's behavior.
- F. The academy shall establish procedures for the academy counselor or other designated academy representative to work with a cadet in order to attempt to resolve the cadet's behavior problem(s).
- G. Habitual Disruptive Cadet Behavior Citation
 1. The Habitual Disruptive Cadet Behavior Citation may only be issued to a cadet who has received a Notice of Disruptive Cadet Behavior and:
 2. Engages in disruptive behavior (that does not result in suspension or expulsion) at least 6 times during the school year;
 3. Engages in disruptive behavior that does not result in suspension or expulsion at least 3 times during the school year and engages in disruptive behavior that results in suspension or expulsion, at least once during the school year; or
 4. Engages in disruptive behavior that results in suspension or expulsion, at least twice during the school year.
- H. A Habitual Disruptive Cadet Behavior Citation may only be issued by the Executive Director.
 1. The citation shall be mailed by certified mail to, or served on, the parent of the cadet.
 2. A cadet to whom a Habitual Disruptive Cadet Behavior Citation is issued shall be referred to the Board of Directors for consideration of further action, which may include expulsion.
 3. Within five days after the citation is issued, a representative of Tennessee Volunteer Military Academy shall provide documentation to the parent of the efforts made by a academy counselor or representative.

SEARCHES

1. Academy personnel may search cadets, lockers, personal property, and vehicles parked on academy property (with parent permission) based on reasonable suspicion.
2. Academy personnel may also conduct random searches that might include all lockers and other academy property.

SUSPENSION AND EXPULSION DEFINED

1. Suspension is disciplinary removal from the academy with an offer of educational services.
2. Expulsion is a disciplinary removal from the academy by the Board of Directors for more than 10 school days without an offer of alternative educational service.

READMISSION AND ADMISSION

1. If a cadet is removed from school under IX.B or C (below), the cadet may be readmitted after the parent/guardian meets with the academy officials to make a plan to correct the behavior(s) and after the cadet completes both the days of suspension and any conditions imposed. This meeting may be brief and/or electronic.
2. The Tennessee Volunteer Military Academy may deny admission to a cadet who has been expelled from any school in the last twelve months.

DUE PROCESS

1. If a cadet is removed from the academy or otherwise disciplined under this policy for less than 10 days, the cadet has the right:
 - a. to be informed of the alleged wrongdoing and
 - b. to meet with the Academic Director to tell his/her side of the story.
2. The academy will use the following definitions and procedures for both short-term (less than 10 days) and long-term (more than 10 days) suspensions and expulsions:

DEFINITIONS

1. "Notification" means notice to parents by a reasonable, reliable process, e.g. by phone call, text message, mail, by notice in school newsletter, by cadet delivery, at school registration.
2. "Timely hearing" means that a hearing will be scheduled no more than 5-academic days following the suspension/expulsion. Allowance may be made by mutual agreement of the parties, inability of the Tennessee Volunteer Military Academy to contact parent(s)/guardian(s) despite documented good faith efforts, or lack of cooperation by parent(s)/guardian(s).

SHORT-TERM SUSPENSION

1. If the Academic Director intends to suspend a cadet for less than 10 academic days the following procedures shall be followed:
 - a. Cadet and parents should be notified immediately of the academy's intent to suspend:
 - b. If the academy intends to suspend the cadet immediately, parents should be notified immediately.
 - c. Cadets younger than 14 should never be released until, and unless a parent or emergency contact is notified.
 - d. Cadets older than 14 should be released to a parent and should never be sent from the academy without making a very deliberate effort to notify a parent or emergency contact.
2. A cadet should hear a brief explanation of reason(s) for suspension prior to suspension.
3. A cadet should have the opportunity to tell his/her side of the story prior to suspension.
4. This conversation or meeting between the cadet/administrator or cadet/teacher should be documented by the teacher/administrator in writing or on a permanent computer file.

LONG-TERM SUSPENSION OR EXPULSION

1. If a cadet is suspended for more than 10 academic days, the school will provide the following minimum steps:
 - a. Notice of reasons for suspension to cadet and parents, preferably in writing.
 - b. Notice of opportunity for a timely hearing.
 - c. If a parent requests a hearing, the parent shall have and receive notice of:
 - i. names of witnesses against the cadet and opportunity to present witnesses (witness(es) names may be protected if the academy determines they would suffer physical/psychological harm; cadet(s) cannot compel witnesses);
 - ii. reasonable time to prepare the case;
 - iii. the opportunity for counsel, if the academy uses an attorney;
 - iv. the right to notice of procedures for the hearing in writing, to include this policy, also found on our Tennessee Volunteer Military Academy website;
 - v. the right to have the hearing recorded;
 - vi. a fair hearing officer (credible and objective person or panel – not necessarily uninformed);
 - d. The decision must not be based solely on hearsay; rules of evidence do not control.
 - e. The cadet has no official protection against self-incrimination; though if criminal charges are also pending, this may require consultation with local law enforcement.
 - f. A decision must be made only on evidence presented at the hearing.

- g. Cadet/parent has the right to written findings.
- h. Decision is by a preponderance (>50%) of the evidence.
- i. Cadet should have at least one level of appeal (for instance, if the first decision is by the Dean of Cadets to suspend, the cadet should have an appeal right to the Academic Director).
- j. Cadet/parents must “exhaust administrative remedies” and participate and cooperate in administrative procedures, prior to appealing a decision to District Court.
- k. The Executive Director may, at the Board’s request, present the academy’s initial position to suspend a cadet for more than 10 days or expel a cadet. The Executive Director, working with the Academic Director will provide his recommendation, including all supporting materials, to the Board at the hearing or at the Board’s request.
- l. The cadet shall have access to all of the documentation against him at the hearing, prior to the Board’s decision/hearing officer’s recommended decision.

MISCELLANEOUS ISSUES

1. If a Dean of Cadets, Academic Director, or Executive Director offers cadet/parent opportunity to explain or have a hearing, and cadet or parent refuses or waives the right, due process is satisfied.
2. Make-up work - The academy shall allow make-up work for cadet absences during suspensions/expulsions or provide criteria under which make-up work is allowed.
 - a. Most courts favor allowing cadets to do make-up work for classes that they miss.
 - b. However, the make-up assignments may not, and need not be the same assignments/tests that the cadet missed.
 - c. Academy holidays, teacher workdays, school-wide activities or team assessments should not be used as excuses for delaying due process or for short- term suspensions resulting in long-term suspensions. If the academy foresees delays, the academy should use the more formal due process.
3. All suspensions will be determined, consistent with the Cadet Handbook, by the Dean of Cadets, Academic Director, or Executive Director.
4. Hearing may include schedule conference calls, when that is the only manner in which a timely hearing can be scheduled, and both parties agree.

CADETS WITH DISABILITIES

If a cadet has a qualified disability, the Dean of Cadets, or Academic Director will explain the separate (and additional) procedures that may apply based on the procedural safeguards under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act, and notify the appropriate Special Education Director.

ATTACHMENT C: Cadet Discipline Policy

Policies are embedded in the Cadet Handbook, which is Attachment B

ATTACHMENT D: Enrollment Policy
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TENNESSEE VOLUNTEER MILITARY ACADEMY

Enrollment Interest Form

Cadet's full name: _____

Cadet's current grade: _____ Cadet's current school: _____

Cadet's town of residence: _____

Parent(s)/Legal Guardian(s) name(s): _____

Parent/Legal Guardian phone number: _____

Email address: _____

Mailing address: _____

Are there any questions or specific information about TVMA you would like to be contacted regarding?

By checking this box I confirm that I am giving TVMA permission to contact me

Parent/Guardian Name

Date

Parent/Guardian Signature

TVMA.Acad.10 Cadet Enrollment Policy

Book	Section	Title	Code
TVMA Manual	Policy B	Cadet Enrollment Policy	TVMA.Acad.10

1. **Purpose.** Tennessee Volunteer Military Academy has an open-enrollment policy in accordance with Tennessee statute and does not discriminate in its admissions or enrollment practices on the basis of race, ethnicity, national origin, age, religion, gender, income level, disability, English proficiency or athletic ability. This Enrollment Policy supersedes any other previously established enrollment policy. TVMA will not close, cap, delay, postpone, or otherwise limit cadet enrollment except as allowed according to Tennessee law.

2. **Scope.**
 - 2.1 **Responsible Department(s).** Campus administration and cadet information services.
 - 2.2 **Responsible Parties.** Registrar and campus director are responsible to adhere to this policy as outlined.

3. **Policy.**
 - 3.1 **Non-Discrimination.** TVMA does not discriminate in its admissions or enrollment practices on the basis of race, age, ethnicity, national origin, religion, gender, income level, disabling condition, English proficiency, or athletic ability.
 - 3.2 **Application Process.** Cadets interested in attending TVMA shall complete and submit an application to the school. Application forms can be accessed at the school's website, or at the front office of the campus. All applications must be complete to be considered received. Applications will be time-stamped upon receipt.
 - 3.2.1 Applications may be submitted during the open enrollment period, prior to the start of each school year. Open enrollment dates for the upcoming school year will be posted on the school's website and the front office of each campus. At the close of the open enrollment period, a determination will be made if a lottery is necessary based on the number of applications received for each grade level at each campus. If the number of applications is less than or equal to the cadet capacity designated for a particular grade level for a particular campus, all applicants for that grade level at that campus will be offered enrollment pursuant to Tennessee law. TVMA may refuse to admit any cadet who has been expelled from another educational institution or who is in the process of being expelled from another education institution.
 - 3.2.2 If, for any grade level at any campus, the number of eligible applicants exceeds the number of openings, there will be a lottery to determine enrollment and waitlist numbers. Only applications completed during the open enrollment period will be included in the lottery. The lottery is a system that randomly identifies cadets for enrollment. If a lottery

is necessary, it will be held at some point after the open enrollment period has closed. Once determined, the date of the lottery will be posted on the school's website and at the front office of each campus participating in the lottery. Results of the lottery will be disseminated to school stakeholders within five (5) business days after conducting the lottery.

3.2.3 Re-Enrollment Application Process. Cadets re-enrolling should submit applications during the priority open enrollment period in order to be exempt from the lottery process. Admittance of cadets exempt from the lottery process is contingent upon capacity. Exempt enrollment priority will be established through the lottery process and seats backfilled throughout the year based on the established priority. Applications received after the priority open enrollment period but during the open enrollment period will be included in the lottery. Applications received after both the priority open enrollment period and open enrollment period will be placed at the end of the wait list based upon date and time received.

3.2.4 Enrollment Priorities. Enrollment priority will be given to cadets who meet the following criteria in the order listed:

1. Cadets who are children, grandchildren or legal wards of the Board of Directors of TVMA or employees of TVMA.
2. Cadets who are siblings of a current TVMA cadet enrolled at another TVMA campus.
3. Siblings of cadets currently attending the same campus.
4. Cadets who are transferring from one TVMA campus to another.

3.2.5 Cadets that fail to re-enroll or fail to enroll during the open enrollment period risk having their spots re-allocated to incoming cadets. Exempt cadets that submit their applications after the completion of the lottery shall be given priority placement in the waitlist of the grade for which they are applying but shall not supplant cadets that were extended acceptance in the lottery process.

3.2.6 All applications shall be drawn during the lottery process and assigned an enrollment priority. Once all spaces for a specific grade level are full, a waitlist shall be created using the enrollment priority established during the lottery. Wait lists shall be operated on a grade-level basis to ensure the maximum number of cadets may be admitted to the school.

3.2.7 Applications received following the completion of the open enrollment period will be granted priority on a first-come, first-serve basis for the school year for which the lottery was operated. For grade levels where wait lists were established during the lottery process, late application will be appended to the end of the waitlist on a first-come, first-serve basis.

3.3 Acceptance and Confirmation of Enrollment. Cadets accepted into TVMA shall be notified via electronic mail or phone call. Following notification of admittance, cadets will

be required to provide additional documentation including, but not limited to: completed registration packet and residency documentation pursuant to Tennessee law.

3.3.1 Following notification of acceptance, cadets have five business days to confirm acceptance and complete all necessary documentation provided to cadet by TVMA. Failure to complete the necessary documentation within this timeframe may result in loss of priority.

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

At this time the Board of Directors have established contacts within the United States Air Force JROTC Command at Maxwell AFB, Civil Air Patrol command, also at Maxwell AFB, and the Naval Sea Cadets (NSC). We cannot submit formal contracts for engagement until after we have been approved for operation. They stand ready to receive our documentation. For the USAF JROTC and CAP programs, we will form our own, unique squadron. With the NSC, we intend to partner with the local squadron, named the "Battleship Tennessee" squadron. With the USAF JROTC program we will also explore the possibility of being designated a Space Force JROTC program.

We have recently engaged in social media and in less than 96-hours have over 100 combined followers. We have also had over 20 volunteers.

In addition to the above military organizations, we stand ready to negotiate active support with the American Legion, Navy League and the EEOG. The Education Equal Opportunity Group is lead by Mr. George Thomas, who has been connected to TVMA by our Board member, the Honorable John DeBerry.

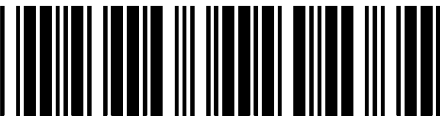
In all cases, our Board has chosen to not enter into Memorandums Of Understanding until we have been formally approved, and have received properly Board liability coverage. We believe it would be imprudent until we are legally able to represent interests.

We have identified key community partners and stand ready to move into engagement upon approval.

We have communicated with the US Air Force JROTC program for participation, though recently we have been asked to consider being the third Coast Guard JROTC program in America. Considering Memphis has a Coast Guard station located on the Mississippi River, we are very intrigued, and will most certainly consider this option. The JROTC program will serve all our cadets, grades 8 through 12. For cadets grades 6 and 7, we will enter service with the Civil Air Patrol. For cadets who seek a Navy or Marine experience, or who enter into the Fire Fighter Endorsement track, we will engage the Naval Sea Cadets for specific related programs. Our partnership with EEOG is an exciting opportunity to build professional internships within the Shelby County business community. Finally, we will partner with veteran groups, such as the American Legion and the Navy League, to invite veterans on campus to be a presence, and mentor our cadets.

ATTACHMENT F: Governance Documents

- F1. Articles of Incorporation
- F2. Proof of non-profit and tax-exempt status
- F3. By-laws
- F4. Code of Conduct
- F5. Conflict of Interest Policy
- F6. Board member resumes or biographies
- F7. Board policies



001276246

CHARTER NONPROFIT CORPORATION

SS-4418



Tre Hargett
Secretary of State

Division of Business Services
Department of State
State of Tennessee
312 Rosa L. Parks AVE, 6th FL
Nashville, TN 37243-1102
(615) 741-2286

For Office Use Only
-FILED-
Control # 001276246

The undersigned, acting as incorporator(s) of a nonprofit corporation under the provisions of the Tennessee Nonprofit Corporation Act, adopt the following Articles of Incorporation.

1. The name of the corporation is: Tennessee Volunteer Military Academy

2. Name Consent: (Written Consent for Use of Indistinguishable Name)

This entity name already exists in Tennessee and has received name consent from the existing entity.

3. This company has the additional designation of: School Organization - Exempt

4. The name and complete address of its initial registered agent and office located in the State of Tennessee is:

ANTWANE SHAUNTEZ BOHANON
113 GREEN MEADOWS BLVD
MUNFORD, TN 38058-2500
TIPTON COUNTY

5. Fiscal Year Close Month: June

Period of Duration: Perpetual

6. If the document is not to be effective upon filing by the Secretary of State, the delayed effective date and time is:

(none) (Not to exceed 90 days)

7. The corporation is not for profit.

8. Please complete all of the following sentences by checking one of the two boxes in each sentence:

This corporation is a public benefit corporation / mutual benefit corporation.

This corporation is a religious corporation / not a religious corporation.

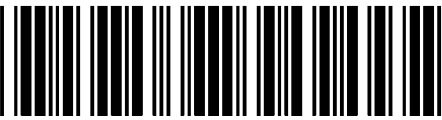
This corporation will have members / not have members.

9. The complete address of its principal office is:

113 GREEN MEADOWS BLVD
MUNFORD, TN 38058-2500
TIPTON COUNTY

(Note: Pursuant to T.C.A. §10-7-503 all information on this form is public record.)

B1150-4310 01/25/2022 10:15 AM Received by Tennessee Secretary of State Tre Hargett



CHARTER NONPROFIT CORPORATION

SS-4418



Tre Hargett
Secretary of State

Division of Business Services
Department of State
State of Tennessee
312 Rosa L. Parks AVE, 6th FL
Nashville, TN 37243-1102
(615) 741-2286

For Office Use Only
-FILED-
Control # 001276246

The name of the corporation is: Tennessee Volunteer Military Academy

10. The complete mailing address of the entity (if different from the principal office) is:

ANTWANE S BOHANON
113 GREEN MEADOWS BLVD
MUNFORD, TN 38058-2500

11. List the name and complete address of each incorporator:

Title	Name	Business Address	City, State, Zip
Incorporator	ANTWANE S BOHANON	113 GREEN MEADOWS BLVD	MUNFORD, TN 38058

12. School Organization: (required if the additional designation of "School Organization - Exempt" is entered in section 3.)

- I certify that pursuant to T.C.A. §49-2-611, this nonprofit corporation is exempt from the \$100 filing fee required by T.C.A. §48-51-303(a)(1).
- This nonprofit corporation is a "school support organization" as defined in T.C.A. §49-2-603(4)(A).
- This nonprofit corporation is an educational institution as defined in T.C.A. §48-101-502(b).

13. Insert here the provisions regarding the distribution of assets upon dissolution:

In the event of dissolution of the Corporation, the residual assets of the Corporation (after all creditors of the Corporation have been paid), shall be distributed to the members prorated in accordance with their respective membership interests.

14. Other Provisions:

(Note: Pursuant to T.C.A. §10-7-503 all information on this form is public record.)

Electronic Signature	ANTWANE s BOHANON Printed Name	Incorporator Title/Signer's Capacity	Jan 25, 2022 10:15AM Date
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B1150-4311 01/25/2022 10:15 AM Received by Tennessee Secretary of State Tre Hargett

F2 Proof of Non-profit Status

Per State law, and assurances provided within the Letter of Intent, the Tennessee Volunteer Military Academy Board of Directors will have completed the Non-profit application for a 501(c)(3), obtain an Entity Identification Number (EIN), and a Tennessee Non-profit Solicitation Permit prior to final approval. We seek to complete the necessary steps in the correct order.

BYLAWS
OF
TENNESSEE VOLUNTEER MILITARY ACADEMY, INC.

On 25 January 2022 by action of the Governing Board of Directors of TENNESSEE VOLUNTEER MILITARY ACADEMY, INC., a Tennessee nonprofit corporation, adopted Bylaws as follows.

Article I
NAME

The name of the corporation is TENNESSEE VOLUNTEER MILITARY ACADEMY, INC., a Tennessee nonprofit corporation (“Corporation”). The principal office of the Corporation is 113 Green Meadows Blvd; Munford, Tennessee, 38058, subject to change as may be determined by the Board of Directors.

ARTICLE II
INDEMNIFICATION

2.1 Indemnification of Officers, Directors, Employees and Agents

Subject to the further provisions hereof, the Corporation shall indemnify any and all of its existing and former directors, officers, employees and agents against all expenses incurred by them and each of them, including but not limited to legal fees, judgments, penalties, and amounts paid in settlement or compromise, which may arise or be incurred, rendered, or levied in any legal action brought or threatened against any of them for or on account of any action or omission alleged to have been committed while acting within the scope of employment as director, officer, employee or agent of the Corporation, whether or not any action is or has been filed against them and whether or not any settlement or compromise is approved by a court. Indemnification shall be made by the Corporation whether the legal action brought or threatened is by or in the right of the Corporation or by any other person. Whenever any existing or former director, officer, employee or agent shall report to the Chairman of the Corporation or the chairman of the Board of Directors that he or she has incurred or may incur expense, including, but not limited to, legal fees, judgments, penalties, and amounts paid in settlement or compromise in a legal action brought or threatened against him or her for or on account of any action or omission alleged to have been committed by him or her while acting in the scope of his or her employment as a director, officer, employee or agent of the Corporation, the Board of Directors shall, at its next regular or at a special meeting held within a reasonable time thereafter, determine in good faith whether, in regard to the matter involved in the action or contemplated action, such person acted, failed to act, or refused to act willfully or with gross negligence or with fraudulent or criminal intent. If the Board of Directors determines in good faith that such

person did not act, fail to act, or refuse to act willfully or with gross negligence or with fraudulent or criminal action, indemnification shall be mandatory and shall be automatically extended as specified herein, provided, however, that no such indemnification shall be available with respect to liabilities under the Securities Act of 1933, and, provided further, that the Corporation shall have the right to refuse indemnification in any instance in which the person to whom the indemnification would otherwise have been applicable shall have unreasonably refused to permit the Corporation, at its own expense and through counsel of its own choosing, to defend him or her in the action.

2.2 Savings Clause

The indemnification provided by this Article shall not be deemed exclusive of any other rights to which those seeking indemnification may be entitled under any bylaw, agreement, vote of disinterested directors or otherwise, or of any other indemnification which may be granted to any person apart from this Article, both as to action in his or her official capacity while holding such office, and shall continue as to a person who has ceased to be a director, officer, employee or agent and shall inure to the benefit of the heirs, executors and administrators of such a person.

2.3 Maintenance of Insurance

The Corporation shall have power to purchase and maintain insurance on behalf of any person who is or was a director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, limited liability company, trust or other enterprise against any liability asserted against him and incurred by him in any such capacity or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify him against such liability under the provisions of this Article.

ARTICLE III NO MEMBERS

The Corporation shall have no members.

ARTICLE IV BOARD OF DIRECTORS

4.1 General Powers

The business and affairs, including the ability to amend the Articles of Incorporation and the Bylaws, of the Corporation shall be conducted under the direction of the Board of Directors. The Board of Directors may also be known as the "Executive Board".

4.2 Number, Tenure and Election Term

The number of directors shall be not less than three (3) nor more than seven (7). This number range may be changed only by amending these Bylaws. Directors shall be elected by a majority vote of the Board of Directors. The election shall be done at a meeting of the Board of Directors.

4.3 Resignation.

A director may resign by giving written notice of resignation to the Board of Directors. No director who has submitted a resignation from the Board of Directors effective at a future time shall be permitted to vote the filling of any vacancy or vacancies on the board of Directors, including the vacancy created by such director's resignation.

4.4 Regular Meeting

The Board of Directors shall hold regular meetings; said meetings to be scheduled at least annually at a place and time to be determined by the Board of Directors. The Board of Directors shall meet for the purpose of electing the officers of the Corporation and transacting any other business as may properly come before such meeting. The Chairman of the Board of Directors may call meetings as needed. To the extent allowable by Tennessee law, directors may attend telephonically so long as all members participating are able to speak and to hear one another.

4.5 Special Meetings

Special meetings of the Board of Directors may be called by or at the request of the Chairman or the majority of the Board of Directors. If a Special Meeting is called, each Board of Directors member shall be given at least 24 hours prior notice of the Special Meeting.

4.6 Notice

Notice of all meetings shall comply and be issued in accordance with any applicable Tennessee statutes and open meeting laws.

4.7 Quorum

A quorum for the transaction of business at any meeting of the Board of Directors shall consist of a majority of the members of the Board of Directors.

4.8 Manner of Acting

The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by law or by these Bylaws.

4.9 Vacancies

Any vacancy occurring in the Board of Directors and any directorship to be filled by reason of an increase in the number of directors shall be filled by a majority vote of the remaining Board of Directors. The Board of Directors may fill a vacancy even though comprised of less than three directors. Nominations for a replacement shall be made by the remaining Board Directors. Nominees shall furnish to the Directors of the Board a copy of their resume, official transcripts from the highest level of post-secondary education obtained, and submit to a background check.

4.10 Compensation

Directors as such shall not receive any stated salaries for their services as a director, but by resolution of the Board of Directors, a fixed sum and expenses of attendance, if any, may be allowed for attendance at any regular or special meeting of the board; but nothing herein contained shall be construed to preclude any director from serving the Corporation in any other capacity and receiving compensation.

4.11 Removal

Any director may be removed by a majority vote of the members of the Board of Directors whenever in its judgment the best interests of the Corporation would be served thereby

ARTICLE V OFFICERS

5.1 Officers

The officers of the Corporation shall be elected by the Board of Directors at its regular annual meeting, or a regular meeting held as soon as is convenient, and may comprise, as determined by the Board of Directors, of the offices of Chairman, Vice-Chairman, Treasurer, and Secretary, and such other officers as may be elected by the Board of Directors. Any two or more of the above offices may be combined, excepting the offices of Chairman and any other office. The Board of Directors may elect or appoint such other officers, as it shall deem desirable, such officers to have the authority to perform the duties prescribed from time to time by the Board of Directors.

5.2 Election and Term of Office

As stated above, the officers of the Corporation shall be elected by the Board of Directors at the regular annual meeting of the Board of Directors. If the election of officers is not held at such meeting, such election shall be held as soon thereafter as is convenient. New offices may be created and filled at any meeting of the Board of Directors. Each officer shall hold office until his successor has been duly elected and shall have qualified, or until such officer shall earlier die, resign, be removed, or become disqualified.

5.3 Resignation

Any officer may resign at any time by delivering a written resignation to the Chairman or the Secretary or to the corporation at its principal office and such resignation shall be effective upon receipt (unless specified to be effective at a later date or time). Any officer who verbally resigns at any meeting shall be deemed to have submitted a written resignation if such officer fails to submit a written resignation.

5.4 Removal

Any officer elected or appointed by the Board of Directors may be removed by an affirmative vote of a majority of the Board of Directors whenever in its judgment the best interests of the Corporation would be served thereby.

5.5 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification, or otherwise, shall be filled by a majority vote of the Board of Directors.

5.6 Chairman

The Chairman shall be the principal executive officer of the Corporation and shall in general supervise and control all of the business and affairs of the Corporation. The Chairman shall keep the Board of Directors fully informed and freely consult with the Board in regard to the business of the Corporation and make due reports to the board. In addition to the powers and duties elsewhere provided in these Bylaws, the Chairman shall sign, when duly authorized to do so, all contracts, orders, deeds, liens, guarantees, licenses and other instruments. The Chairman shall have the authority to deposit, handle and disburse any funds. Subject to limitations imposed by the Board of Directors, the Chairman shall have such other powers and duties as are incident to said office and not inconsistent with the Bylaws, or as may at any time be assigned by the Board of Directors.

5.7 Vice-Chairman(s)

In the absence of the Chairman or in the event of his inability or refusal to act, the Vice-Chairman (or in the event there be more than one Vice-Chairman, the Vice-Chairmen in the order of their election) shall perform the duties of the Chairman, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Chairman. The Vice-Chairman shall have the authority to deposit, handle and disburse any funds. Any Vice-Chairman shall perform such other duties as from time to time may be assigned to him by the Chairman or by the Board of Directors.

5.8 Treasurer

The Treasurer, subject to the control of the Board of Directors and together with the Chairman, shall have the general supervision of the finances of the Corporation. Duties of the Treasurer include the care of, and responsibility for, all monies, securities, evidences of value and corporate instruments of the Corporation, and supervision of the officers and any other persons authorized, ensuring retention of information as to whether all deposits have been duly made and all expenditures duly authorized and evidenced by proper receipts and vouchers. The Treasurer shall cause full and accurate books to be kept, showing the transactions of the Corporation, its accounts, assets, liabilities and financial condition, which shall at all times be open to the inspection of the Directors, and such statements and reports as are required of him by law. The Board of Directors may require the Treasurer to give a bond in such amount and with such sureties as it shall determine.

5.9 Secretary

The Secretary shall keep the minutes of the meetings of the Board of Directors and all committees in one or more books provided for that purpose; see that all notices are duly given in

accordance with the provisions of these Bylaws or as required by law; attest by signature to all instruments duly authorized and requiring the same; be custodian of the corporate records; keep a register of the post office address of each director, which shall be furnished to the Secretary by such director; and in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him by the Chairman or by the Board of Directors.

5.10 Other Officers

The Board of Directors may establish and elect other officers as it may deem necessary and appropriate and shall prescribe the powers and duties of any other officer of the Corporation.

5.11 Governing Board

The Directors of the Board of Directors shall constitute the membership of the Governing Board and hold all powers, authority, and responsibilities thereof.

ARTICLE VI GOVERNING BOARD

6.1 Creation of Governing Board.

The Board of Directors shall also serve on the Governing Board of the Corporation. The Governing Board shall govern the school operations of the Corporation in a manner consistent with Tennessee law and in accordance with rules and regulations that the Board of Directors may issue from time to time. The Governing Board shall govern by the Manner of Acting set forth below. Each member of the Governing Board shall serve until a successor has been duly named by the Board of Directors, or until such member shall earlier die, resign, be removed, or become disqualified. A Governing Board member may resign by giving written notice of resignation to the Board of Directors. A Governing Board member may be removed by the Board of Directors. In the event of a vacancy or vacancies, the Board of Directors shall select a replacement member of the Governing Board. A majority of the active members of the Governing Board shall constitute a quorum. The Governing Board shall meet not less than quarterly and comply in all respects with Tennessee law applicable to a Governing Board of a charter school.

6.2 Manner of Acting

A majority of the Governing Board members shall constitute a quorum for the transaction of business at any meeting of the Governing Board. If a quorum is present when a vote is taken, the affirmative vote of a majority of the Governing Board members present shall be the act of the Governing Board.

6.3 Meetings by Means of Electronic Device

Unless otherwise provided by law or the organizing documents, a member of the Governing Board may participate in a meeting by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear

each other at the same time, and participation by such means shall constitute presence in person at a meeting.

6.4 Governing Board Member Compensation

Governing Board members shall not be entitled to receive compensation for their services as a member of the Governing Board; however, each Governing Board member, subject to approval of the Board of Directors, may be paid his or her expenses, if any, for attendance at each meeting of the Governing Board or any committee thereof.

6.5 Notices

Public notice of all meetings of the Governing Board shall be given pursuant to and as required by the applicable Tennessee Law governing charter schools. The Corporation will act in accordance with the Tennessee Open Meetings Act, §8-44-101.

ARTICLE VII BOOKS AND RECORDS

The Corporation shall keep current and complete books and records of account and shall also keep minutes of the proceedings of its Board of Directors and committees and shall keep at the registered or principal office a record giving the names and addresses of the Directors entitled to vote. All books and records of the Corporation may be inspected by any Director, or his agent or attorney for any proper purpose at any reasonable time.

ARTICLE VIII COMMITTEES

8.1 Committees of Directors.

The Board of Directors, by resolution adopted by a majority of the directors in office, may create one or more committees for such purposes as deemed appropriate by the Board of Directors. Any committee shall have the responsibilities and duties assigned to it by the Board of Directors; however, no such committee shall have the authority to amend, alter or repeal the Bylaws; elect, appoint or remove any member of any such committee or any director or officer of the Corporation; amend the Articles of Incorporation; adopt a plan of merger or adopt a plan of consolidation with another Corporation; authorize the sale, lease, exchange or mortgage of all or substantially all of the property and assets of the Corporation; authorize the voluntary dissolution of the Corporation or revocation proceedings; adopting a plan for the distribution of the assets of the Corporation; or amend, alter or repeal any resolution of the Board of Directors. The designation and appointment of any such committee and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any individual director, of any responsibility imposed upon it or him by law. The Board of Directors may provide a meeting and reporting schedule for such committees, establish how committee meetings shall be called, and designate at what times those meetings may be held.

ARTICLE IX

REPEAL, ALTERATION OR AMENDMENT

These Bylaws may be altered, amended or repealed and new bylaws may be adopted from time to time by an affirmative vote of a majority of the Board of Directors at any meeting properly convened in accordance with these Bylaws.

TENNESSEE VOLUNTEER MILITARY ACADEMY

BOARD OF DIRECTORS CODE OF ETHICS

The TVMA Board (the board) desires to operate in the most ethical and conscientious manner possible and to that end the board adopts this Code of Ethics and each member of the board agrees that he or she will:

Domain I: Governance Structure

1. Recognize that the authority of the board rests only with the board as a whole and not with individual members and act accordingly.
2. Support the delegation of authority for the day-to-day administration of the charter school to the school leader and act accordingly.
3. Honor the chain of command and refer problems or complaints consistent with the chain of command.
4. Recognize that the school leader should be present at all meetings of the board except when his or her contract, salary or performance is under consideration.
5. Not undermine the authority of the school leader or school administration.
6. Use reasonable efforts to keep the school leader informed of concerns or specific recommendations that any member of the board may bring to the board.

Domain II: Strategic Planning

1. Reflect through actions that his or her first and foremost concern is for educational welfare of children attending the charter school.
2. Participate in all planning activities to develop the vision and goals of the board.
3. Work with the board and the school leader to ensure prudent and accountable uses of the resources of the charter school.
4. Render all decisions based on available facts and his or her independent judgment and refuse to surrender his or her judgment to individuals or special interest groups.
5. Uphold and enforce all applicable laws, all rules and guidelines of the State Board of Education and the board.

Domain III: Board and Community Relations

1. Seek regular and systemic communications among the board and students, staff, and the community.
2. Communicate to the board and the school leader expressions of public reaction to board policies and charter school programs.

Domain IV: Policy Development

1. Work with other board members to establish effective policies for the charter school.
2. Make decisions on policy matters only after full discussion at publicly held board meetings.
3. Periodically review and evaluate the effectiveness of policies on charter school programs and performance.

Domain V: Board Meetings

1. Attend and participate in regularly scheduled and called board meetings.
2. Be informed and prepared to discuss issues to be considered on the board agenda.
3. Work with other board members in a spirit of harmony and cooperation in spite of differences of opinion that may arise during the discussion and resolution of issues at board meetings.
4. Vote for a closed executive session of the board only when applicable law or board policy requires consideration of a matter in executive session.
5. Maintain the confidentiality of all discussions and other matters pertaining to the board and the charter school, during executive session of the board.
6. Make decisions in accordance with the interests of the charter school as a whole and not any particular agreement thereof.
7. Express opinions before votes are cast, but after the board vote, abide by and support all majority decisions of the board.

Domain VI: Personnel

1. Consider the employment of personnel only after receiving and considering the recommendation of the school leader.
2. Support the employment of persons best qualified to serve as employees of the charter school and insist on regular and impartial evaluations of charter school staff.
3. Comply with all applicable laws, rules, regulation, and all board policies regarding employment of family members.

Domain VII: Financial Governance

1. Refrain from using the position of board member for personal or partisan gain or to benefit any person or entity over the interest of the charter school.

Conduct as a Board Member

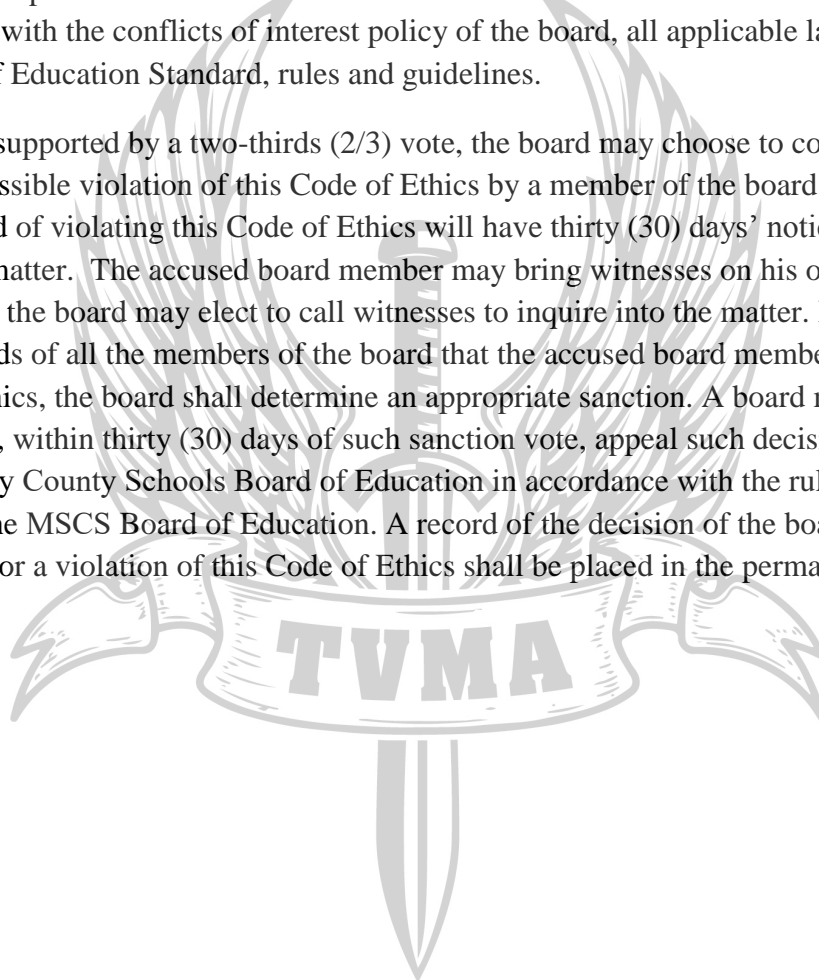
1. Devote sufficient time, thought and study to the performance of the duties and responsibilities of a member of the board.
2. Become informed about current educational issues by individual study and through participation in programs providing needed education and training.

3. Communicate in a respectful professional manner with and about fellow board members.
4. Take no private action that will compromise the board or charter school administration.
5. Participate in all required training programs developed for board members by the board or the State Board of Education.
6. In the annual report, submitted to the Department, disclose the status of board member compliance with the Code of Ethics.

Conflicts of Interest

1. Announce potential conflicts of interest before board action is taken.
2. Comply with the conflicts of interest policy of the board, all applicable laws and State Board of Education Standard, rules and guidelines.

Upon a motion supported by a two-thirds (2/3) vote, the board may choose to conduct a hearing concerning a possible violation of this Code of Ethics by a member of the board. The board member accused of violating this Code of Ethics will have thirty (30) days' notice prior to a hearing on the matter. The accused board member may bring witnesses on his or her behalf to the hearing, and the board may elect to call witnesses to inquire into the matter. If found by a vote of two-thirds of all the members of the board that the accused board member has violated this Code of Ethics, the board shall determine an appropriate sanction. A board member subject to sanction may, within thirty (30) days of such sanction vote, appeal such decision to the Memphis-Shelby County Schools Board of Education in accordance with the rules and regulations of the MSCS Board of Education. A record of the decision of the board to sanction a board member for a violation of this Code of Ethics shall be placed in the permanent minutes of the board.



CONFLICT OF INTEREST POLICY

Decisions of Tennessee Volunteer Military Academy, Inc. (the “Corporation”) and actions of the Corporation’s Board of Directors (the “Board”) shall be in accordance with all applicable Tennessee law and this Conflict of Interest Policy.

No contract or other transaction between the Corporation and its officers and/or directors or between the Corporation and any other entity in which its directors or officers are financially interested shall be either void or voidable because of the relationship or interest, if the following apply.

1. The fact of such relationship is disclosed or known to the Board which authorizes, approves, or ratifies the contract or transaction by a vote or consent sufficient for the purpose without counting the votes or consents of the interested directors.
2. The director with a conflicting interest plays no part, directly or indirectly, in the Board’s deliberations or vote.
3. The contract or transaction is fair and reasonable to the Corporation at the time the contract or transaction is authorized, approved, or ratified in light of circumstances known to those entitled to vote on the matter at that time.

Board Member Name

Date

Board member Signature

ANTWANE SHAUNTEZ BOHANON

113 Green Meadows Blvd. • Munford, TN 38058
bohanon.antwane@yahoo.com • 808.453.0018

MANAGER - HUMAN RESOURCES

Employee Relations / Strategic Planning/ Best Practices
Workforce Analysis / Employee Advisor / Performance Management

Military professional with more than 21-years of record achievement providing support related to all human resource activities, including employee relations, fielding personnel inquiries, interpersonal communication, and interpretation of policies and procedures. Demonstrated leadership abilities; provided guidance and support needed to achieve organizational objectives. Solid history of success in workforce development, procedural compliance, advancement criteria, disciplinary actions, and expectations. Possessed working knowledge of latest HR practices and processes, including recruiting initiatives, benefits, employee records, conducting staff interviews, advising on remuneration issues, and interpreting employment law. Currently holds **Secret** Security Clearance.

Operations and Management Strengths:

- Project Planning & Management
- Training Program Development
- Supply Chain Management
- Recruiting & Staffing Initiatives
- Contract Administration
- Budget Administration
- Internal Systems & Controls
- Process Improvement
- Risk Management
- Relationship Building & Leadership

PROFESSIONAL EXPERIENCE

Memphis, TN Ingram Micro

Operations Supervisor Configurations Department (5/2021 to Present)

Currently working at Ingram Micro as an Operations Supervisor in the Configurations Department. Ingram Micro's configurations department is an integral part of the technology and commerce ecosystems, helping our partners grow and thrive through the creation and delivery of Information Technology, Lifecycle Management, e-Commerce Logistics, and Cloud solutions. With \$49 billion in revenue and the ability to reach 90% of the global population, we have become the world's largest technology distributor with operations in 59 countries and more than 35,000 associates.

Selected Contributions:

- ◆ Administers and operates the organization's configuration's operational department, including processing, packaging and storage of supplies, materials, and equipment. Accounts for all materials and supplies; audits goods received into area of responsibility.
- ◆ Oversees receipt, storage and shipment of materials, and related reporting in accordance with established procedures.
- ◆ Prepares and coordinates schedules for shipping and receiving materials to control the flow of goods and regulate warehouse space.
- ◆ Ensures the effectiveness of operating procedures, space utilization, and maintenance and protection of facilities and equipment.
- ◆ Supervises support level employees. Sets day-to-day operational objectives for the team.
- ◆ Ensures policies, practices and procedures are understood and followed by direct reports and stakeholders.
- ◆ Receives predetermined work assignments that are subject to moderate level of control and review.
- ◆ Supervises support level associates (clerks, production associates, technicians) in an organization characterized by high transactions or processes.

- ◆ Sets day-to-day operational objectives for the team to ensure task completion. Assignments are largely established in accordance with schedules and deliverables.
- ◆ Contributes to the development of processes and procedures and ensure that employees operate within these guidelines.
- ◆ Sets exceptions to all processes and procedures. Thorough knowledge of department processes. Point person to resolve issues elevated by support personnel.

UNITED STATES NAVY – Norfolk Naval Shipyard, Portsmouth, Virginia

6/1999 to 8/2020

Senior Project Manager (12/2019 to 8/2020)

Directed all matters pertaining to efficient and effective management of day-to-day activities in Area of Responsibility (AOR). Provided insight regarding enhancement to policy, strategy, and outreach to the workforce; served as liaison to the Command Master Chief and Chain of Command (Triad) network. Managed and administered financial budget of \$6.3M. Efficiently monitored inventory in order to maintain high accuracy level. Handled communications between junior and senior personnel throughout AOR. Conducted routine and frequent visits throughout AOR and provided field-level perspective back to chain of command.

Selected Contributions:

- ◆ Successfully maintained and managed an overall inventory accuracy of 98% while supporting nine 6- month deployments vital to national security.
- ◆ Established and cultivated collaborative relationships with both senior leadership and personnel; consistently maintained a professional, ethical, and traditional demeanor.
- ◆ Worked closely with multiple Command Master Chiefs on afloat units regarding dissemination and promotion of command policy; fostered and built upon the notion that strong effective communication was the key to a successful leadership team, that developed leaders committed to developing sailors and enforcing standards.
- ◆ Honored with numerous awards and accolades during tenure, including seven (7) Navy & Marine Corps Achievement Awards, five (5) Letters of Citation Commander, Navy Recruiting Command, Letter of Citation from the Commander, U. S. Pacific Fleet, and Letter of Appreciation from Chief of Naval Operations.

...continued...

ANTWANE SHAUNTEZ BOHANON • Page 2

Human Resource Manager (2/2017 to 12/2019)

Functioned as integral element of the chain of command; responsible for providing leadership to create combat-ready Naval forces. Worked closely with Command Master Chief to disseminate and promote command policy. Provided input regarding formulation, implementation, and execution of policies concerning morale, welfare, job satisfaction, discipline, utilization, family support, and enlisted training. Served as liaison between Admiral and recruiting team. Proposed and drafted policies and updates.

Mediated interactions between shipyard civilians and submariners to grant career-enhancing training that had not previously been available. Served as departmental resource, trained and mentored personnel regarding all human resource management requirements. Supported multiple fundraising events that improved unit cohesiveness and morale.

Selected Contributions:

- ◆ Led pilot program, The Navy Afloat Safety Office and Technical Strategy Program; assessed workforce skills and matched with available positions.
- ◆ Drove success of habitability inspection and supply load-out to support in-service requirements and all follow-on operations including new construction and sea trials.
- ◆ Played key role in certifying divisional Continuing Training and Qualifications Software (CTQS) qualification and training plans.
- ◆ Developed and implemented divisional training plan, and created self-sustaining, independently operating cadre of associates to run the division; efforts yielded one of the most operationally ready and sailor-centric divisions onboard the USS Delaware.
- ◆ Assisted in recruitment efforts and new recruiter training and transfer processes; developed expertise in travel coordination, rating description development, diversity recruitment strategies, candidate training interviews, and recommendations.
- ◆ Ensured that command met and exceeded federal guidelines as pertained to workplace morale while serving as Command Equal Opportunity Coordinator; monitored and provided feedback regarding use of policies and procedures.
- ◆ Supervised onboarding process of newly appointed executive staff on process improvement technique, professionalism, and etiquette in an environment conducive to a Flag Officer.
- ◆ Significantly mitigated risk in an industrial environment while serving as Submarine Safety Officer.

Human Resource Generalist (5/2012 to 1/2017)

Served as Principal Enlisted Advisor to the Pacific Command Admiral; insured and maintain command awareness of existing and potential situations, procedures, and practices that affected the welfare, morale, job satisfaction, and utilization of enlisted personnel. Interfaced extensively with diverse populations; supervised multiple activities affecting the command. Liaised regarding all enlisted personnel matters. Provided intra- departmental coordination on the leading Chief Petty Officer level.

Selected Contributions:

- ◆ Developed and cultivated relationships with local, and state educational entities pertaining to recruitment activities and out-placement actions.
- ◆ Planned and executed 42 Pearl Harbor engagements and three (3) area-wide gathering receptions that contributed to the Commanders' efforts to strengthen relations with local community leaders as well as national, state, and foreign dignitaries.
- ◆ Proactively planned, coordinated, and executed numerous high-level command and social events involving senior personnel and foreign DoD, government, and civilian officials.

...continued...

ANTWANE SHAUNTEZ BOHANON • Page 3

Operations Manager (6/2004 to 3/2012)

Provided operational support to visiting and homeported Naval assets; oversaw operation, and maintenance of two (2) buildings renovations, including 172-bed housing facility. Served as Vice President of Morale, Welfare and Recreation (MWR) Committee. Managed, procured, and maintained readiness, for 140 + crew members while serving as Command Department Operations manager onboard the SSN772 Greenville. Led team members to maintain highest standards during both in-port and at-sea operations. Lead on command benefits committee, coordinated housing, and administered advancement exams. **Selected Contributions:**

- ◆ Restructured Morale, Welfare and Recreation (MWR) instruction to ensure funds were handled per Navy policy while increasing command-wide morale and camaraderie.
- ◆ Spearheaded planning and execution of numerous command events, including Regional Summer Safety Stand-down and staff training functions.
- ◆ Managed daily maintenance, security, and official functions for Commander, Naval Region Hawaii while serving as Regional Operational Manager for Flag Officer command units.
- ◆ Leveraged divisional talent pool of junior Sailors to ensure operational success during eastern Pacific deployment and subsequent operations.
- ◆ Mentored 38 departmental personnel to increase level of knowledge and achieve 'Silver Dolphin' status.
- ◆ Earned reputation for consistently striving to achieve maximum manpower efficiency while maintaining high standards despite persistently changing timelines.

** *** **

Early experience with the US Navy includes Operations Manager (6/2004-4/2007), Visiting Flag Officer- Dignitary Units (3/2005-3/2006), and Project Manager COMPACFLT (3/2005-3/2006).

EDUCATION AND CREDENTIALS

Bachelor of Arts in Human Resource Development	2007 - 2011
HAWAII PACIFIC UNIVERSITY	
Bachelor of Science in Business Management	2013 - 2017
Hawaii Pacific University	

Certifications:

- Senior Professional in Human Resources (SPHR)
- Project Management Professional (PMP)
- Certified Supply Chain Professional (CSCP)

Professional Development & Training:

- DoD Government Purchase Card Program
- DoD Prime Contract Program
- Work Center Supervisor Leadership
- The Leader as a Model
- Supply Management Automated Records Keeper
- Enlisted Aide Training
- Government Financial Specialist Program

Technical Proficiencies:

Microsoft Office Suite (Word, Excel, Access, PowerPoint, Outlook)

ANTWANE SHAUNTEZ BOHANON

113 Green Meadows Blvd. • Munford, TN 38058
bohanon.antwane@yahoo.com • 808.453.0018

Date 12/16/2021

To Whom It May Concern:

Throughout my career, I have been actively involved in managing projects, developing plans, defining requirements, and providing critical leadership to achieve required deliverables in deadline driven environments. Therefore, it is with a great deal of interest that I present to you my enclosed resume, which details my proven success managing projects, hands-on HR experience, and personal qualities that will make me an ideal candidate for a career with your organization.

Highlights of my qualifications include:

- Considerable knowledge of project coordination, including establishing schedules and managing tasks to ensure attainment of set timelines and program deliverables.
- Strong analytical skills with exceptional attention to detail; working knowledge of latest HR functions, including recruiting initiatives, conducting staff interviews, and interpreting employment law.
- Ability to facilitate cooperation among team members; talent for implementing successful process improvements that resolve issues and enhance operations.

My understanding of HR operations has been instrumental in implementing best business practices that have enhanced productivity levels, improved operational efficiencies, and increased overall teamwork. This called for constant adjustment to new situations, sound judgment and thinking, and most importantly, the ability to communicate effectively with diverse staff members, demonstrating my potential value to the team.

I am confident that an interview would demonstrate that my leadership skills, HR management talents, and expertise in project coordination would be an excellent addition to your organization. Thank you for your time and consideration; I look forward to speaking with you soon.

Sincerely,

Antwane Shauntez Bohanon

Enclosure

**OFFICE OF THE SECRETARY OF DEFENSE**

1000 DEFENSE PENTAGON
WASHINGTON, DC 20301-1000

Melvin Lacey
1000 Defense Pentagon
Washington, DC 20301-4000

February 18, 2020

To Whom It May Concern:

It is my absolute pleasure to recommend Mr. Antwane Bohanon for employment. I worked with Mr. Bohanon at multiple commands over 20 years from January 13, 2000 to February 4 2020, a few of those years as his direct supervisor. I have found Mr. Bohanon to be one of the best leaders that I have had the pleasure to work with. His professionalism and absolute desire to do the best job possible in everything that he is assigned is a certainty.

Along with Mr. Bohanon's undeniable work ethic, he has always been a team player. I thoroughly enjoyed my time working with him and came to know him as a truly valuable asset. I received many accolades from others regarding Mr. Bohanon's work. He is honest, dependable, and incredibly hard-working. Beyond that, he is an impressive problem solver, who always excelled in all his duties.

Without a doubt, I can confidently recommend Mr. Antwane Bohanon to join any team and know that the organization that is lucky enough to hire him will be truly grateful that they did. I am sure he will stand out as a highly valued employee, just as he did in his naval career as a Chief.

Above all of his professional qualities and achievements, the thing that I admire the most about Mr. Bohanon is that he is a good person. Please feel free to contact me at 703-692-7171 should you like to discuss Mr. Bohanon's experience or exceptional leadership abilities. I'd be happy to expand on my recommendation.

Best Regards,

A handwritten signature in black ink, appearing to read "Melvin Lacey", is written over the typed name.

Mr. Melvin Lacey
Officer in Charge
U.S Department of Defense
Office of the Secretary of Defense

DAISY SHOTWELL

P.O.Box 1902

Cordeva, TN, 38088

...is a certified educator with over 15 years of experience teaching both in the USA and abroad. Her education career started in 1993 as a preschool teacher in daycare and has included private school, parochial school, public school, and university. Her students have ranged in age from pre-school to post university. She has taught Reading, Education, and Theology. Daisy specializes in teaching English to Second Language Learners. She is also a licensed insurance agent, ordained minister and published author and has received awards and recognition in education, business, and ministry. Skilled in educating and informing youth and families to excel in knowledge, wisdom and building healthy relationships through creating strong thinkers, unified families for economic empowerment for communities to build solid foundations for generations. Daisy Shotwell is compassionate and enthusiastic for building small homes for the homeless, re-educating inner-city parents, financial literacy, and home ownership for economic empowerment, advocated for small business ownership, mental and emotional wholeness, education and awareness to domestic abuse and violence, human sex trafficking and inequality of prison systems. She has spent over 30 years since the age of 24 serving the community feeding the homeless, cleaning up houses of senior citizens, visiting and serving prisoners, collecting, and distributing food and clothing to the poor and teaching life-skills to the underprivileged.

Jennifer Gentry
TVMA Board of Directors
Secretary/Treasurer
Personal statement

Jennifer Gentry joined the Board of Directors and brings an extensive background in real estate and operations experience. She also served as Project Manager and Director of Operations for the Tennessee Charter School Association (now Tennessee Charter School Center) from 2010 - 2015. In this position, Jennifer helped to sustain and provide support to schools opening in Memphis, Nashville and Knoxville growing the charter school movement substantially in Tennessee and working with over 75+ schools in the state. She understands the unique needs and benefits to charter schools and brings a great knowledge on how to provide an excellent education to the students of Shelby County. Jennifer lives outside of Nashville with her husband, Brian and their two boys, who are 12 and 7.

Honorable John J DeBerry, Jr
TVMA Board of Directors
Bio

John DeBerry, a native of Tennessee has extensive service within our community. A veteran of the United States Air Force, he received his education at both Freed-Hardeman and the University of Memphis. An ordained minister with the Church of Christ, he has a lifetime of service within Memphis. With his church on Coleman Avenue, he has spent decades working with youth, and struggling families. In 1995 John was elected to the Tennessee General Assembly, where he served until 2020. During this 25-year span of service he focused on Public Education, being a strong support of school choice and parental rights. He also served on the Finance, Ways and Means, and House Ethics Committees. He served as Minority Leader, within the House of Representatives. Since 2020 he has served as Senior Advisor to Governor Bill Lee.

Walter T. Lord

2968 Hartley Drive, Clarksville, Tennessee 37043; (717) 645-1176; waltlord65@gmail.com

CURRENT ROLES Military Advisor in Residence, Austin Peay State University; Retired Major General, U.S. Army; Non-profit board member

SUMMARY Experienced strategic-level leader, skilled at building strong internal teams and collaborative external relationships, setting organizational priorities, establishing diverse partnerships, and mentoring junior leaders and employees. Known for ability to cultivate excellence in individuals and motivate team members to achieve their potential while working to accomplish common goals.

- Change Leader
- Visionary Planner
- Exceptional Mentor and Coach
- Complex Problem Solver
- Proven Team Builder
- Effective Communicator

ACCOMPLISHMENTS

- Change Leader** Transformed an organization of 400+ members spread across 5 locations; completely refocused organizational mission and members' skill sets. Successfully recruited and retained highly qualified personnel, despite significant organizational turbulence. Infused healthy organizational culture and cohesion among previously disparate sub-units.
- Visionary Planner** Led planning effort for and facilitated deployment of 2,500+ members in support of Hurricane Katrina relief while simultaneously planning and executing deployment to Egypt for a major multinational exercise with 700+ unit members.
- Exceptional Mentor & Coach** Mentored staff and students at Afghanistan's highest-level institution of military education. Initiated significant improvements in mentoring approach and curriculum development, stressing local ownership of processes.
- Complex Problem Solver** Reinvigorated international efforts in addressing stalled political-military progress in Bosnia and Herzegovina. Facilitated a forum among senior military and diplomatic officials to integrate bilateral cooperative activities. Created a sense of shared responsibility between national representatives and a process for collaboration that spurred progress on critical defense and civil tasks.
- Proven Team Builder** Created an infectious spirit of teamwork across a large and diverse staff while serving as Chief of Staff to the Adjutant General of Pennsylvania who serves concurrently as Commander of the state's National Guard and as a member of the Governor's cabinet. Orchestrated highly effective operations of the state's Department of Military and Veterans Affairs.
- Effective Communicator** Crafted written directives and policy guidance for officials at the highest levels of state government and the Department of Defense. Invited to speak on a wide variety of topics at hundreds of ceremonies and public events. Interviewed continually by a wide array of international print and broadcast media outlets while serving for a full year in Bosnia and Herzegovina.

PREVIOUS WORK HISTORY**Vice President, Government Division**

2019-2020

FileBank, Inc., Oakland, NJ (working remotely from Clarksville)

Established the company's first government division, focusing on outreach to state and federal customers with special emphasis on Department of Defense and Veterans Affairs clients. Initiated improvements to contract bidding process that led to substantial improvements in quality and timeliness. Established and cultivated relationships with government organizations, enhancing the company's network and potential client base. Took personal ownership of the company's social media marketing efforts with a significant increase in public awareness of the brand and offerings.

President

2018-2019

Valley Forge Military Academy and College, Wayne, PA

Chief Executive at a military boarding school consisting of a middle school, a college preparatory high school, and a two-year college with a combined population of more than 500 cadets. Significantly enhanced outreach to customers (parents) and constituent base of alumni and donors. Increased annual fundraising by 35%. Raised enrollment by 22%, significantly increasing annual revenue. Created a social media campaign that raised awareness to unprecedented levels. Leveraged existing professional network and cultivated new relationships to support the school's mission, bolster its financial position, and improve cadet quality of life.

Military Executive Director, Reserve Forces Policy Board

2014-2018

Office of the Secretary of Defense, Washington, DC

Facilitated operations and supervised support staff of an advisory board reporting directly to the Secretary of Defense. Guided the publication of dozens of impactful reports and recommendations for the Secretary and other key defense leaders. Partnered successfully with senior executives of the military services within the Department of Defense to champion policy changes for the military reserve components. Developed and mentored a very strong team of policy advisors to support the Board Chairman and members.

Special Assistant to the Vice Chief

2013-2014

National Guard Bureau, Washington, DC

Orchestrated National Guard Bureau's contributions to the Secretary of Defense's 2014 Quadrennial Defense Review, a critical national security document. Collaborated with senior leaders from the Office of the Secretary of Defense, Joint Staff, and military services to achieve Department of Defense objectives in crafting the review. Represented Chief, National Guard Bureau in analysis of defense planning scenarios that explored emerging defense strategy.

Previous work experience includes: Commander and Senior NATO Military Representative at NATO Headquarters, Sarajevo, Bosnia & Herzegovina. Deputy Commander of a Division consisting of 14,000+ members spread across 100+ communities in 7 states. Chief of Staff of a combined federal military organization and state cabinet agency responsible for command of 19,000+ uniformed members and support programs for 1.1 million Veterans. Chief of Operations, Plans, and Training for a Division of 14,000+ members spread across 100+ communities in 7 states. Multiple assignments in Germany, Belgium, Bosnia and Herzegovina, Afghanistan, and Washington with responsibilities for outreach and partnership programs with allied and international partner armed forces.

EDUCATION

Master of Strategic Studies, United States Army War College
 Master of Arts in National Security *and* Strategic Studies, United States Naval War College
 Bachelor of Arts in Criminal Justice, LaSalle University
 Associate of Arts in Criminal Justice, Valley Forge Military College

PROFESSIONAL DEVELOPMENT

Senior Executive Seminar at the George C. Marshall European Center for Security Studies
 General/Flag Officers and Ambassadors Course at the NATO Defense College
 National Security Fellowship at the Maxwell School of Citizenship and Public Affairs at Syracuse University
 National Defense University CAPSTONE Course for General and Flag Officers
 Leadership Clarksville
 Leadership Middle Tennessee (Class of 2022)

COMMUNITY ACTIVITIES

Member, Clarksville Chamber of Commerce Military Affairs Committee
 Member, Montgomery County Veterans Coalition
 Chairman, Board of Directors, American Red Cross - Tennessee River Chapter
 Member, Board of Directors, Operation Stand Down Tennessee (OSDTN)
 Member, Board of Directors, OneMoreDay (Veteran suicide awareness/prevention non-profit)
 Member, Board of Directors, ProVet USA (Veteran transition/leadership development non-profit)
 Member, Board of Directors & First Vice President, Association of the United States Army, Fort Campbell Chapter
 Member, Board of Directors, Woodward Library Society, Austin Peay State University
 Member, Advisory Council, Stephen A. Cohen Military Family Clinic at Centerstone
 Volunteer, Fort Campbell USO
 Mentor, OSDTN Veteran Mentorship Program

PROFESSIONAL MEMBERSHIPS AND AFFILIATIONS

Veterans of Foreign Wars
 American Legion
 American Veterans (AMVETS)
 Military Officers Association of America
 Association of the United States Army
 National Guard Association of the United States

F7 Board of Directors Policies

The current policies include the Bylaws, Code of Ethics, and Conflict of Interest. In addition, the Board has been briefed on the Public Meetings Act. The Board will engage consultants who specialize in Board Governance, as well the Tennessee Charter School Center to ensure we remain in compliance with board training. We will also further develop Board policies as we mature as an organization.

We seek to...

ENSURE all cadets are being prepared for success in college, career work and life.

ENSURE the public's money and resources are well stewarded.

ENSURE TVMA is run by a great leader and infused with a positive culture and learning environment.

ENSURE the terms of the charter contract are fulfilled and the organization is prepared for renewal.

ENSURE TVMA is true to its mission, vision and values.

ENSURE goals are clear and people and programs are wisely empowered, supported, evaluated, and held accountable.

ENSURE TVMA operates legally and ethically.

ENSURE TVMA continuously improves and stays viable.

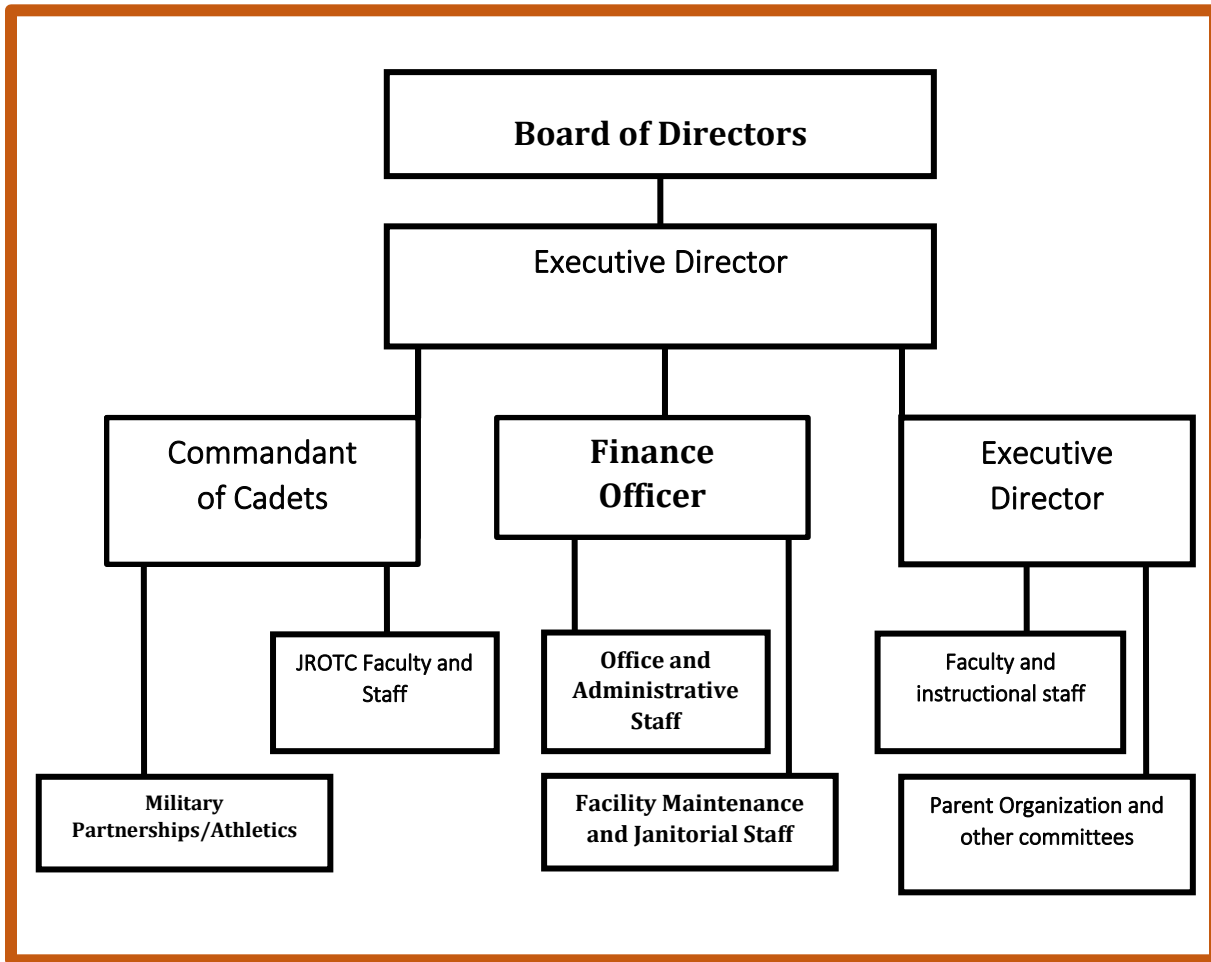
ENSURE the board recruits, orients, and develops its members and its capacity to govern.

ENSURE the board adopts and properly maintains its governing policies.

ENSURE the board speaks with one voice.

ENSURE the board and its members are positive ambassadors for TVMA and the charter idea!

ATTACHMENT G: Organizational Chart



ATTACHMENT I: Employee Manual/Personnel Policies

HUMAN RESOURCES

TVMA.HR.01 Substance Abuse and Testing Policy
TVMA.HR.02 Employee Dress & Grooming Policy
TVMA.HR.03 Employee Conduct Policy
TVMA.HR.04 Employee Personnel Files Policy
TVMA.HR.05 Background Check Policy
TVMA.HR.06 Certification & Licensure Policy
TVMA.HR.07 Employee Compensation Policy
TVMA.HR.08 Overtime Policy
TVMA.HR.09 Employee Discipline Policy
TVMA.HR.10 Non-Discrimination Policy
TVMA.HR.11 Anti-Harassment Policy
TVMA.HR.12 Position Requisition Policy
TVMA.HR.13 Time Off and Leave Policy
TVMA.HR.14 Family and Medical Leave Act (FMLA) Policy
TVMA.HR.15 Bereavement Leave Policy
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TVMA.HR.01 Substance Abuse and Testing Policy

Book	Section	Title	Code
TVMA Manual	Policy E	Substance Abuse and Testing Policy	TVMA.HR.01

1. TVMA is committed to maintaining a safe and healthy workplace. Consistent with this commitment, we expect everyone who works here to perform their duties unimpaired by drugs or alcohol. The purpose of this policy, which includes the testing program described below, is to prevent drugs and alcohol from threatening the safety of all persons who work here, the safety of our cadets and the general public, and the safety and efficiency of the School's operations.

2. **Prohibited Conduct.** The following conduct is prohibited:

2.1 Being impaired by or under the influence of alcohol or illegal drugs on School premises or during working time.

2.2 Possession, use, sale, purchase or distribution of illegal drugs on School premises or during working time.

2.3 Possession, use, sale, purchase or distribution of alcohol on School premises or during working time.

2.4 Use of legally-obtained drugs or medications that creates possible interference with the acceptable and/or safe performance of your duties or poses a threat to your health or safety or the health or safety of others.

3. Definitions.

3.1 “**Drugs**” means any substance regulated under the federal Controlled Substances Act and any metabolite of the substance, and any substance considered unlawful under Tennessee law. “Drugs” specifically include but are not limited to, amphetamines (including methamphetamine), barbiturates, benzodiazepines, cannabinoids (marijuana metabolites), cocaine, methadone, methaqualone, opiates, phencyclidine (PCP) and propoxyphene. The School may add additional drugs to this list or test for other drugs as circumstances may necessitate.

3.2 “**Illegal drugs**” are drugs that either are: (1) not legally obtainable or (2) are legally obtainable but have not been legally obtained or are not used in a legal manner (e.g., prescription medications prescribed for someone else). The term “illegal drugs” also includes mind-altering and/or addictive substances which are not sold as drugs or medicines but are used for mind- or behavior-altering effect.

3.3 “**School premises**” refers to all areas in which the School operates including, without limitation, buildings, offices, fields, parking lots, storage facilities, work sites, and vehicles owned or leased by the School.

3.4 “**Working time**” means any time during which you are scheduled for work, performing services for TVMA, or representing the School in any capacity.

4. Circumstances under Which Testing May Be Required. Drug and alcohol testing of School employees may be required for any one or more of the following purposes:

4.1 Investigation of possible employee impairment;

4.2 Investigation of accidents in the workplace;

4.3 Maintenance of safety for employees, cadets, or the public at large;

4.4 Maintenance of productivity, quality of products or services or security of property or information;

4.5 Reasonable belief that an employee may be affected by or in possession of drugs or alcohol and that such use or possession may adversely affect job performance or the work environment. For example, testing may be required in the event of the School’s good faith belief that an employee is impaired while working, based on one or more symptoms such as the following: irrational or unusual behavior; an

observable decline in the employee's speech, agility, coordination, dexterity, movement, vision, or demeanor; the employee's appearance (including clothing, odor, and eyes); involvement in a work-related accident that causes injury to the employee or others or serious damage to equipment or property; or the employee's possession of alcohol, illegal drugs or drug paraphernalia on School premises or during the hours of employment.

4.6 Additionally, all bus and van drivers for the School are subject to periodic random testing in accordance with federal Department of Transportation regulations.

5. An employee required to submit to testing will be required to do so as soon as possible after his/her receipt of notification that testing is required. The employee will be compensated at his/her regular pay rate for all time associated with the administration of the test and the School will be responsible for the costs of the test as well as reimbursement for mileage to the testing site.

6. Description of Testing.

6.1 Collection and Related Procedures. Persons being tested will be required to sign a consent-to-testing form prior to testing and present identification at the time of testing. Collection of urine specimens, storage and transportation (including appropriate chain-of-custody procedures) will be performed under reasonable and sanitary conditions and in a manner intended to reasonably preclude the possibility of contamination, adulteration or misidentification. Persons being tested will be given an opportunity to provide information potentially relevant to the test, including identification of current or recently-used prescription or non-prescription drugs, or other relevant medical information.

6.2 Specimen Analysis. Specimen analysis will be conducted by a certified laboratory employing scientifically accepted methods and procedures. Specimens that test positive in an initial test will be subjected to a second level of testing called confirmation testing. Only specimens that test positive at both the initial and confirmation levels of testing will be deemed positive for purposes of this policy.

6.3 Substances Tested For. The School tests for the presence of controlled substances under the federal Controlled Substances Act (21 U.S.C. § 812) and metabolites of those substances, which includes, without limitation, amphetamines, barbiturates, opiates, hallucinogens, cannabinoids (marijuana), methadone, methamphetamine, and cocaine.

7. Employee Leave of Absence. Employees who consent to testing as required by this policy may be placed on paid administrative leave pending receipt of test results and completion of any related investigation. Employees who refuse to consent to testing as required by this policy will be placed on unpaid administrative leave pending completion of any related investigation.

8. Review of Results. An employee who tests positive will be contacted by the School and asked to provide proof of any prescribed medication(s) or drugs for which he/she tested positive. In addition, the applicant or employee may ask to explain a positive test result in a confidential setting and/or obtain a copy of written positive test results.

The School will afford reasonable confidentiality to test results, consistent with the needs of its operations and business and its need to designate certain individuals to receive and evaluate test results and related information related to the applicant or employee in question.

9. Consequences of Positive Test Results or Refusal to Submit to Testing. An employee who tests positive for drugs or alcohol may be subject to disciplinary action, up to and including immediate termination of employment. In appropriate circumstances, the employee may be offered the opportunity to

take a leave of absence to complete a substance abuse rehabilitation program at the employee's expense. (See Employee Assistance, next page.)

Refusal by an employee to submit to or cooperate fully with the administration of a drug and/or alcohol test will result in discharge of the employee. Refusal is defined as (i) failing to provide such specimens as may be required; (ii) failing to be tested at the appointed time; (iii) tampering with or adulterating specimens; (iv) failing to provide required authorizations or signatures; (v) failing to produce a valid sample; or (vi) in any way failing to cooperate with required testing.

10. Safety-Sensitive Positions. Subject to applicable law, if TVMA has a good faith belief that an employee who holds or seeks a safety-sensitive position (as designated by the School) is engaged in the current use of any drug (whether legal, prescribed by a physician or otherwise) that could cause impairment or otherwise diminish the employee's job performance or ability to perform his/her job duties, the School may take steps to exclude the employee from that position.

Any employee who is legally using any drug that may impair the employee's ability to safely perform his/her job duties should report the use to his/her supervisor or to Human Resources, so that the School can determine whether reassignment or other action is appropriate.

11. Employee Assistance. The School encourages any employee who believes he/she may have a problem with alcohol or drugs to discuss the matter with their manager or Human Resources to receive assistance with referral to appropriate resources in the community. It is the employee's responsibility to seek assistance for substance abuse or addiction problems before reaching a point where his or her judgment, performance, or behavior results in a positive test or disciplinary action. Disclosure of a problem in response to disciplinary action normally will not stop the discipline from being implemented.

If an employee enters a substance abuse rehabilitation program in lieu of termination, the program must be approved by the School. All costs associated with the treatment are the employee's responsibility. In addition, an employee who returns to work after participating in a rehabilitation program generally will be required to present documentation from the program releasing the employee to return to work, and to sign an agreement setting forth the conditions for continued employment with the School. Failure to pass a drug and/or alcohol screen after completion of an approved rehabilitation program will result in immediate termination without eligibility for subsequent rehire.

12. Searches or Other Measures. The School may conduct searches of its premises, employees, or employees' personal property on School premises (including, without limitation, employee lockers, desks and personal vehicles brought onto School premises), and may implement such other measures as may be deemed necessary to deter and detect violations of this policy. Any illegal substances found in the workplace or on School premises will be confiscated and turned over to the appropriate law enforcement agency.

TVMA.HR.02 Employee Dress & Grooming Policy

Book	Section	Title	Code
TVMA Manual	Policy E	Employee Dress and Grooming Policy	TVMA.HR.02

1. Purpose. Employees of TVMA are expected to represent the organization well in dress and appearance.

2. **Scope.**

2.1 **Responsible Department(s).** All departments.

2.2 **Responsible Parties.** All employees.

3. **Policy.**

3.1 **Attire & Grooming.**

TVMA expects employees to maintain standards of dress and appearance appropriate to both TVMA as a whole and your individual position responsibilities. Dress, grooming, personal cleanliness, and professional behavior standards contribute to the professional image that we strive to present to cadets, families and visitors. Please keep in mind that attire and grooming should not be a distraction. Therefore, while performing duties for the School, you are expected to present and dress in appropriate attire at all times. More specific guidelines for different types of positions are set out below.

TVMA is confident that employees will use their best judgment regarding attire and appearance. Management retains the discretion at all times to determine appropriateness. Any employee who is improperly dressed will be counseled or in severe cases may be sent home to change clothes. Continued disregard of this policy may result in disciplinary action, up to and including termination.

3.2 **Attire That is Not Permitted.**

- Gauges
- Jeans
- Flip flops
- Sunglasses and hats are not to be worn inside TVMA facilities
- Offensive or distracting clothing, accessories or jewelry

3.3 **All Employees.**

- Dress pants and slacks must be conservative in color and pattern
- Brightly colored hair (e.g. purple, pink, blue) is not allowed
- Shorts are not permitted unless otherwise specified in the policy
- Tattoos must be covered at all times
- Facial and/or body piercings must be covered or removed

3.4 **Men.**

- Button-down dress shirts must be worn (unless otherwise specified) and shirts must be tucked in at all times
- Hair length should be above the collar
- Faces should be clean shaven, and sideburns should be neatly trimmed
- Earrings are not permitted

3.5 **Women.**

- Leggings and/or tights may not be worn as pants
- Earrings are limited to the ear lobe
- Tops must have at least a capped sleeve

- Skirts and dresses must reach the knee or below when standing

3.6 Coaches and Physical Education Teacher are permitted to wear athletic shoes, shorts (knee-length), or athletic pants, and an TVMA polo or other appropriate athletic gear.

3.7 Campus Administration (Directors & Assistant Directors). Campus Administrators are required to dress in business professional attire.

3.8 Office and Instructional Staff. Administration and Instructional Staff are required to dress in business casual attire.

3.9 Cafeteria Staff. Food Service workers and lunch aides are to maintain dress and grooming standards in accordance with general TVMA policies, applicable laws and regulations regarding safety, and any contracts/agreements with outside vendors.

3.10 Lunch/Recess Aides.

- Solid colored bottoms (knee length skirts/shorts, or pants)
- Athletic shoes
- TVMA approved polo or shirt
- Food Service Workers
- Non-slip shoes
- TVMA approved polo
- Solid colored pants (navy, black, khaki, gray)

3.11 Health Care Staff. Health Aides must wear scrubs that are conservative in color and patterns.

3.12 Custodial / Maintenance / Transportation Staff. Custodial/Maintenance/Transportation staff may wear conservative, solid-colored bottoms including pants or shorts touching the knee, with an approved TVMA polo.

3.13 Exceptions.

- Exceptions may be made as a reasonable accommodation for religious or medical reasons. Consult Human Resources to request an accommodation.
- Teachers may alter dress for field trips or special activities that require less restrictive clothing (ex. Field day, zoo, etc.) as approved by Administration. Otherwise, at events representing the School, business casual attire is expected.

TVMA.HR.03 Employee Conduct Policy

Book	Section	Title	Code
TVMA Manual	Policy E	Employee Dress and Grooming Policy	TVMA.HR.03

1. Purpose. TVMA (TVMA) expects that employees conduct themselves in a professional manner at all times. Employees are expected to be aware that Governing Board policies and administrative regulations exist, and they are bound by them as a condition of continued employment.

2. **Scope.**

2.1 Responsible Department(s). All departments.

2.2 Responsible Parties. All employees are responsible for their actions in relation to this policy. Managers and supervisors are responsible to ensure adherence to this policy.

3. **Policy.**

3.1 General Guidelines. Employees are expected to maintain high ethical standards in the performance of their job duties and in their relationships with other employees, cadets, and community members. Examples of the standards to which employees are expected to adhere include, but are not necessarily limited to, the following:

- Assure the safety and well-being of the cadets.
- Make decisions based on the best interests of cadets.
- Demonstrate positive and appropriate relationships with cadets, parents, staff members, and others.
- Fulfill job responsibilities with honesty and integrity.
- Direct criticisms or concerns to their direct supervisor.
- Support the principle of due process and protect the civil and human rights of all individuals.
- Refrain from using school contacts and privileges to promote partisan politics, sectarian religious views, or propaganda of any kind.
- Avoid using position for personal gain through political, social, religious, economic, or other influence.
- Pursue professional development of the employee's profession through research and/or continuing professional development.
- Demonstrate the proper use and protection of District property, equipment, and materials.
- Fulfill all contractual obligations through term or until released.
- Maintain confidential information during the course of employment unless disclosure serves District purposes or is required by law.

3.2 Employee Conduct with Cadets. Employee/cadet relationships shall reflect mutual respect and shall support the dignity of the entire profession and educational process. Employees shall relate to cadets in a manner that maintains social and moral patterns of behavior consistent with community standards and acceptable professional conduct.

3.2.1 Employees are expected to exercise general supervision over the conduct of cadets while the cadets are on campus; including before and after school.

3.2.2 Relationships between employees and cadets that include courtship, dating, romantic involvement or sexual contact are prohibited. These behaviors clearly deviate from ethical and professional standards and are cause for dismissal and other appropriate legal action.

3.3 Examples of Misconduct. Misconduct means any act or omission by an employee that constitutes a breach of the employee's duties or obligations pursuant to federal or state law, District policy or administrative regulations, or the employee's contract with the District. Misconduct also means any act or omission that adversely affects the District, its employees, or its cadets. It includes, but is not limited to:

- Use of alcohol or illegal drugs, or under the influence, on District premises or when reporting to work, absences caused by use of alcohol or illegal drugs, or inability to perform employment due to such use.
- Possession, under the influence of, distribution, or sale of drugs, drug paraphernalia, alcohol, or other contraband.
- Possession, under the influence of, or use of any substance used to alter a psychological or physiological state.
- Dishonesty, material falsification of the employment application or other written documents relating to obtaining and maintaining employment.
- Falsification of time records or work records.
- Theft or misappropriation of District property. Damage or threat of damage to District property. Misuse or abuse of school property or materials.
- Untruthfulness related to the job that would injure or jeopardize the District's interest.
- Absence from work without authorization, excessive absences from work, failure to report to work following an authorized leave or repeated tardiness.
- Refusal or failure to perform assigned duties to a generally acceptable standard.
- Insubordination, disobedience, refusal to accept an assignment or to perform duties, refusal to follow reasonable and/or appropriate instructions/directives given by a supervisor.
- Carrying or possessing a weapon on District property or at school sponsored activities unless the employee is a law enforcement officer or has obtained authorization from the appropriate supervisor or site administrator.
- Immoral conduct that directly affects the employee's ability to perform their responsibilities and/or to enforce the District's policies and regulations.
- Failure to immediately report to their direct supervisor the fact that one has been criminally charged with any offense other than a minor traffic offense.
- Failure to notify their current or prospective employer of an arrest or conviction, which would preclude the employee from receiving a fingerprint clearance card. Failure to do so is considered unprofessional conduct and subjects the employee to immediate termination.
- Repeated or intentional failure to follow the chain of command in processing complaints and grievances.
- Conduct that is destructive to a positive work or educational environment and/or to interpersonal relationships. This includes, but not limited to: physical abuse, verbal abuse, harassment, derogatory/racial remarks, or threat of harm to others, and use or display of profane/vulgar language, gestures, or conduct.
- Inappropriate personal or sexual relationships with cadets, employees, or others.

- Conduct that obstructs, disrupts, or interferes with any District activities.
- Forceful or unauthorized occupation of District property.
- Abuse of prescription or over-the-counter medication.
- Inappropriate use of technology equipment or the District's electronic information system (EIS).
- Failure to appropriately supervise cadets during school hours or school related activities.
- Conduct that violates District policies or administrative regulations.
- Conduct that violates federal or state constitutions, statutes, or regulations, State Board of Education rules, or city ordinances.

TVMA.HR.04 Employee Personnel Files Policy

Book	Section	Title	Code
TVMA Manual	Policy E	Employee Personnel Files Policy	TVMA.HR.04

1. **Purpose.** This policy provides guidance regarding the creation and maintenance of employee personnel files.

2. **Scope.**

2.1 **Responsible Department(s).** All departments.

2.2 **Responsible Parties.** All employees are responsible for their actions in relation to this policy. Managers and supervisors are responsible to ensure adherence to this policy.

3. **Policy.**

3.1 **General Guidelines.** Employee files are maintained by the Human Resources department and are considered confidential. Managers and supervisors may only have access to personnel file information on a need-to-know basis.

3.2 **Contents.** Personnel files should include, at a minimum:

- Original employee application
- Employee resume
- Copy of signed Letter of Intent (if applicable)
- Emergency contact information
- Copy of completed W-4 form
- Copy of completed I-9 form
- Verification of fingerprint clearance card (IVP) or equivalent
- Copy of government-issued identification

- Employee’s personal contact information (phone, address, etc.)

3.3 Access and Acceptable Use. A manager or supervisor considering the hire of a former employee or transfer of a current employee may be granted access to the file, or limited parts of it, in accordance with anti-discrimination laws.

Representatives of government or law enforcement agencies, in the course of their duties, may be allowed access to file information.

TVMA.HR.05 Background Check Policy

Book	Section	Title	Code
TVMA Manual	Policy E	Background Check Policy	TVMA.HR.05

1. Purpose. To ensure that individuals who join TVMA are well qualified and to ensure that we maintain a safe and productive work environment, it is our policy to conduct pre-employment background checks on all applicants who accept an offer of employment.

2. Scope.

2.1 Responsible Department(s). All departments.

2.2 Responsible Parties. All employees are responsible for their actions in relation to this policy. Managers and supervisors are responsible to ensure adherence to this policy.

3. Policy.

3.1 General Guidelines. Background checks may include verification of any information on the applicant’s resume or application form. All offers of employment are conditioned on receipt of a background check report that is acceptable to TVMA. All background checks are conducted in conformity with the Federal Fair Credit Reporting Act, the Americans with Disabilities Act, and state and federal privacy and anti-discrimination laws. Reports are kept confidential and are only viewed by individuals involved in the hiring process.

3.2 Scope of Verification. Additional checks such as a driving record or credit report may be made on applicants for particular job categories if appropriate and job related.

3.3 Rejection of Employment Due to Findings. If information obtained in a background check would lead TVMA to deny employment, a copy of the report will be provided to the applicant, and the applicant will have the opportunity to dispute the report’s accuracy. Background checks may include a criminal record check, although a criminal conviction does not automatically bar an applicant from employment.

3.4 Post-Hire Background Checks. TVMA also reserves the right to conduct a background check for current employees to determine eligibility for promotion or reassignment in the same manner as described above.

TVMA.HR.06 Certification & Licensure Policy

Book	Section	Title	Code
TVMA Manual	Policy E	Certification & Licensure Policy	TVMA.HR.06

1. **Purpose.** TVMA complies with all local, state, and federal laws and requires that its employees do the same while on duty. Some individuals within the organization must maintain specific credentials to satisfy local, state, and/or federal requirements. TVMA's policy is to comply with all such requirements of its employees.

2. **Scope.**

2.1 **Responsible Department(s).** All departments.

2.2 **Responsible Parties.** All employees are responsible to maintain all required, applicable credentials. Managers and supervisors are responsible to ensure adherence to this policy.

3. **Policy.**

3.1 **General Guidelines.** Certain employees are required to maintain certificates or licenses for their position. Employees hold sole responsibility of such maintenance.

3.2 **Reporting of Suspension or Revocation.** In the event a license or certification is suspended or revoked, the employee must immediately notify the director or department head. The employee will be removed from the position and will be reassigned or terminated depending on the circumstances of the loss of certification or license.

TVMA.HR.07 Employee Compensation Policy

Book	Section	Title	Code
TVMA Manual	Policy E	Employee Compensation Policy	TVMA.HR.07

1. **Purpose.** TVMA complies with all local, state, and federal laws and requires that its employees do the same while on duty. Some individuals within the organization must maintain specific credentials to satisfy local, state, and/or federal requirements. TVMA's policy is to comply with all such requirements of its employees.

2. **Scope.**

2.1 **Responsible Department(s).** All departments.

2.2 **Responsible Parties.** All employees are responsible to maintain all required, applicable credentials. Managers and supervisors are responsible to ensure adherence to this policy.

3. **Policy.**

3.1 Employee Classifications. All employees are designated as either nonexempt or exempt under state and federal wage and hour laws. The following is intended to help employees understand employment classifications and employees' employment status and benefit eligibility. These classifications do not guarantee employment for any specified period of time. The right to terminate the employment-at-will relationship at any time is retained by both the employee and TVMA (TVMA).

3.1.1 Nonexempt employees are employees whose work is covered by the Fair Labor Standards Act (FLSA). They are NOT exempt from the law's requirements concerning minimum wage and overtime.

3.1.2 Exempt employees are generally managers or professional, administrative or technical staff who ARE exempt from the minimum wage and overtime provisions of the FLSA. Exempt employees hold jobs that meet the standards and criteria established under the FLSA by the U.S. Department of Labor.

3.2 Employee Categories. TVMA has established the following categories for both nonexempt and exempt employees:

3.2.1 Regular, Full Time. Employees who are not in a temporary status and who are regularly scheduled to work the TVMA's full-time schedule of 40 hours per week (annualized average). Generally, these employees are eligible for the full benefits package, subject to the terms, conditions and limitations of each benefits program.

3.2.2 Regular, Part Time. Employees who are not in a temporary status and who are regularly scheduled to work less than the full-time schedule but at least 20 hours each week.

3.2.3 Temporary, Full Time. Employees who are hired as interim replacements to temporarily supplement the workforce or to assist in the completion of a specific project and who are temporarily scheduled to work the TVMA's full-time schedule for a limited duration. Employment beyond any initially stated period does not in any way imply a change in employment status.

3.2.4 Temporary, Part Time. Employees who are hired as interim replacements to temporarily supplement the workforce or to assist in the completion of a specific project and who are temporarily scheduled to work less than the TVMA's full-time schedule for a limited duration. Employment beyond any initially stated period does not in any way imply a change in employment status.

3.2.5 Benefits for Temporary Workers. Temporary workers are not eligible for TVMA benefits unless specifically stated otherwise in TVMA policy or are deemed eligible according to plan documents.

3.3 Payment of Wages.

3.3.1 Schedule. STVMary payment is made semi-monthly for base sTVMAry due up to the pay date. Paydays are usually the 5th and 20th of each month. Overtime payment, which is included with the nonexempt employee's base sTVMAry payment, is also paid on the same schedule. If the normal payday falls on an TVMA-recognized holiday, paychecks will be distributed one workday before the aforementioned schedule.

3.3.2 Personal Receipt. It is the TVMA's policy that employee paychecks will only be given personally to that employee or mailed to his/her home address.

3.3.3 Mode of Payment. Employees may be paid by check or through direct deposit of funds to either a savings or checking account at the financial institution of their choice.

3.3.4 Lost Paychecks. In the event of a lost paycheck, the Human Resource department must be notified in writing as soon as possible and before a replacement check can be issued. In the event the lost paycheck is recovered, and TVMA identifies the endorsement as that of the employee, the employee must remit the amount of the replacement check to the TVMA within 24 hours of the time it is demanded.

3.3.5 Changes to Withholdings. If an employee's marital status changes or the number of exemptions previously claimed increases or decreases, a new Form W-4 must be submitted to the Human Resource department via proper channels.

3.3.6 Pay Advances. Except for extreme emergencies and vacation pay, no summary advances will be made.

3.4 Time Reporting.

3.4.1 Definitions. A work hour is any hour of the day that is worked and should be recorded to the nearest tenth of an hour. The workday is defined as the 24-hour period starting at 12:00 a.m. and ending at 11:59 p.m. The workweek covers seven consecutive days beginning on Sunday and ending on Saturday. The usual work week period is 40 hours.

3.4.2 Guidelines. Employees will submit their time record weekly as directed by their manager. Each employee is to maintain an accurate daily record of his or her hours worked. All absences from work schedules should be appropriately recorded.

3.5 Rest Periods.

3.5.1 Scheduling. The scheduling of meal periods at TVMA is set by the employee's immediate manager with the goal of providing the least possible disruption to school/department operations.

3.6 Rest Breaks.

3.6.1 Guidelines. Salaried employees, as they are paid a weekly salary regardless of the hours they work, may choose to take breaks as needed. Nonexempt employees are permitted a 15-minute rest break for each four hours of work. Nonexempt employees on rest breaks are not required to clock in and clock out because this time is considered "time worked" and is compensable.

3.6.2 Permissible Use. Neither the lunch period nor the rest break(s) may be used to account for an employee's late arrival or early departure or to cover time off for other purposes—for example, rest breaks may not be accumulated to extend a meal period, and rest breaks may not be combined to allow one half-hour long break.

TVMA.HR.08 Overtime Policy

Book	Section	Title	Code
TVMA Manual	Policy E	Overtime Policy	TVMA.HR.08

1. **Purpose.** TVMA compensates non-exempt employees for time worked in excess of 40 hours in a workweek. This policy provides guidelines and definitions regarding overtime.

2. **Scope.**

2.1 **Responsible Department(s).** All departments

2.2 **Responsible Parties.** All employees are responsible to maintain all required, applicable credentials. Managers and supervisors are responsible to ensure adherence to this policy.

3. **Policy.**

3.1 **Definitions.** Overtime is defined as hours worked by an hourly or nonexempt employee in excess of 40 hours in a workweek and should be recorded to the nearest tenth of an hour. Paid leave, such as holiday, sick or vacation pay, does not apply toward work time. The workweek begins at 12:00 a.m. on Sunday morning and ends at 11:59 p.m. on Saturday night.

3.2 **Prior Written Approval Required.** Overtime must be approved in advance, in writing, by the manager to whom the employee reports.

3.3 **Compensation Calculation.** Nonexempt employees who exceed 40 hours of work time in a workweek will be paid time and one half.

3.4 **Granting Overtime.** Supervisors are required to obtain written approval from managers prior to the granting of overtime to employees. Employees who anticipate the need for overtime to complete the week's work must notify the supervisor in advance and obtain written approval before working hours that extend beyond their normal schedule.

3.5 **Required Overtime.** During busy periods employees may be required to work extended hours.

TVMA.HR.09 Employee Discipline Policy

Book	Section	Title	Code
TVMA Manual	Policy E	Employee Discipline Policy	TVMA.HR.09

1. **Purpose.** TVMA supports the use of progressive discipline to address issues such as poor work performance or misconduct. This policy outlines a corrective action process designed to improve and prevent a recurrence of undesirable behavior and/or performance issues. This policy is consistent with our organizational values, HR best practices and employment laws.

2. **Scope.**

2.1 **Responsible Department(s).** All departments.

2.2 **Responsible Parties.** All employees are responsible to adhere to this policy as outlined. Managers and supervisors are responsible to ensure adherence to this policy.

3. Policy.

3.1 General Guidelines. Every employee has the duty and the responsibility to be aware of and abide by existing rules and policies. Employees also have the responsibility to perform his/her duties to the best of his/her ability and to the standards as set forth in his/her job description or as otherwise established.

3.2 Progressive Discipline. TVMA supports the use of progressive discipline to address issues such as poor work performance or misconduct. Our progressive discipline policy is designed to provide a corrective action process to improve and prevent a recurrence of undesirable behavior and/or performance issues.

3.3 Procedure Outline. Outlined below are the steps of our progressive discipline policy and procedure. TVMA reserves the right to combine or skip steps in this process depending on the facts of each situation and the nature of the offense. The level of disciplinary intervention may also vary. Some of the factors that will be considered are whether the offense is repeated despite coaching, counseling and/or training; the employee's work record; and the impact the conduct and performance issues have on our organization. The following outlines TVMA's progressive discipline process:

3.3.1 Verbal Warning. A supervisor verbally counsels an employee about an issue of concern, and a written record of the discussion is placed in the employee's file for future reference.

3.3.2 Written Warning. Written warnings are used for behavior or violations that a supervisor considers serious or in situations when a verbal warning has not helped change unacceptable behavior. Written warnings are placed in an employee's personnel file. Employees should recognize the grave nature of the written warning.

3.3.3 Performance Improvement Plan. Whenever an employee has been involved in a disciplinary situation that has not been readily resolved or when he/she has demonstrated an inability to perform assigned work responsibilities efficiently, the employee may be given a final warning or placed on a performance improvement plan (PIP). PIP status will last for a predetermined amount of time not to exceed 90 days. Within this time period, the employee must demonstrate a willingness and ability to meet and maintain the conduct and/or work requirements as specified by the supervisor and the organization. At the end of the performance improvement period, the performance improvement plan may be closed or, if established goals are not met, dismissal may occur.

3.3.4 Determination of Appropriate Discipline. TVMA reserves the right to determine the appropriate level of discipline for any inappropriate conduct, including oral and written warnings, suspension with or without pay, demotion and discharge.

TVMA.HR.10 Non-Discrimination Policy

Book	Section	Title	Code
TVMA Manual	Policy E	Non-Discrimination Policy	TVMA.HR.10

1. Purpose. Consistent with its R.A.I.S.E. values, TVMA expressly prohibits any form of discrimination based on race, color, religion, gender, sexual orientation, national origin, age, genetic information, disability or veteran status.

2. **Scope.**

2.1 **Responsible Department(s).** All departments.

2.2 **Responsible Parties.** All employees.

3. **Policy.**

3.1 **Equal Employment Opportunity.** TVMA provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, gender, sexual orientation, gender identity, national origin, age, disability, genetic information, marital status, amnesty or status as a covered veteran in accordance with applicable federal, state and local laws. TVMA complies with applicable state and local laws governing nondiscrimination in employment in every location in which the TVMA has facilities. This policy applies to all terms and conditions of employment, including hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation and training.

3.2 **Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA).** The Americans with Disabilities Act (ADA) and the Americans with Disabilities Amendments Act, known as the ADAAA, are federal laws that prohibit employers with 15 or more employees from discriminating against applicants and individuals with disabilities and that when needed provide reasonable accommodations to applicants and employees who are qualified for a job, with or without reasonable accommodations, so that they may perform the essential job duties of the position.

TVMA's policy is to comply with all federal and state laws concerning the employment of persons with disabilities and to act in accordance with regulations and guidance issued by the Equal Employment Opportunity Commission (EEOC). Furthermore, we do not discriminate against qualified individuals with disabilities in regard to application procedures, hiring, advancement, discharge, compensation, training or other terms, conditions and privileges of employment.

3.3 **Reasonable Accommodation.** TVMA will reasonably accommodate qualified individuals with a disability so that they can perform the essential functions of a job unless doing so causes a direct threat to these individuals or others in the workplace and the threat cannot be eliminated by reasonable accommodation and/or if the accommodation creates an undue hardship to TVMA. Contact the Human Resource department with any questions or requests for accommodation.

3.4 **Complaint Process.**

3.4.1 **Report Immediately.** Grievances should be immediately reported to the Title IX Coordinator. Complainants are encouraged to report their grievance in writing; however, reasonable accommodations will be provided to assist the Complainant with submission of his or her complaint. The report should include details of the alleged discriminatory conduct or basis for complaint, the names of the parties involved, when and where the offensive conduct occurred, and the name and address of the person filing the complaint.

3.4.2 **Notify Offender.** When possible, TVMA encourages individuals who believe they are being subjected to such conduct to promptly advise the offender that his or her behavior is unwelcome and request that it be discontinued. Often this action alone will resolve the problem. TVMA recognizes, however, that an individual may prefer to pursue the matter through complaint procedures.

3.4.3 Investigation. Upon notice of a complaint alleging discriminatory behavior, including, but not limited to sexual harassment, the Title IX Coordinator or his/her designee shall conduct a thorough investigation. The interested parties shall have an opportunity to submit relevant evidence and witnesses, if applicable. The Coordinator will maintain confidentiality as required by the Family Education Rights and Privacy Act and will make every effort to keep the investigation and the parties thereto, including witnesses, confidential, except as necessary to carry out the investigation.

3.4.4 Written Decision. The investigation and a written decision will be completed no later than 30 days after the grievance has been filed. If additional time is needed, the Coordinator will communicate such to the Complainant.

3.4.5 Appeal. The person filing the grievance may appeal the Coordinator's decision by writing to the Board of Directors of TVMA within 15 days of receiving the decision. The Board of Directors shall issue a written decision within 30 days of receipt of the appeal.

3.4.6 Resolution. If it is determined that discrimination or harassment occurred, TVMA will take appropriate and reasonable steps to end the harassment/discrimination and to prevent its recurrence.

3.4.7 Zero Tolerance. TVMA will not tolerate discrimination or retaliation against any cadet who files a good-faith grievance of discriminatory conduct, or against any individual who participates in the investigation of a complaint.

3.5 Resources. Contact information for the Title IX Coordinator may be requested through the Human Resources Department.

TVMA.HR.11 Anti-Harassment Policy

Book	Section	Title	Code
TVMA Manual	Policy E	Anti-Harassment Policy	TVMA.HR.11

1. Purpose. Consistent with its R.A.I.S.E. values, TVMA expressly prohibits any form of harassment of any kind. TVMA strives to encourage and foster a workplace where individuals feel respected and valued.

2. Scope.

2.1 Responsible Department(s). All departments.

2.2 Responsible Parties. All employees.

3. Policy.

3.1 Work Environment. TVMA is committed to a work environment in which all individuals are treated with respect and dignity. Each individual has the right to work in a professional atmosphere that promotes equal employment opportunities and prohibits unlawful discriminatory practices, including harassment. Therefore, TVMA expects that all relationships among persons in the office will be business-like and free of bias, prejudice and harassment.

3.2 Harassment Prohibited. TVMA ensures equal employment opportunity without discrimination or harassment on the basis of race, color, religion, gender, sexual orientation, gender identity, national origin, age, disability, genetic information, marital status, amnesty or status as a covered veteran. TVMA prohibits any such discrimination or harassment.

3.3 Incident Reporting. TVMA encourages reporting of all perceived incidents of discrimination or harassment. It is the policy of TVMA to promptly and thoroughly investigate such reports. TVMA prohibits retaliation against any individual who reports discrimination or harassment or who participates in an investigation of such reports.

3.4 Definitions of Harassment.

3.4.1 Sexual Harassment. Sexual harassment constitutes discrimination and is illegal under federal, state and local laws. For the purposes of this policy, sexual harassment is defined, as in the Equal Employment Opportunity Commission Guidelines, as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when, for example a) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; b) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or c) such 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 may include a range of subtle and not-so-subtle behaviors and may involve individuals of the same or different gender. Depending on the circumstances, these behaviors may include unwanted sexual advances or requests for sexual favors; sexual jokes and innuendo; verbal abuse of a sexual nature; commentary about an individual's body, sexual prowess or sexual deficiencies; leering, whistling or touching; insulting or obscene comments or gestures; display in the workplace of sexually suggestive objects or pictures; and other physical, verbal or visual conduct of a sexual nature.

3.4.2 Verbal, Written, Physical. Harassment on the basis of any other protected characteristic is also strictly prohibited. Under this policy, harassment is verbal, written or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her race, color, religion, gender, sexual orientation, national origin, age, disability, marital status, citizenship, genetic information or any other characteristic protected by law or that of his/her relatives, friends or associates, and that a) has the purpose or effect of creating an intimidating, hostile or offensive work environment; b) has the purpose or effect of unreasonably interfering with an individual's work performance; or c) otherwise adversely affects an individual's employment opportunities.

Harassing conduct includes epithets, slurs or negative stereotyping; threatening, intimidating or hostile acts; denigrating jokes; and written or graphic material that denigrates or shows hostility or aversion toward an individual or group and that is placed on walls or elsewhere on the employer's premises or circulated in the workplace, on TVMA time or using TVMA equipment via email, phone (including voice messages), text messages, tweets, blogs, social networking sites or other means.

3.5 Complaint Process.

3.5.1 Report Immediately. Grievances should be immediately reported to the Title IX Coordinator. Complainants are encouraged to report their grievance in writing; however, reasonable accommodations will be provided to assist the Complainant with submission of his or her complaint. The report should include details of the alleged discriminatory conduct or basis for complaint, the names of the

parties involved, when and where the offensive conduct occurred, and the name and address of the person filing the complaint.

3.5.2 Notify Offender. When possible, TVMA encourages individuals who believe they are being subjected to such conduct to promptly advise the offender that his or her behavior is unwelcome and request that it be discontinued. Often this action alone will resolve the problem. TVMA recognizes, however, that an individual may prefer to pursue the matter through complaint procedures.

3.5.3 Investigation. Upon notice of a complaint alleging discriminatory behavior, including, but not limited to sexual harassment, the Title IX Coordinator or his/her designee shall conduct a thorough investigation. The interested parties shall have an opportunity to submit relevant evidence and witnesses, if applicable. The Coordinator will maintain confidentiality as required by the Family Education Rights and Privacy Act and will make every effort to keep the investigation and the parties thereto, including witnesses, confidential, except as necessary to carry out the investigation.

3.5.4 Written Decision. The investigation and a written decision will be completed no later than 30 days after the grievance has been filed. If additional time is needed, the Coordinator will communicate such to the Complainant.

3.5.5 Appeal. The person filing the grievance may appeal the Coordinator's decision by writing to the Board of Directors of TVMA within 15 days of receiving the decision. The Board of Directors shall issue a written decision within 30 days of receipt of the appeal.

3.5.6 Resolution. If it is determined that discrimination or harassment occurred, TVMA will take appropriate and reasonable steps to end the harassment/discrimination and to prevent its recurrence.

3.5.7 Zero Tolerance. TVMA will not tolerate discrimination or retaliation against any cadet who files a good-faith grievance of discriminatory conduct, or against any individual who participates in the investigation of a complaint.

3.6 Resources. Contact information for the Title IX Coordinator may be requested through the Human Resources Department.

TVMA.HR.12 Position Requisition Policy

Book	Section	Title	Code
TVMA Manual	Policy E	Position Requisition Policy	TVMA.HR.12

1. **Purpose.** This policy ensures that allocation of funds and staffing planning is coordinated between the department in need, HR and the finance department.

2. **Scope.**

2.1 **Responsible Department(s).** All departments.

2.2 **Responsible Parties.** All employees are responsible to adhere to this policy as outlined. Managers and supervisors are responsible to ensure adherence to this policy.

3. Policy.

3.1 General Guidelines. Hiring managers must complete the requisition form with the appropriate information and signatures for approval in order to create and fill a new position or fill an additional position. The required form may be requested from Finance Department.

3.2 Process. The following are necessary steps:

3.2.1 Hiring manager will submit a completed requisition form for approval with their supervisor and the executive level.

3.2.2 Once approval signatures are acquired, the form will be submitted to HR for the hiring process to be initiated. Additional pages may be attached to the form to provide additional information regarding the need for the position or job description.

TVMA.HR.13 Time Off and Leave Policy

Book	Section	Title	Code
TVMA Manual	Policy	E Time Off and Leave Policy	TVMA.HR.13

1. Holidays. TVMA typically observes the following ten paid holidays:

- | | |
|------------------------------------|------------------------|
| New Year’s Day | Labor Day |
| Martin Luther King, Jr.’s Birthday | Veterans’ Day |
| Presidents Day | Thanksgiving Day |
| Memorial Day | Day after Thanksgiving |
| Independence Day | Christmas Day |

Full-time employees are eligible for holiday pay. Other employees generally will receive unpaid time off.

A recognized holiday that falls on a Saturday usually will be observed on the preceding Friday. A recognized holiday that falls on a Sunday usually will be observed on the following Monday. If a holiday falls during scheduled PTO time, it will not be counted against your PTO.

Hours paid as holiday pay are not counted towards overtime calculations. If you are a non-exempt employee and are required to work on a paid scheduled holiday, you will receive pay for the hours worked in accordance with applicable law.

To be eligible for holiday pay as a non-exempt employee, you must be regularly scheduled to work on the day on which the holiday is observed and must work your regularly scheduled working days immediately preceding and immediately following the holiday, unless an absence on either day is approved in advance.

2. Paid Time Off (PTO) for Full-Time Employees. TVMA provides all employees with eligibility for paid time away from work. Full-time employees receive an annual allotment of paid time off (PTO),

which includes the paid sick time (PST). Part-time and temporary employees are eligible only for PST, outlined in the next section of the handbook.

2.1 Amount of PTO.

2.1.1 Full-Time, Academic-Year Teaching Staff and Faculty. Full-time, academic-year teaching staff and faculty are allotted eight (8) PTO days per contract year. The number of allotted days may be subject to proration for employees hired after the first official day of the academic year. The commencement of the year will be as dated in the employment contract for the current academic school year.

Salary will be reduced for each day of absence over the allotted days. The annual salary divided by 260 will be used to calculate the pay per day and will be deducted on the next pay cycle following the absence(s).

Academic year teaching staff and faculty follow the school year calendar, and do not work during school scheduled breaks, unless as otherwise directed per contract or Campus Administration.

2.1.2 Full-Time Salaried and Hourly Staff. At the start of each year (defined below), full-time salaried and hourly staff are provided with an annual allotment of PTO based upon completed years of service, as reflected in the schedule below. The allotted amount of PTO during the first year will be prorated based on the employee's start date.

Years of Completed Service	PTO Days per Year
0-2 years	56 hours (7 days)
3-4 years	80 hours (10 days)
5+ years	120 hours (15 days)

Completed years of service are calculated as of each June 30. The 12-month year for purposes of PTO allotment and usage runs from July 1 to June 30.

School offices will be closed during the week of July 4th, and during the week between Christmas and New Year's Day. Unclassified salaried staff will be compensated for these weeks without using PTO. Classified hourly staff may choose to work during these weeks, in which case they will be paid for the hours actually worked, or they may use PTO to be compensated for these periods.

2.2 Compensation. PTO hours will be paid at the employee's regular base hourly or salary rate of pay. PTO hours do not count as time worked for purposes of determining eligibility for overtime. PTO availability, usage, and pay totals will be reflected on your regular pay statements.

2.3 Management and Use of PTO. Employees are responsible and accountable for managing their own PTO hours to allow for adequate reserves if there is a need to cover vacation, illness, appointments, emergencies, or other events that require time away from work.

Up to 5 days (40 hours) per year of PTO may be used as PST. When a PTO-eligible employee uses PTO as PST, the provisions of this policy regarding use of PST apply to such usage (see below). When PTO is used as PST, it may be used in one-hour increments. PTO used for other purposes must be used in half-day or full-day increments.

To enable the School to maintain accurate records regarding PTO and PST usage, if you are taking PTO for a reason that qualifies for use of PST, you must designate your time as PST when communicating

with the School about the need for time off, or otherwise provide enough information for TVMA to determine whether the absence qualifies for PST so that it may be designated as such. When TVMA has a good-faith belief that an absence qualifies for use of PST, we may designate the absence as PST even if you have not specifically requested to use PST or designated the absence as PST.

If, in any particular year, you have used 40 hours of PTO as PST, and thereafter within the same year you need to miss additional work for a PST-qualifying reason, you may do so and be paid if you have sufficient PTO available to cover the absence. However, the absence will not be counted as PST because your specific PST allotment was already exhausted.

2.4 PTO Requests. In the case of a foreseeable need to use PTO, you must submit an absence request to your supervisor through the designated online platform. As outlined in the Punctuality & Attendance policy, absences of one day or more must be requested at least one week before the beginning of the time away. For a scheduled absence of fewer than eight hours, employees must give notice at least two working days in advance.

When possible, the request should include the expected duration of the absence. Employees must ensure there is sufficient personal or sick time available to cover the requested absence. Leave taken in excess of available paid time off will be unpaid unless otherwise required by law.

The supervisor should respond to the leave request within 3 business days of the date it is submitted, indicating whether it is approved or denied. If the request is denied, the supervisor should provide the reason for the denial.

In the case of an unforeseeable need to use PTO (like certain forms of PST, or emergencies), you must notify your immediate supervisor as soon as reasonably possible, and at least 30 minutes before the scheduled start of your workday.

Where unforeseeable use of PTO is of a day-to-day kind, you should provide new notice for each additional day of absence. When reasonably possible, the notice should come from you (not from another person). To aid the School in properly tracking and paying you for PTO usage, please submit an absence request through the online portal upon your return to work from an unforeseeable absence.

Although TVMA tries to honor reasonable requests for discretionary use of PTO, it may not be able to do so in light of other PTO requests and/or operational demands. You should not assume that all your requests for PTO will be granted. Additionally, due to the needs of TVMA and its campuses, there may be certain days or weeks during the school year when academic staff may not request or take scheduled time off.

2.5 Compensation for Unused PTO. For all employees other than full-time academic-year teaching staff, any unused PTO hours are forfeited at the end of each year. Full-time teaching staff who fulfill all obligations set forth in the teacher employment agreement will be paid for up to 3 days of unused PTO on the paycheck following the last day of the academic year.

3. Paid Sick Time (PST). Part-time and temporary employees are eligible to earn and use PST, in accordance with Tennessee law.

3.1 Amount of PST. Employees accrue PST at the rate of one hour of PST for every 30 hours actually worked, up to a maximum of 40 hours of PST per year (defined as the 12-month period running from July 1 to June 30). Other forms of paid time off, such as holidays, do not count as “hours worked” for purposes of PST accrual.

Newly hired employees will begin accruing PST on their first day of work, but may not use accrued PST until after completing 90 days of employment.

3.2 Compensation. PST hours will be paid at your regular base hourly rate of pay. PST hours do not count as time worked for purposes of determining eligibility for overtime. Cumulative PST accrual, usage, and pay totals will be reflected on your regular pay statements.

3.3 Use of PST. PST may be used for any of the following reasons:

- Your own physical or mental illness, injury, or health condition, or for preventive care;
- Care of a family member who has a physical or mental illness, injury, or health condition, or who needs preventive care;
- Certain circumstances related to a public health emergency;
- To allow you or a family member to obtain medical care, victim services, counseling, relocation, or legal services related to domestic violence, sexual violence, abuse, or stalking.

PST may be used as it is earned; there is no loan of PST time in advance of accrual. PST may be used in one-hour increments. Employees may not use more than 40 hours of PST in one year.

Employees seeking to use PST, whether foreseeable or unforeseeable, should follow our rules for requesting foreseeable and unforeseeable PTO (*see* PTO Requests, above).

TVMA relies on its employees to be truthful in requesting and using PST. Misrepresentations related to requesting or using PST are prohibited. When an employee seeks to use three or more consecutive days of PST, we may request reasonable documentation, including a note from a medical provider, to ensure that PST is being used for a proper purpose.

3.4 Carryover; No Payout. Part-time employees may carry over a maximum of 40 hours of earned, unused PST to the following year. Any additional unused PST is forfeited at the end of the year. Accrued but unused PST is not paid out upon separation from employment.

3.5 No Retaliation. TVMA will not take any adverse employment action against an employee because the employee has exercised any right under Tennessee's PST law. If you believe you have been retaliated against in any way in connection with PST, including your request for or use of PST, please contact your immediate supervisor or Human Resources.

4. General Leave of Absence Information. TVMA may grant leaves of absence in certain circumstances. Your rights and obligations regarding these leaves of absence are outlined in the applicable policies. You will not be discriminated or retaliated against for requesting information on or using any leave of absence benefit.

It is important that you request any leave of absence in writing as far in advance as possible, keep in touch with your supervisor and Human Resources during the leave when requested to do so, and give prompt notice if there is any change in your return to work date. Failure to return by the return to work date may be considered job abandonment which may result in termination of employment.

Individual policies regarding specific leaves of absence define the extent, if any, to which benefits will be provided during the leave of absence. In general, TVMA will cover your share of health insurance

premiums during a leave of absence, and will deduct that amount from your pay upon return to work. If health care benefits are suspended during a leave of absence, you may continue your coverage at your own expense pursuant to COBRA. Contact Human Resources to determine the amount of your premium payments, if any, and any COBRA rights.

A leave of absence will not be granted for you to accept other employment or to engage in a personal business. If it is determined that you are using a leave of absence for such purposes or that the reason submitted in the request for the leave of absence is untrue or inaccurate, your employment may be terminated.

Time off, when paid, is calculated and paid on the basis of an exempt employee's salary or non-exempt employee's hourly rate, excluding overtime pay, in effect on the date of the payment.

As applicable laws change, leave of absence benefits may change accordingly. Different issues may arise concerning your rights during a leave of absence. This section does not address all such issues. Therefore, as leave of absence situations arise, consult with Human Resources for current and complete details regarding a leave of absence.

TVMA.HR.14 Family and Medical Leave Act (FMLA) Policy

Book	Section	Title	Code
TVMA Manual	Policy E	Family and Medical Leave Act (FMLA) Policy	TVMA.HR.14

1. TVMA grants unpaid leaves of absence to eligible employees for the reasons provided in the federal Family and Medical Leave Act ("FMLA"). Time off is made available in accordance with, and subject to, the conditions provided under the FMLA and its regulations, except to the extent that this policy may expressly provide more generous benefits.

2. **Eligibility for Leave.** Employees who have worked for TVMA for at least 12 months and for at least 1,250 hours in the 12 months preceding a requested leave are eligible for FMLA leave. Time not worked, whether paid or not, does not count when calculating the 1,250 hours required. In addition, an employee must work at a School facility or worksite that employs at least 50 employees at or within 75 miles of that location. You will be notified, generally within five business days of requesting leave, whether you are eligible for leave.

3. **Reasons for Leave.** Eligible employees may take a family or medical leave for any of the following reasons:

- The birth of a child or placement of a child with the employee for adoption or foster care, and in order to care for the child;
- Because of your own serious health condition that makes you unable to perform the functions of your job;
- To care for your spouse, child, or parent ("covered relation") with a serious health condition;
- To care for a covered relation or next of kin who is a "covered servicemember" or "covered veteran" as defined under the FMLA. (This is called Military Caregiver Leave.)

- Because of a qualifying exigency arising out of the fact that an employee's covered relation is (a) on active duty in the Armed Forces and is deployed to a foreign country, or (b) a member of the National Guard or Reserves who has been deployed to a foreign country under a federal call or order to active duty status. (This is called Military Exigency Leave.)
- A "serious health condition" is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents you from performing the functions of your job or prevents the covered relation from participating in school or other daily activities. Subject to certain conditions, the continuing treatment requirement may be met by (a) a period of incapacity of more than three consecutive calendar days combined with at least two visits to a health care provider, or (b) one visit and a regimen of continuing treatment, or (c) incapacity due to pregnancy or for prenatal care, or (d) incapacity due to a chronic condition that involves at least two visits per year to a health care provider. Other conditions may meet the definition of continuing treatment.
- For purposes of Military Exigency Leave, "qualifying exigencies" include (1) short-notice deployment, (2) military events and related activities, (3) childcare and school activities, (4) making or updating financial and legal arrangements, (5) counseling, (6) rest and recuperation, (7) post-deployment activities, (8) certain activities related to care of the military member's parent who is incapable of self-care, and (9) other events arising out of the covered relation's active duty or call to active duty, provided that you and the School agree that the event qualifies as an exigency and agree on the timing and duration of the leave.

4. Duration of Leave. A family or medical leave may be taken for up to a maximum of 12 weeks in a 12-month period, which the School defines as a "rolling" 12-month period measured backward from the date of the current leave request. Military Caregiver Leave may last for up to 26 weeks during a single 12-month period, measured forward from the date such leave begins. The combined total of all types of FMLA leave cannot exceed 26 weeks in a single 12-month period.

Leave related to birth or placement of a child and/or care for the child must be completed within the 12-month period beginning on the date of birth or placement of the child, except where circumstances require the leave to begin before the birth or placement. Spouses who are both employed by the School who request leave for child birth/placement/care or to care for an employee's parent with a serious health condition may only take a combined total of 12 weeks leave during any 12-month period.

Leave that qualifies as both care for a covered relation and Military Caregiver Leave will be counted only as Military Caregiver Leave. Employees seeking Military Exigency Leave should consult Human Resources about the duration of such leave, as some limitations apply with respect to certain categories of qualifying exigencies.

5. Intermittent Leave. Leave may be taken intermittently (in separate blocks of time) or on a reduced schedule (reducing the employee's usual weekly or daily work hours) if it is certified as medically necessary or is related to a "qualifying exigency." Child care leave may be taken intermittently only with the School's permission.

To accommodate intermittent leave in certain circumstances, the School may temporarily transfer you to another position with equivalent pay and benefits. Additionally, an employee needing foreseeable intermittent leave must consult with the School in advance regarding the scheduling of such leave and make a reasonable effort to schedule such leave in a way that minimizes disruption to the School's operations.

6. Employee Notice of Need for Leave. If the need for family or medical leave is foreseeable, you must give the School at least 30 days prior written notice. Where the need for leave is not foreseeable, you are expected to follow the School's normal absence reporting procedure and to give at least oral notice of the need for FMLA leave as soon as practicable (generally the same or next business day, except in extraordinary circumstances).

Employees are responsible for providing sufficient information to enable the School to determine if the leave qualifies as FMLA leave and the anticipated timing and duration of the leave. Calling in "sick" is not sufficient to notify the School of a need for FMLA leave. Failure to follow these notice procedures may be grounds for delaying the leave and for the period of delay not to be counted as FMLA leave.

7. Medical and Other Certifications. If leave is requested because of your or a covered relation's serious health condition, or for purposes of Military Caregiver Leave, you must supply certification from the relevant physician or other health care provider. Certification of the need for Military Exigency Leave also will be required. The School will notify you, usually within five business days after leave is requested, of any required certification and the deadline for returning the certification (which will be at least 15 days after the form is provided). In some circumstances, the School may require second or third opinions (at School expense) or re-certifications during the period of leave.

Failure to provide timely certification may result in denial of FMLA leave until the certification is provided. If you submit an incomplete or otherwise insufficient certification form, the School will notify you of the deficiency and provide seven calendar days for the employee to remedy the problem(s). Failure to do so may result in denial of FMLA protection for an absence or leave.

Medical and other certification forms are available from Human Resources.

8. Reporting While on Leave. The School may request that you report periodically on your status and intention to return to work. In addition, you must give reasonable notice (within two business days) to the School if the expected dates of the leave change, are extended, or initially were unknown.

9. Pay During Leave. You must use any available PTO time at the beginning of the leave. The substitution of paid time off for unpaid leave time does not extend the length of any leave period. Instead, the paid time runs concurrently with unpaid FMLA leave. Any portion of a leave that occurs after you have exhausted available PTO time will be without pay, except for any benefits payable to an employee eligible for short-term disability insurance benefits (if employee has elected and paid for such coverage) or workers' compensation benefits. (For employees eligible for short-term disability or workers' compensation benefits, paid time off need not be used after the waiting period for benefits has ended, but such time may be used to supplement benefit payments if both you and the School agree.)

If an employee's FMLA leave extends into a school-closed break during which the employee would be paid but not required to work, the employee will receive regular pay during the break and the time will not be charged against the employee's annual FMLA leave entitlement.

Employees will not receive holiday pay for any holiday that falls during the unpaid portion of an FMLA leave, or that is not part of a paid, school-scheduled break. For example, if an employee is on unpaid FMLA leave over Labor Day or Presidents Day, the employee will not receive holiday pay.

10. Continuation of Benefits. During an FMLA leave, the School will continue your participation in the School's group health plan (including coverage of dependents, if applicable) and will continue to make its usual contribution to the premium costs of that plan. The School also will cover your share of insurance premiums during the leave, and will deduct that amount from your pay upon return to work. You may

continue participation in other School benefit plans, at your usual cost, if any, to the extent provided under the terms of the applicable plan.

An employee who voluntarily chooses not to return to work at the conclusion of an FMLA leave (as opposed to being unable to return for a reason beyond the employee's control) will be required to reimburse the School for health insurance premiums paid by the School on the employee's behalf during any unpaid portion of the leave.

No PTO time will accrue during unpaid FMLA leave.

11. Tracking of Leave Time. If the School determines that an absence qualifies as FMLA leave, a written notice will be provided designating your leave as FMLA leave and indicating the amount of leave that will be counted against your 12-week (or 26-week) leave entitlement. (The School also will provide notice if it determines that a leave is not FMLA-protected.) Leave time generally is measured in workweeks or fractions of workweeks, but may be tracked in other increments in certain circumstances.

12. Returning from Leave. You are expected to return to work on the first day following the end of an FMLA leave. Upon returning from a leave that has not exceeded 12 weeks (or 26 weeks, if applicable), you will be returned to the same position that you held when the leave began, or to an equivalent position with equivalent pay, benefits and other terms and conditions of employment. You will be reinstated without loss of employment rights or benefits that you had earned or accrued prior to the beginning of the leave, except to the extent such benefits were used or paid during the leave.

If you are returning from leave taken due to your own serious health condition (including childbirth), you will be required to provide a fitness-for-duty release from a healthcare provider that certifies your ability to return to work. In some situations, the School may require that the fitness-for-duty release specifically address your ability to perform the essential functions of your position; when this applies, you will be notified at the time the School provides the leave designation notice and will be provided with a list of essential functions of your job. Depending on job category, you also may be required to undergo a fitness-for-duty examination by the School's healthcare provider before returning to work.

If reasonable safety concerns exist regarding the ability of an employee taking intermittent leave to perform his/her job duties, fitness-for-duty certification may be required every 30 days (or such longer interval as the School may determine). Employees will be notified in advance when this requirement applies.

Employees on FMLA leave should be aware that they have no greater right to reinstatement or to other terms and conditions of employment than if they had been continuously at work. For example, if an employee would have been laid off or terminated if actively at work, the employee may be laid off or terminated during FMLA leave. In addition, any disciplinary action under which an employee was operating prior to the leave will resume immediately upon the employee's return.

In certain circumstances, a key employee, defined in the FMLA as someone among the highest paid 10% of all employees within 75 miles of the requesting employee's worksite, may not be returned to his/her former position or its equivalent following a leave. The School will inform key employees of this status at the time leave is requested, and will notify such employees if and when the School determines that it intends to deny reinstatement.

13. Termination of Employment. An employee on leave who decides not to return to work should inform the School of that decision as soon as possible. The School may then end the leave and employment will terminate. If you fail to return to work at the end of an approved leave (or any extension thereof), the

School will consider you to have voluntarily resigned as of the scheduled date of return and employment will terminate, except to the extent the law may require otherwise.

14. Prohibited Conduct. Any misrepresentation made by an employee to obtain or continue a leave is grounds for disciplinary action, up to and including immediate termination of employment. In addition, employees may not perform work of any kind ("moonlight"), whether self-employment or for others, during an FMLA leave. Doing so constitutes grounds for immediate termination of employment. For its part, the School will not unlawfully interfere with employees' exercise of their rights under the FMLA or retaliate against any employee for opposing any practice made unlawful by the FMLA or being involved in any proceeding under or relating to the FMLA. While the School encourages employees to bring any concerns or complaints about compliance with the FMLA to the attention of Human Resources, federal regulations require us to advise employees that they may file a complaint with the U.S. Department of Labor or bring a private lawsuit against an employer.

For additional information about FMLA leave, contact Human Resources.

TVMA.HR.15 Bereavement Leave Policy

Book	Section	Title	Code
TVMA Manual	Policy E	Bereavement Leave Policy	TVMA.HR.15

Bereavement Leave

In the event of a death in the employee's family, employees may take time off with pay (pro-rated for regular part-time employees) upon approval of the employee's supervisor. Bereavement leave will be granted unless there are unusual business needs or staffing requirements.

Bereavement leave is not considered PTO and is granted according to the following schedule:

Up to five (5) days of leave per fiscal year (3 paid, 2 unpaid) in the event of the death of the employee's spouse, parent, parent-in-law, stepparent, child, stepchild, sibling, or step-sibling.

Up to two days of paid leave per fiscal year in the event of death of the employee's sibling-in-law, child-in-law, aunt, uncle, grandchild, grandparent, or spouse's grandparent.

TVMA.HR.16 Military Leave Policy

Book	Section	Title	Code
TVMA Manual	Policy E	Military Leave Policy	TVMA.HR.16

Military Leave

In accordance with applicable federal and state law, a military leave of absence will be granted to employees who are absent from work because of service in the U.S. Uniformed Services, including training, periods

of active duty, funeral honors duty, and time spent being examined for fitness to serve. Advance notice of military service is required, unless military necessity prevents such notice or it is otherwise impossible or unreasonable.

Contact the Human Resources Department for more information or questions about military leave.

TVMA.HR.17 Crime Victims Court Leave Policy

Book	Section	Title	Code
TVMA Manual	Policy E	Crime Victims Court Leave Policy	TVMA.HR.17

Crime Victims Court Leave

TVMA sincerely hopes that none of our employees is a victim of a crime. However, should an employee be subjected to criminal acts, the School will provide unpaid time off from work to attend necessary criminal legal proceedings that result from the arrest and prosecution of the perpetrator. Employees are free to use any available paid leave benefit to receive compensation for the period of this absence.

Employees requesting such leave may be required to provide court documents confirming the status of the criminal action, as well as the dates being requested. Such documents should be shown to the employee's supervisor as soon as they are received so that operating requirements can be adjusted, where necessary, to accommodate the employee's absence. The employee is expected to report for work whenever the court schedule permits.

TVMA.HR.18 Jury Duty Leave Policy

Book	Section	Title	Code
TVMA Manual	Policy E	Jury Duty Leave Policy	TVMA.HR.18

Jury Duty Leave

TVMA encourages you to serve on jury duty when summoned. If you are a teacher or other exempt employee, you will receive your regular salary for up to five (5) days of jury duty. You also will be paid for any week in which you perform any work for the School while serving on a jury, to the extent required by applicable law. Non-exempt employees will receive regular pay for up to three (3) days of jury duty.

Notify your manager of the need for time off for jury or witness duty as soon as you receive a notice or summons from the court. Written verification from the court clerk of having served must be provided, if requested by the School. If work time remains after any day of jury selection or jury or witness duty, you will be expected to return to work for the remainder of your work schedule.

TVMA.HR.19 Time Off for Voting or Election Work Policy

Book	Section	Title	Code
TVMA Manual	Policy E	Time Off for Voting or Election Work Policy	TVMA.HR.19

Time Off for Voting or Election Work

TVMA encourages employees to fulfill their civic responsibilities by participating in elections. Generally, employees are able to find time to vote either by mail ballot or before or after their regular work schedule. If employees are unable to vote in a primary or general election during their nonworking hours, the School will comply with applicable state law with regard to providing time off to vote.

Employees who will need time off from work to vote should make a request to their supervisors at least two working days prior to the Election Day. Advance notice is required so that the necessary time off can be scheduled at a time that provides the least disruption to the normal work schedule.

TVMA.HR.21 Employee Safety Policy

Book	Section	Title	Code
TVMA Manual	Policy E	Employee Safety Policy	TVMA.HR.21

1. **Purpose.** TVMA strives to ensure a safe working environment for all employees. This policy serves to outline TVMA's expectations and commitments in regard to safety in the workplace.
2. **Scope.**
 - 2.1 **Responsible Department(s).** All departments.
 - 2.2 **Responsible Parties.** All employees are responsible to adhere to the policy as outlined. Managers and supervisors are responsible to ensure adherence to this policy.
3. **Policy.**
 - 3.1 **General Guidelines.** Each employee should conduct all tasks in a safe and efficient manner, complying with all local, state and federal safety and health regulations and program standards, and with any special safety concerns for use in a particular area or with a client.
 - 3.2 **Understand Emergency Plan.** Each employee has the responsibility to identify and familiarize her/himself with the emergency plan for his/her working area. Each facility shall have posted an emergency plan detailing procedures in handling emergencies such as fire, weather-related events and medical crises.
 - 3.3 **Accident and Incident Reports.** Employees must complete an Accident and Incident Report for each safety and health infraction that occurs by an employee or that the employee witnesses. Failure to report such an infraction may result in employee disciplinary action, including termination.

- 3.4 Individual Responsibility.** Employees assume responsibility of individual and organizational safety. Failure to follow TVMA safety and health guidelines or engaging in conduct that places the employee, client or TVMA property at risk can lead to employee disciplinary action and/or termination.
- 3.5 Safety and Health Program.** TVMA has the authority to implement a safety and health program in the interest of a safer work environment.

TVMA.HR.22 Employee Separation Policy

Book	Section	Title	Code
TVMA Manual	Policy E	Employee Separation Policy	TVMA.HR.22

- 1. Purpose.** This policy is intended to provide guidelines relative to employee separation. All relevant laws take precedence over internal policy. Questions regarding this policy and associated procedures should be directed to the Human Resources department.
- 2. Scope.**
- 2.1 Responsible Department(s).** All departments.
- 2.2 Responsible Parties.** All employees are responsible to understand and adhere to this policy. Managers and supervisors are responsible to ensure adherence to this policy.
- 3. Policy.**
- 3.1 Guidelines.** Separation of employment within an organization can occur for several different reasons. Guidelines for various situations are outlined below.
- 3.2 Resignation.** Resigning employees are encouraged to provide two weeks' notice, preferably in writing. Management reserves the right to provide an employee with two weeks' pay in lieu of notice in situations where job or business needs warrant such action. If an employee provides less notice than requested, the employer may deem the individual to be ineligible for rehire depending on the circumstances regarding the notice given.
- 3.3 Job Abandonment.** Employees who fail to report to work or contact their supervisor for three (3) consecutive workdays shall be considered to have abandoned the job without notice, effective at the end of their normal shift on the third day. The supervisor shall notify the Human Resource department at the expiration of the third workday and initiate the paperwork to terminate the employee. Employees who are separated due to job abandonment are ineligible to receive accrued benefits and are ineligible for rehire.
- 3.4 Termination.** Employees of TVMA are employed on an at-will basis, and the TVMA retains the right to terminate an employee at any time.

3.5 Return of TVMA Property. The separating employee must return all TVMA property at the time of separation, including uniforms, cell phones, keys, technology, and identification cards. Failure to return some items may result in deductions from the final paycheck. An employee will be required to sign the Wage Deduction Authorization Agreement to deduct the costs of such items from the final paycheck.

The separating employee must return all of TVMA's property obtained during the course of employment, including, but not limited to intellectual property, personally identifiable information, personnel files, any devices, records, data, notes, reports, proposals, lists, correspondence, specifications, materials, other documents or property, or reproductions of any aforementioned items belonging to TVMA, its subsidiaries, affiliates, successors or assigns, and any confidential data, information, materials, records and documents concerning TVMA, and/or past or present employees, cadets, and/or parents, of TVMA that have come into Employee's possession during employment with TVMA.

3.6 Exit interview. The separating employee shall contact the Human Resource department as soon as notice is given to schedule an exit interview. The interview will be on the employee's last day of work or another day, as mutually agreed on.

3.7 Benefits Handling. Health insurance terminates the last day of the month of employment, unless an employee requests immediate termination of benefits. Information for Consolidated Omnibus Budget Reconciliation (COBRA) continued health coverage will be provided. Employees will be required to pay their share of the dependent health and dental premiums through the end of the month.

3.8 Expectation of Confidentiality. Upon separation Employee is strictly forbidden from disclosing to any person or entity, including any future employer, any of TVMA's confidential information and/or any of TVMA's Proprietary Information, that Employee obtained or created during her employment at TVMA. Proprietary information includes, but is not limited to, technology and technical data, services, service providers, developments, inventions, processes, designs, finances, budgets, or other business information disclosed to Employee by TVMA either directly or indirectly, and information pertaining to any aspects of TVMA's business.

3.9 Rehire. Former employees who left TVMA in good standing and were classified as eligible for rehire may be considered for reemployment. An application must be submitted to the Human Resource department, and the applicant must meet all minimum qualifications and requirements of the position, including any qualifying exam, when required.

Supervisors must obtain approval from the Human Resource director or designee prior to rehiring a former employee. Rehired employees begin benefits just as any other new employee. Previous tenure will not be considered in calculating longevity, leave accruals or any other benefits.

An applicant or employee who is terminated for violating policy or who resigned in lieu of termination from employment due to a policy violation will be ineligible for rehire.

TVMA.HR.23 Insubordination Policy

Book	Section	Title	Code
TVMA Manual	Policy E	Insubordination Policy	TVMA.HR.23

1. **Purpose.** This policy provides guidance regarding insubordination and proper handling by the organization’s leaders. TVMA’s first value is Respect. Mutual respect is a basic and fundamental expectation of all employees regardless of title or position.

2. **Scope.**

2.1 **Responsible Department(s).** All departments.

2.2 **Responsible Parties.** All employees are responsible to adhere to this policy as outlined. Managers and supervisors are responsible to ensure adherence to this policy.

3. **Policy.**

3.1 **Definition.** Insubordination is defined as, “defiance of authority”, or a “refusal to obey orders.”

3.2 **General Guidelines.** Employees who overtly refuse to fulfill orders or directives by their supervisors are insubordinate and may be subject to disciplinary action, as determined by their supervisor or manager, up to and including termination. Managers should set the example by being respectful to others, especially in difficult circumstances. Insubordinate behavior and/or communication by an employee is not license for disrespectful communication by the manager or supervisor. Insubordinate employees must accept accountability for their actions, in alignment with TVMA’s RAISE values.

3.3 **Referral to Department Head.** In some situations, depending on the severity or frequency of the insubordination, a supervisor or manager may contact the department head to seek additional support, as agreed upon and appropriate. In rare cases the President, CEO, or their designees may be assigned to seek resolution in the manager’s place.

TVMA.HR.24 Final Paycheck Policy

Book	Section	Title	Code
TVMA Manual	Policy E	Final Paycheck Policy	TVMA.HR.24

1. **Purpose.** This policy outlines requirements related to payment of wages, reimbursements, and other remuneration to employees after termination of employment.

2. **Scope.**

2.1 **Responsible Department(s).** All departments.

2.2 **Responsible Parties.** All employees are responsible to adhere to this policy as outlined. Managers and supervisors are responsible to ensure adherence to this policy.

3. Policy.

3.1 General Guidelines. Employees whose employment at TVMA is terminated for any reason are entitled to full reimbursement of expenses, according to terms set forth in applicable policy, payment of wages as agreed and appropriate, and any other proper remuneration as allowed and required by applicable state and federal laws.

3.2 Timing. TVMA will issue a final payment to terminated employees according to state and federal legal requirements. Timing of final paychecks may vary depending on workload of TVMA employees and departments. TVMA is committed to processing final paychecks for terminated employees within a reasonable timeframe.

TVMA.HR.25 Exit Interview Policy

Book	Section	Title	Code
TVMA Manual	Policy E	Exit Interview Policy	TVMA.HR.25

1. **Purpose.** This policy outlines the exit interview process, potential advantages and disadvantages, and guidelines that may assist employees to determine whether an exit interview would be appropriate.

2. Scope.

2.1 Responsible Department(s). All departments

2.2 Responsible Parties. All employees are responsible to adhere to this policy as outlined. Managers and supervisors are responsible to ensure adherence to this policy.

3. Policy.

3.1 General Guidelines. Supervisors and managers may choose to perform exit interviews for terminated employees. When determined appropriate, such interviews should be kept reasonably short and focused on understanding and opportunities for improvement. Managers and department heads, as representatives of TVMA, are expected to conduct themselves according to our RAISE values during exit interviews.

3.2 Advantages and Disadvantages. There can be great value in performing exit interviews which can lead to beneficial improvements within TVMA as an organization. Where a strong probability of resultant growth and improvement exists, managers and department heads are encouraged to hold an exit interview. When this probability is low, exit interviews are discouraged as they may potentially damage the relationship between TVMA and the terminated employee.

3.3 Determining Appropriateness of Exit Interview. Managers and department heads use their discretion to determine whether an exit interview may benefit the terminated employee and/or TVMA.

3.4 No Requirement. TVMA does not require exit interviews regardless of the title, position, or tenure of the terminated employee.

TVMA.HR.26 Open Door Policy

Book	Section	Title	Code
TVMA Manual	Policy E	Open Door Policy	TVMA.HR.26

1. **Purpose.** This policy provides guidance regarding interdepartmental and intradepartmental communication.

2. **Scope.**

2.1 **Responsible Department(s).** All departments.

2.2 **Responsible Parties.** All employees are responsible to adhere to this policy as outlined. Managers and supervisors are responsible to ensure adherence to this policy.

3. **Policy.**

3.1 **General Guidelines.** Constant improvement requires constant learning and an openness to opportunities for improvement. TVMA is a learning organization and is always looking to become better and do better. Feedback and suggestions from employees are a valuable source of opportunities to improve.

3.2 **Selecting Leaders Appropriately.** Employees desiring to speak with a supervisor or manager about important work-related matters are encouraged to do so at the level where the likelihood of efficiency and effectiveness are maximized. For instance, while the COOs are willing to assist in effecting changes to improve TVMA, they may not be best positioned to effect change efficiently because, in many circumstances, they are too far removed from the opportunity or situation.

TVMA.HR.27 Fingerprinting Policy

Book	Section	Title	Code
TVMA Manual	Policy E	Fingerprinting Policy	TVMA.HR.27

All staff of Tennessee Volunteer Military Academy, including those persons employed by a third party provider and providing services at TVMA, independent of position are required to obtain a valid IVP fingerprint clearance card as a condition of hire. Staff members that fail to do so may be subject to disciplinary action, including termination of employment.

Additionally, all field trip chaperones that will have direct contact with cadets and will not be supervised by an IVP card holder, must obtain an IVP card and provide a copy to HR prior to the field trip. All chaperones attending overnight field trips must obtain an IVP card and provide a copy to HR prior to the overnight field trip, regardless of whether the chaperone will have direct contact with cadets and will be supervised by an IVP card holder.

The TVMA Board retains discretion to make exceptions to this policy as they see fit, in as much as the exception complies with applicable state law.

TVMA.HR.29 Employee Social Media Policy

Book	Section	Title	Code
TVMA Manual	Policy E	Employee Social Media Policy	TVMA.HR.29

Tennessee Volunteer Military Academy understands that social media can be a fun and rewarding way to share your life and opinions with family, friends, and co-workers. However, use of social media also presents certain risks and carries with it certain responsibilities.

To assist you in making responsible decisions about your use of social media, TVMA has established the following guidelines, which apply to all employees. For purposes of this policy, the term “social media” includes all means of communicating or posting information or content of any sort on the Internet, including to your own or someone else’s blog, personal web site, social networking or affinity web site, web bulletin board or a chat room, whether or not associated or affiliated with TVMA.

1. As a general rule, you are ultimately responsible for what you post online. Before creating online content, consider some of the risks and rewards that are involved. Keep in mind that any of your conduct that adversely affects your job performance or the performance of fellow employees, or otherwise adversely affects cadets, their families, School suppliers, or people who work on behalf of TVMA or its legitimate business interests, may result in disciplinary action up to and including termination.
2. Ensure that your postings are consistent with these guidelines and our other conduct policies. Inappropriate postings that include discriminatory remarks, harassment, and threats of violence or similar inappropriate or unlawful conduct will not be tolerated and may subject you to disciplinary action up to and including termination.
3. Always be fair and respectful to co-workers, vendors or people who work for or on behalf of the School. Also, keep in mind that you are more likely to resolve work-related complaints by speaking directly with your co-workers, supervisor, or Human Resources than by posting complaints to social media.
4. Make sure you are honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Be open about any previous posts you have altered. You should assume that a permanent record is being made of every statement you post. Remember that the Internet archives almost everything; therefore, even deleted postings can be searched.
5. Never post any information or rumors that you know to be false about the School, its cadets or their families, fellow employees, other people working on behalf of the School, or any of TVMA’s competitors.
6. Follow the policy regarding Confidential Information and maintain the confidentiality of the School’s proprietary business and financial information and confidential cadet information.
7. Do not “friend,” “follow,” or otherwise connect with current TVMA cadets using any of your personal social media accounts.
8. Do not post statements that disparage the School’s cadets or the quality of the School’s educational services.

9. Refrain from using social media while on work time or on equipment we provide, unless it is work-related as authorized by your supervisor. Do not use a School email address to register on social networks, blogs or other online tools utilized for personal use.

Actual or perceived violations of this policy should be reported to your manager or Human Resources. Violation may result in disciplinary action, up to and including termination of employment. This policy will not be construed or applied in a manner that interferes with employee rights under Section 7 of the National Labor Relations Act, including the right to engage in concerted activity.

ATTACHMENT J: Insurance Coverage

MARTIN & ZERFOSS

INSURANCE & BONDS SINCE 1970

January 31st, 2022

Director of Charter Schools
2601 Bransford Ave.
Nashville, TN 37204

RE: Tennessee Volunteer Military Academy

To whom it concerns:

Tennessee Volunteer Military Academy has begun the process of fulfilling the insurance requirements that Memphis-Shelby County Schools requires be maintained for their Charter Agreement. As stated by Memphis-Shelby County Schools guidelines General Liability/Automobile Liability Policy must be equal to or greater than \$5,000,000. This insurance will be primary insurance and the first \$1,000,000 dollars will be with a company licensed in Tennessee with an AM Best rating of at least A. The following \$4,000,000 layer will be covered under an excess liability policy or an umbrella policy. This policy will name Memphis-Shelby County Schools as an additional insured and will include contractual liability. The automobile coverage will cover all owned, hired, and non-owned vehicles in the amount of \$1,000,000 with the additional \$4,000,000 excess layer.

The Professional Liability policy for the Directors and Officers for Tennessee Volunteer Military Academy will be equal to or greater than \$5,000,000 and the Teacher Professional Liability cover will be equal to or greater than \$1,000,000. The Workers Compensation and Employers Liability policy will be equal to or greater than \$500,000 each accident, \$500,000 each employee and \$500,000 policy limit. Lastly, the Property and Boiler insurance policy will be provided if the Charter school purchase or leases the property being occupied. Insurance shall be for the full replacement cost of the property and contents with no coinsurance penalty provision, if available.

Certificates of Insurance in a form satisfactory to the Chartering Authority shall be provided to the Chartering Authority prior to the commencement of performance of this Charter Agreement. Throughout the term of this Charter Agreement the sponsor will provide updated Certificates of Insurance forms upon expiration of the current certificates.

Should you have any questions regarding coverage requirements, please feel free to contact me.

Sincerely,



Taylor R Ragan, CIC, CAWC, CRA
Martin & Zerfoss, Inc.

PO BOX 12 567
NASHVILLE, TN 37217

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ATTACHMENT N: Planning and Budget Worksheet

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

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

**Tennessee Volunteer Military Academy, BG Benjamin O Davis Jr Campus
New Charter School Application Budget Template
Proposed School Information**



Proposed School Name	Tennessee Volunteer Military Academy, BG Benjamin O Davis Jr Campus
Lead Sponsor Name	Tennessee Volunteer Military Academy, Antwane Bohanon Chairman
Lead Sponsor E-mail Address	bohanon.antwane@yahoo.com
Lead Sponsor Phone Number	(808) 453-0018
CMO/EMO Affiliation	N/A

Proposed Authorizer	Memphis -Shelby County Schools
Proposed Opening Grade Level(s)	Sixth through Twelfth grades
Proposed Final Grade Level(s)	Sixth through Twelfth grades
Proposed First Year of Operations	2023-24

	Year 1	Year 2	Year 3	Year 4	Year 5
Anticipated Enrollment	485	600	690	735	800

Note: These cells auto-populate after completing Tab 2.

**tessee Volunteer Military Academy, BG Benjamin O Davis Jr Can
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

80	95	105	110	120
----	----	-----	-----	-----

7th Grade

80	95	105	110	120
----	----	-----	-----	-----

8th Grade

80	95	105	110	120
----	----	-----	-----	-----

9th Grade

80	95	105	110	120
----	----	-----	-----	-----

10th Grade

80	95	105	110	120
----	----	-----	-----	-----

11th Grade

50	75	95	100	100
----	----	----	-----	-----

12th Grade

35	50	70	85	100
----	----	----	----	-----

Total Enrollment (excluding Pre-Kindergarten)

485	600	690	735	800
------------	------------	------------	------------	------------

Change in Net Enrollment

485	115	90	45	65
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**Ressee Volunteer Military Academy, BG Benjamin O Davis Jr Can
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	3	4	4	5	5
7th Grade	3	4	4	5	5
8th Grade	3	4	4	5	5
9th Grade	3	4	4	5	5
10th Grade	3	4	4	5	5
11th Grade	3	4	4	5	5
12th Grade	3	4	4	5	5
Total # of Classes	21	28	28	35	35
Change in Net # of Classes	21	7	0	7	0

Other Key Assumptions

**lessee Volunteer Military Academy, BG Benjamin O Davis Jr Can
New Charter School Application Budget Template
Student Assumptions**

Enter Estimated Percentages

SPED %	18%	18%	18%	18%	18%
SPED Count	87	108	124	132	144
ELL %	10%	10%	10%	10%	10%
ELL Count	49	60	69	74	80
Anticipated Paid %	15%	15%	15%	15%	15%
Anticipated Reduced %	35%	35%	35%	35%	35%
Anticipated Free %	50%	50%	50%	50%	50%
Anticipated Paid Count	72	90	103	110	120
Anticipated Reduced Count	170	210	242	257	280
Anticipated Free Count	243	300	345	368	400
Total Free and Reduced Count	413	510	587	625	680
School Days	185	185	185	185	185
Attendance Rate	90%	90%	90%	90%	90%

**Tennessee Volunteer Military Academy, BG Benjamin O Davis Jr Campus
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	If not available, we will obtain a line of credit
Fundraising & Philanthropy			
			<small>Detail any private funding sources</small>
Other		\$100,000	Once approved, we have commitments totally this amount. We can operate based on the CSP Grant as needed.
Other		\$0	
Other		\$0	
Other		\$0	
Other		\$0	
Total Revenues		350,000	

Additional Space to Provide Fundraising Details

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Compensation Assumptions

		Year 0 2022-23	
Administrative Staff	FTE Count	Amount	Assumption Notes
Principal/School Leader	0.50	\$70,000	A part-year Academic Director
Assistant Principal	0.50	\$70,000	Part-year Commandant of Cadets
Special Education Coordinator	0.50	\$30,000	Part-year Sped Director
Deans, Directors	0.00	\$0	
Other (Specify in Assumptions)	0.00	\$0	
Total Administrative Compensation	1.50	170,000	
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	1.00	\$25,000	Full-time secretary, registrar and marketing support
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	1.00	25,000	
Bonus		-	
Other Non FTE Compensation		-	
Other Non FTE Compensation		-	
Other Non FTE Compensation		-	
Total FTE Count	2.50		
Total Compensation		195,000	

Employer Benefits & Tax Assumptions

Year 0 2022-23

**Tennessee Volunteer Military Academy, BG Benjamin O Davis Jr Campus
New Charter School Application Budget Template
Pre-Opening Budget**

	Base Assumption		Assumption Notes
Social Security	6.20%	\$12,090	
Medicare	1.45%	\$2,828	
State Unemployment	\$400 per employee	\$0	
Disability/Life Insurance	0.00%	\$0	
Workers Compensation Insurance	0.00%	\$0	
Other Fringe Benefits	0.00%	\$0	
Medical Insurance	\$0	\$0	
Dental Insurance	\$0	\$0	
Vision Insurance	\$0	\$0	
Other Retirement	0.00%	\$0	
Total Employer Benefits & Taxes		14,918	

Operating Expenses

Year 0
2022-23

			Assumption Notes
Contracted Services			
Professional Development	\$0	\$0	
Financial Services	\$0	\$0	
Audit Services	\$0	\$0	
Legal Fees	\$0	\$0	
Copier Lease and Usage	\$0	\$0	
Internet and Phone Service	\$0	\$0	
Cell Phone Service	\$0	\$0	
Payroll Services	\$0	\$0	
Health Services	\$0	\$0	
Transportation	\$0	\$0	
IT Services	\$0	\$0	
Contracted SPED Services	\$0	\$0	
Insurance	\$0	\$0	
Postal Charges	\$0	\$0	
Bank Charges	\$0	\$0	

			Assumption Notes
Supplies & Materials			
Textbooks and Instructional Supplies	\$0	\$0	
Education Software	\$0	\$0	
Student Supplies	\$0	\$0	
Faculty Supplies	\$750	\$750	Office supplies for three part-year employees
Library Books	\$0	\$0	
Testing & Evaluation	\$0	\$0	
Student Laptops	\$0	\$0	
Faculty Laptops	\$400	\$1,200	
Office Supplies	\$0	\$0	
Printing Paper	\$0	\$500	
Marketing Materials	\$0	\$7,500	
Student Uniforms	\$0	\$0	
Gifts & Awards - Students	\$0	\$0	
Gifts & Awards - Teachers and Staff	\$0	\$0	
Health Supplies	\$0	\$0	

			Assumption Notes
Facility Related Expenses			
Rent	\$0	\$0	
Utilities	\$0	\$0	
Custodial	\$0	\$0	
Waste	\$0	\$0	
Faculty Furniture	\$0	\$0	
Student Furniture	\$0	\$0	
Internet/Network Equipment	\$0	\$0	
Other Equipment	\$0	\$0	
Building Decorum	\$0	\$0	
Tenant Improvements	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	

Tennessee Volunteer Military Academy, BG Benjamin O Davis Jr Campus
 New Charter School Application Budget Template
 Pre-Opening Budget

Other Charges

Staff Recruitment	\$0	\$5,000	
Student Recruitment & Community Engagement	\$0	\$25,000	
Parent & Staff Meetings	\$0	\$2,500	
Authorizer Fee	\$0	\$0	We were not aware that an authorizer fee is paid on non-State, Fed or local funds?
Other	\$0	\$0	

Debt Service

Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	

Total Operating Expenses

42,450

Total Expenses

252,368

Tennessee Volunteer Military Academy, BG Benjamin O Davis Jr Campus
New Charter School Application Budget Template
Pre-Opening Cash Flow

Cash Flow Summary

Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
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
Beginning Cash	350,000	350,000	350,000	350,000	350,000	350,000	348,250	347,000	322,894	299,988	276,082	232,059	205,695	
Revenues														
Federal Revenues	250,000	-	-	-	-	-	-	-	-	-	-	-	-	250,000
Fundraising & Philanthropy	100,000	-	-	-	-	-	-	-	-	-	-	-	-	100,000
Total Revenues	350,000	-	-	-	-	-	-	-	-	-	-	-	-	350,000
Expenses														
Staffing	195,000	-	-	-	-	-	18,333	18,333	18,333	18,333	18,333	18,333	110,000	85,000
Employer Benefits & Taxes	14,918	-	-	-	-	-	1,243	1,243	1,243	1,243	1,243	1,243	7,459	7,459
Contracted Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials	9,950	-	-	-	-	500	1,363	163	1,163	21,280	5,163	32,600	62,231	(52,281)
Facility-Related Expenses	-	-	-	-	-	-	-	-	-	-	-	50,250	50,250	(50,250)
Other Charges	32,500	-	-	-	-	1,250	1,250	3,167	3,167	3,167	3,167	1,625	18,417	14,083
Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	252,368	-	-	-	-	1,750	1,250	24,106	22,906	23,906	44,023	26,364	104,051	248,356
Operating Income (Loss)	97,633	-	-	-	-	(1,750)	(1,250)	(24,106)	(22,906)	(23,906)	(44,023)	(26,364)	(104,051)	(248,356)
Changes in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Changes in Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Repayments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Activity	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	350,000	350,000	350,000	350,000	348,250	347,000	322,894	299,988	276,082	232,059	205,695	101,644		

Tennessee Volunteer Military Academy, BG Benjamin O Davis Jr Campus
 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

Federal Revenues

CSP Startup Grant

250,000	-	-	-	-	-	-	-	-	-	-	-	-	-	250,000
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Fundraising & Philanthropy

Other

100,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	100,000
---------	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	---	---------

Other

-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
---	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	---	---

Other

-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
---	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	---	---

Other

-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
---	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	---	---

Total Revenues

350,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	350,000
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Tennessee Volunteer Military Academy, BG Benjamin O Davis Jr Campus
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
	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															
Principal/School Leader	70,000	\$0	\$0	\$0	\$0	\$0	\$0	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	35,000	35,000
Assistant Principal	70,000	\$0	\$0	\$0	\$0	\$0	\$0	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	35,000	35,000
Special Education Coordinator	30,000	\$0	\$0	\$0	\$0	\$0	\$0	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	15,000	15,000
Deans, Directors	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Total Administrative Compensation	170,000	-	-	-	-	-	-	14,167	14,167	14,167	14,167	14,167	14,167	85,000	85,000
Instructional Staff															
Teachers	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Special Education Teachers	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Educational Assistants/Aides	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Elective Teachers	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Total Instructional Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Instructional Staff															
Clerical Staff	25,000	\$0	\$0	\$0	\$0	\$0	\$0	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	25,000	-
Custodial Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Operations	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Social Workers/Counseling	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Total Non-Instructional Compensation	25,000	-	-	-	-	-	-	4,167	4,167	4,167	4,167	4,167	4,167	25,000	-
Bonus															
Other Non FTE Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Non FTE Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Non FTE Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Total Compensation	195,000	-	-	-	-	-	-	18,333	18,333	18,333	18,333	18,333	18,333	110,000	85,000
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
	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	
Social Security	12,090	\$0	\$0	\$0	\$0	\$0	\$0	\$1,008	\$1,008	\$1,008	\$1,008	\$1,008	\$1,008	6,045	6,045
Medicare	2,828	\$0	\$0	\$0	\$0	\$0	\$0	\$236	\$236	\$236	\$236	\$236	\$236	1,414	1,414
State Unemployment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Disability/Life Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Workers Compensation Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Fringe Benefits	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Medical Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Dental Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Vision Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Retirement	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Total Employer Benefits & Taxes	14,918	-	-	-	-	-	-	1,243	1,243	1,243	1,243	1,243	1,243	7,459	7,459

Tennessee Volunteer Military Academy, BG Benjamin O Davis Jr Campus
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	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Financial Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Audit Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Legal Fees	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Copier Lease and Usage	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Internet and Phone Service	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Cell Phone Service	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Payroll Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Health Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Transportation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
IT Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Contracted SPED Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Postal Charges	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Bank Charges	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-

Supplies & Materials

Textbooks and Instructional Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Education Software	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$6,000	\$0	6,000	(6,000)
Student Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$500	\$0	\$0	500	(500)
Faculty Supplies	750	\$0	\$0	\$0	\$0	\$0	\$63	\$63	\$63	\$0	\$63	\$10,000	10,251	(9,501)
Library Books	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Testing & Evaluation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$9,680	\$0	\$0	9,680	(9,680)
Student Laptops	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$5,000	5,000	(5,000)
Faculty Laptops	1,200	\$0	\$0	\$0	\$0	\$0	\$1,200	\$0	\$0	\$0	\$0	\$9,100	10,300	(9,100)
Office Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,500	2,500	(2,500)
Printing Paper	500	\$0	\$0	\$0	\$0	\$0	\$100	\$100	\$100	\$100	\$100	\$500	1,000	(500)
Marketing Materials	7,500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$0	1,000	6,500
Student Uniforms	-	\$0	\$0	\$0	\$0	\$500	\$0	\$0	\$0	\$5,000	\$5,000	\$5,000	15,500	(15,500)
Gifts & Awards - Students	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Gifts & Awards - Teachers and Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Health Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$500	500	(500)

Assumption Notes	
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	
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	

Rent
Utilities
Custodial
Waste
Faculty Furniture
Student Furniture
Internet/Network Equipment
Other Equipment
Building Decorum
Tenant Improvements
Other
Other
Other
Other

Staff Recruitment
Student Recruitment & Community Engagement
Parent Meetings
Staff Meetings
Other

**Tennessee Volunteer Military Academy, BG Benjamin O Davis Jr Campus
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	485	600	690	735	800
# of Classes	21	28	28	35	35

Administrative Staff

Principal/School Leader	1.00	1.00	1.00	1.00	1.00
Assistant Principal	1.00	1.00	1.00	2.00	2.00
Special Education Coordinator	1.00	1.00	1.00	1.00	1.00
Deans, Directors	1.00	1.00	1.00	1.00	1.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00
Total Administrative FTE	4.00	4.00	4.00	5.00	5.00

Instructional Staff

Teachers	21.00	28.00	28.00	35.00	35.00
Special Education Teachers	1.00	2.00	2.00	3.00	3.00
Educational Assistants/Aides	8.00	12.00	14.00	16.00	16.00
Elective Teachers	3.00	5.00	6.00	6.00	7.00
Other (Specify in Assumptions)	2.00	2.00	2.00	2.00	2.00
Total Instructional FTE	35.00	49.00	52.00	62.00	63.00

Non-Instructional Staff

Clerical Staff	2.00	2.00	3.00	3.00	3.00
Custodial Staff	0.50	0.50	1.00	1.00	1.00
Operations	0.00	0.00	0.00	0.00	0.00
Social Workers/Counseling	1.00	2.00	2.00	2.00	3.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00
Total Non-Instructional FTE	3.50	4.50	6.00	6.00	7.00

Total FTE	42.50	57.50	62.00	73.00	75.00
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**Tennessee Volunteer Military Academy, BG Benjamin O Davis Jr Campus
New Charter School Application Budget Template
Year 1-5 Staff Assumptions**

Compensation Assumptions

Year 1	Year 2	Year 3	Year 4	Year 5
2023-24	2024-25	2025-26	2026-27	2027-28

Annual Increase	2.00%	2.00%	2.00%	2.00%	2.00%
Cumulative Increase	102.00%	104.04%	106.12%	108.24%	110.41%

Administrative Staff

Base Assumption

Principal/School Leader	\$95,000	96,900	98,838	100,815	102,831	104,888
Assistant Principal	\$85,000	86,700	88,434	90,203	92,007	93,847
Special Education Coordinator	\$53,000	54,060	55,141	56,244	57,369	58,516
Deans, Directors	\$85,000	86,700	88,434	90,203	92,007	93,847
Other (Specify in Assumptions)	\$0	-	-	-	-	-
Total Administrative Compensation		324,360	330,847	337,464	436,220	444,945

Assumption Notes

Executive Director/Academic Director/Principal
Commandant of Cadets
Dean of Cadets

Instructional Staff

Teachers	\$52,000
Special Education Teachers	\$52,000
Educational Assistants/Aides	\$15,000
Elective Teachers	\$52,000
Other (Specify in Assumptions)	\$0

Teachers	1,113,840	1,514,822	1,545,119	1,970,027	2,009,427
Special Education Teachers	53,040	108,202	110,366	168,859	172,237
Educational Assistants/Aides	122,400	187,272	222,854	259,784	264,979
Elective Teachers	159,120	270,504	331,097	337,719	401,885
Other (Specify in Assumptions)	-	-	-	-	-
Total Instructional Compensation	1,448,400	2,080,800	2,209,435	2,736,389	2,848,528

Military/Technical Course Instructors

Non-Instructional Staff

Clerical Staff	\$25,000
Custodial Staff	\$25,000
Operations	\$0
Social Workers/Counseling	\$52,000
Other (Specify in Assumptions)	\$0

Clerical Staff	51,000	52,020	79,591	81,182	82,806
Custodial Staff	12,750	13,005	26,530	27,061	27,602
Operations	-	-	-	-	-
Social Workers/Counseling	53,040	108,202	110,366	112,573	172,237
Other (Specify in Assumptions)	-	-	-	-	-
Total Non-Instructional Compensation	116,790	173,227	216,486	220,816	282,645

Other Compensation	-
Other Compensation	-
Other Compensation	-
Other Compensation	-

	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-

Total Compensation		1,889,550	2,584,874	2,763,386	3,393,425	3,576,118
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**Tennessee Volunteer Military Academy, BG Benjamin O Davis Jr Campus
New Charter School Application Budget Template
Year 1-5 Staff Assumptions**

Employer Benefits & Tax Assumptions

		Year 1	Year 2	Year 3	Year 4	Year 5	Assumption Notes
		2023-24	2024-25	2025-26	2026-27	2027-28	
Base Assumption							
Social Security	6.20%	\$117,152	\$160,262	\$171,330	\$210,392	\$221,719	
Medicare	1.45%	\$117,152	\$160,262	\$171,330	\$210,392	\$221,719	
State Unemployment	\$400 per employee	\$117,152	\$160,262	\$171,330	\$210,392	\$221,719	
Disability/Life Insurance	0.00%	\$117,152	\$160,262	\$171,330	\$210,392	\$221,719	
Workers Compensation Insurance	0.00%	\$117,152	\$160,262	\$171,330	\$210,392	\$221,719	
Other Fringe Benefits	0.00%	\$117,152	\$160,262	\$171,330	\$210,392	\$221,719	
Health Insurance							
Annual Increase		5.00%	5.00%	5.00%	5.00%	5.00%	
Cumulative Increase		105.00%	110.25%	115.76%	121.55%	127.63%	
Medical Insurance	\$1,200	\$0	\$0	\$0	\$0	\$0	
Dental Insurance	\$0	\$0	\$0	\$0	\$0	\$0	
Vision Insurance	\$0	\$0	\$0	\$0	\$0	\$0	
TCRS Certified Legacy	0.00%	\$0	\$0	\$0	\$0	\$0	
TCRS Certified Hybrid	0.00%	\$0	\$0	\$0	\$0	\$0	
TCRS Classified Legacy	0.00%	\$0	\$0	\$0	\$0	\$0	
TCRS Classified Hybrid	0.00%	\$0	\$0	\$0	\$0	\$0	
Other Classified Retirement	0.00%	\$0	\$0	\$0	\$0	\$0	
Other Retirement	0.00%	\$0	\$0	\$0	\$0	\$0	

Tennessee Volunteer Military Academy, BG Benjamin O Davis Jr Campus
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	\$9,031	\$4,380,035	Amount provided by MSCS Staff
BEP Transportation Component	\$332	\$160,816	Amount provided by MSCS Staff
BEP Capital Outlay	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Federal Revenues	\$0	\$0	
Title I	\$0	\$75,000	
Title II	\$0	\$15,000	
Title III	\$0	\$0	
NSLP	\$0	\$100,000	
E-Rate	\$0	\$0	
CSP Startup Grant	\$0	\$0	We know that we are eligible for E-rate, though it is a rolling, three year fund. We will evaluate.
FRPL USDA Program	\$8	\$0	
FRPL USDA Program	\$0	\$531,471	\$7.6625 for Bfast, snack, lunch, at 85% cadets eligible, 170 days of food service
School Activity Revenues			
Other	\$100	\$48,500	We presume roughly an average of \$100 per cadet, using an approved fee schedule with waivers
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Fundraising & Philanthropy			
Other	\$75,000	\$75,000	Anticipated donations and in-kind donation of uniforms, military equipment, etc.
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Total Revenues		5,385,822	

Compensation

Year 1
2023-24

Administrative Staff	FTE Count		Assumption Notes
Principal/School Leader	1.00	96,900	
Assistant Principal	1.00	86,700	

**Tennessee Volunteer Military Academy, BG Benjamin O Davis Jr Campus
New Charter School Application Budget Template**

Year 1 Budget

Special Education Coordinator	1.00	54,060	
Deans, Directors	1.00	86,700	
Other (Specify in Assumptions)	0.00	-	
Total Administrative Compensation	4.00	324,360	
Instructional Staff			
Teachers	21.00	1,113,840	
Special Education Teachers	1.00	53,040	
Educational Assistants/Aides	8.00	122,400	
Elective Teachers	3.00	159,120	
Other (Specify in Assumptions)	2.00	-	
Total Instructional Compensation	35.00	1,448,400	
Non-Instructional Staff			
Clerical Staff	2.00	51,000	
Custodial Staff	0.50	12,750	
Operations	0.00	-	
Social Workers/Counseling	1.00	53,040	
Other (Specify in Assumptions)	0.00	-	
Total Non-Instructional Compensation	3.50	116,790	
Other Compensation		-	
Other Compensation		-	
Other Compensation		-	
Other Compensation		-	
Total Compensation		1,889,550	

Employer Benefits & Taxes

Year 1
2023-24

Assumption Notes

Social Security	117,152	
Medicare	117,152	
State Unemployment	117,152	
Disability/Life Insurance	117,152	
Workers Compensation Insurance	117,152	
Other Fringe Benefits	117,152	
Medical Insurance	-	
Dental Insurance	-	
Vision Insurance	-	
TCRS Certified Legacy	-	
TCRS Certified Hybrid	-	
TCRS Classified Legacy	-	
TCRS Classified Hybrid	-	
Other Classified Retirement	-	
Other Retirement	-	

Total Employer Benefits & Taxes	702,913	
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Tennessee Volunteer Military Academy, BG Benjamin O Davis Jr Campus
New Charter School Application Budget Template
Year 1 Budget

Operating Expenses

Year 1
2023-24

Contracted Services			Assumption Notes
Professional Development	\$0	\$10,000	
Financial Services	\$0	\$45,000	
Audit Services	\$0	\$12,000	
Legal Fees	\$0	\$15,000	
Copier Lease and Usage	\$0	\$20,000	
Internet and Phone Service	\$0	\$20,000	
Cell Phone Service	\$0	\$0	
Payroll Services	\$0	\$35,000	
Health Services	\$0	\$107,716	
Transportation	\$0	\$175,000	
IT Services	\$0	\$30,000	
Contracted SPED Services	\$0	\$75,000	
Insurance	\$0	\$25,000	B&O, liability, Comp, etc
Postal Charges	\$0	\$500	
Bank Charges	\$0	\$0	
Supplies & Materials			
Textbooks and Instructional Supplies	\$400	\$194,000	
Education Software	\$0	\$15,000	
Student Supplies	\$120	\$58,200	
Faculty Supplies		\$55,000	
Library Books	\$0	\$0	
Testing & Evaluation	\$0	\$15,000	NWEA, etc
Student Laptops	\$0	\$0	
Faculty Laptops	\$400	\$17,000	
Office Supplies	\$0	\$10,000	
Printing Paper	\$0	\$15,000	
Marketing Materials	\$0	\$35,000	
Student Uniforms	\$0	\$65,000	Military uniforms, soft uniforms, etc
Gifts & Awards - Students	\$0	\$7,500	Military adornments, ranks, merits, medals, etc
Gifts & Awards - Teachers and Staff	\$0	\$0	
Health Supplies	\$0	\$15,000	
Facility Related Expenses			
Rent	\$0	\$245,000	Based upon a Comptroller report dated FY16, prorated, we are budgeted \$7.00/Ft, 35,000 ft
Utilities	\$0	\$25,000	
Custodial	\$0	\$15,000	
Waste	\$0	\$10,000	
Faculty Furniture	\$0	\$30,000	
Student Furniture	\$0	\$150,000	
Internet/Network Equipment	\$0	\$35,000	
Other Equipment	\$0	\$0	
Building Decorum	\$0	\$5,000	
Tenant Improvements	\$0	\$15,000	
Other	\$0	\$593,997	School Lunch: Revenue plus meals for 10% ineligible for FRPL, 5% bring home lunch
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	

Tennessee Volunteer Military Academy, BG Benjamin O Davis Jr Campus
New Charter School Application Budget Template
Year 1 Budget

Other Charges

Staff Recruitment	\$0	\$5,000	
Student Recruitment & Community Engagement	\$0	\$0	
Parent & Staff Meetings	\$0	\$2,500	
Authorizer Fee	\$0	\$137,090	
Other	\$0	\$101,700	Professional Association memberships, such as AMCSUS, Military consulting support

Debt Service

Other	\$0	\$52,500	Start-up loan of \$250,000, at 6%, repaid over 5 years.
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	

Total Operating Expenses

2,494,703

Total Expenses

5,087,166

Tennessee Volunteer Military Academy, BG Benjamin O Davis Jr Campus
New Charter School Application Budget Template
Year 1 Cash Flow

Cash Flow Summary

	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
Beginning Cash	101,644	101,644	126,532	151,420	176,308	201,196	226,084	250,972	275,860	300,748	325,636	350,524	375,412		
Revenues															
State Revenues	4,540,851	378,404	378,404	378,404	378,404	378,404	378,404	378,404	378,404	378,404	378,404	378,404	378,404	4,540,851	-
Federal Revenues	721,471	60,123	60,123	60,123	60,123	60,123	60,123	60,123	60,123	60,123	60,123	60,123	60,123	721,471	-
School Activity Revenues	48,500	4,042	4,042	4,042	4,042	4,042	4,042	4,042	4,042	4,042	4,042	4,042	4,042	48,500	-
Fundraising & Philanthropy	75,000	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	75,000	-
Total Revenues	5,385,822	448,819	448,819	448,819	448,819	448,819	448,819	448,819	448,819	448,819	448,819	448,819	448,819	5,385,822	-
Expenses															
Staffing	1,889,550	157,463	157,463	157,463	157,463	157,463	157,463	157,463	157,463	157,463	157,463	157,463	157,463	1,889,550	-
Employer Benefits & Taxes	702,913	58,576	58,576	58,576	58,576	58,576	58,576	58,576	58,576	58,576	58,576	58,576	58,576	702,913	-
Contracted Services	570,216	47,518	47,518	47,518	47,518	47,518	47,518	47,518	47,518	47,518	47,518	47,518	47,518	570,216	-
Supplies & Materials	501,700	41,808	41,808	41,808	41,808	41,808	41,808	41,808	41,808	41,808	41,808	41,808	41,808	501,700	-
Facility-Related Expenses	1,123,997	93,666	93,666	93,666	93,666	93,666	93,666	93,666	93,666	93,666	93,666	93,666	93,666	1,123,997	-
Other Charges	246,290	20,524	20,524	20,524	20,524	20,524	20,524	20,524	20,524	20,524	20,524	20,524	20,524	246,290	-
Debt Service	52,500	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	52,500	-
Total Expenses	5,087,166	423,931	423,931	423,931	423,931	423,931	423,931	423,931	423,931	423,931	423,931	423,931	423,931	5,087,166	-
Operating Income (Loss)	298,656	24,888	24,888	24,888	24,888	24,888	24,888	24,888	24,888	24,888	24,888	24,888	24,888	298,656	-
Changes in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Changes in Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Repayments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Activity	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	126,532	151,420	176,308	201,196	226,084	250,972	275,860	300,748	325,636	350,524	375,412	400,300			

Tennessee Volunteer Military Academy, BG Benjamin O Davis Jr Campus
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

State Revenues

Basic Education Program	4,380,035	\$365,003	\$365,003	\$365,003	\$365,003	\$365,003	\$365,003	\$365,003	\$365,003	\$365,003	\$365,003	\$365,003	\$365,003	4,380,035	-
BEP Transportation Component	160,816	\$13,401	\$13,401	\$13,401	\$13,401	\$13,401	\$13,401	\$13,401	\$13,401	\$13,401	\$13,401	\$13,401	\$13,401	160,816	-
BEP Capital Outlay	-	\$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	-	-

Federal Revenues

Title I	75,000	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	75,000	-
Title II	15,000	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	15,000	-
Title III	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
NSLP	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	-
E-Rate	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
CSP Startup Grant	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
FRPL USDA Program	531,471	\$44,289	\$44,289	\$44,289	\$44,289	\$44,289	\$44,289	\$44,289	\$44,289	\$44,289	\$44,289	\$44,289	\$44,289	531,471	-

School Activity Revenues

Other	48,500	\$4,042	\$4,042	\$4,042	\$4,042	\$4,042	\$4,042	\$4,042	\$4,042	\$4,042	\$4,042	\$4,042	\$4,042	48,500	-
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	75,000	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	75,000	-
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	5,385,822	448,819	448,819	448,819	448,819	448,819	448,819	448,819	448,819	448,819	448,819	448,819	448,819	448,819	5,385,822	-
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Tennessee Volunteer Military Academy, BG Benjamin O Davis Jr Campus
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														
Principal/School Leader	96,900	\$8,075	\$8,075	\$8,075	\$8,075	\$8,075	\$8,075	\$8,075	\$8,075	\$8,075	\$8,075	\$8,075	96,900	-
Assistant Principal	86,700	\$7,225	\$7,225	\$7,225	\$7,225	\$7,225	\$7,225	\$7,225	\$7,225	\$7,225	\$7,225	\$7,225	86,700	-
Special Education Coordinator	54,060	\$4,505	\$4,505	\$4,505	\$4,505	\$4,505	\$4,505	\$4,505	\$4,505	\$4,505	\$4,505	\$4,505	54,060	-
Deans, Directors	86,700	\$7,225	\$7,225	\$7,225	\$7,225	\$7,225	\$7,225	\$7,225	\$7,225	\$7,225	\$7,225	\$7,225	86,700	-
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Total Administrative Compensation	324,360	27,030	27,030	27,030	27,030	27,030	27,030	27,030	27,030	27,030	27,030	27,030	324,360	-
Instructional Staff														
Teachers	1,113,840	\$92,820	\$92,820	\$92,820	\$92,820	\$92,820	\$92,820	\$92,820	\$92,820	\$92,820	\$92,820	\$92,820	1,113,840	-
Special Education Teachers	53,040	\$4,420	\$4,420	\$4,420	\$4,420	\$4,420	\$4,420	\$4,420	\$4,420	\$4,420	\$4,420	\$4,420	53,040	-
Educational Assistants/Aides	122,400	\$10,200	\$10,200	\$10,200	\$10,200	\$10,200	\$10,200	\$10,200	\$10,200	\$10,200	\$10,200	\$10,200	122,400	-
Elective Teachers	159,120	\$13,260	\$13,260	\$13,260	\$13,260	\$13,260	\$13,260	\$13,260	\$13,260	\$13,260	\$13,260	\$13,260	159,120	-
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Total Instructional Compensation	1,448,400	120,700	120,700	120,700	120,700	120,700	120,700	120,700	120,700	120,700	120,700	120,700	1,448,400	-
Non-Instructional Staff														
Clerical Staff	51,000	\$4,250	\$4,250	\$4,250	\$4,250	\$4,250	\$4,250	\$4,250	\$4,250	\$4,250	\$4,250	\$4,250	51,000	-
Custodial Staff	12,750	\$1,063	\$1,063	\$1,063	\$1,063	\$1,063	\$1,063	\$1,063	\$1,063	\$1,063	\$1,063	\$1,063	12,750	-
Operations	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Social Workers/Counseling	53,040	\$4,420	\$4,420	\$4,420	\$4,420	\$4,420	\$4,420	\$4,420	\$4,420	\$4,420	\$4,420	\$4,420	53,040	-
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Total Non-Instructional Compensation	116,790	9,733	9,733	9,733	9,733	9,733	9,733	9,733	9,733	9,733	9,733	9,733	116,790	-
Other Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Total Compensation	1,889,550	157,463	157,463	157,463	157,463	157,463	157,463	157,463	157,463	157,463	157,463	157,463	1,889,550	-
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	117,152	\$9,763	\$9,763	\$9,763	\$9,763	\$9,763	\$9,763	\$9,763	\$9,763	\$9,763	\$9,763	\$9,763	117,152	-
Medicare	117,152	\$9,763	\$9,763	\$9,763	\$9,763	\$9,763	\$9,763	\$9,763	\$9,763	\$9,763	\$9,763	\$9,763	117,152	-
State Unemployment	117,152	\$9,763	\$9,763	\$9,763	\$9,763	\$9,763	\$9,763	\$9,763	\$9,763	\$9,763	\$9,763	\$9,763	117,152	-
Disability/Life Insurance	117,152	\$9,763	\$9,763	\$9,763	\$9,763	\$9,763	\$9,763	\$9,763	\$9,763	\$9,763	\$9,763	\$9,763	117,152	-
Workers Compensation Insurance	117,152	\$9,763	\$9,763	\$9,763	\$9,763	\$9,763	\$9,763	\$9,763	\$9,763	\$9,763	\$9,763	\$9,763	117,152	-
Other Fringe Benefits	117,152	\$9,763	\$9,763	\$9,763	\$9,763	\$9,763	\$9,763	\$9,763	\$9,763	\$9,763	\$9,763	\$9,763	117,152	-
Medical Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Dental Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Vision Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
TCRS Certified Legacy	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
TCRS Certified Hybrid	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
TCRS Classified Legacy	-	\$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	-	-
Other Classified Retirement	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Retirement	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Total Employer Benefits & Taxes	702,913	58,576	58,576	58,576	58,576	58,576	58,576	58,576	58,576	58,576	58,576	58,576	702,913	-

Tennessee Volunteer Military Academy, BG Benjamin O Davis Jr Campus
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

Professional Development	10,000	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	10,000	-
Financial Services	45,000	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	45,000	-
Audit Services	12,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	12,000	-
Legal Fees	15,000	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	15,000	-
Copier Lease and Usage	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	-
Internet and Phone Service	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	-
Cell Phone Service	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Payroll Services	35,000	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	35,000	-
Health Services	107,716	\$8,976	\$8,976	\$8,976	\$8,976	\$8,976	\$8,976	\$8,976	\$8,976	\$8,976	\$8,976	\$8,976	\$8,976	107,716	-
Transportation	175,000	\$14,583	\$14,583	\$14,583	\$14,583	\$14,583	\$14,583	\$14,583	\$14,583	\$14,583	\$14,583	\$14,583	\$14,583	175,000	-
IT Services	30,000	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	30,000	-
Contracted SPED Services	75,000	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	75,000	-
Insurance	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	-
Postal Charges	500	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	500	-
Bank Charges	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-

Supplies & Materials

Textbooks and Instructional Supplies	194,000	\$16,167	\$16,167	\$16,167	\$16,167	\$16,167	\$16,167	\$16,167	\$16,167	\$16,167	\$16,167	\$16,167	\$16,167	194,000	-
Education Software	15,000	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	15,000	-
Student Supplies	58,200	\$4,850	\$4,850	\$4,850	\$4,850	\$4,850	\$4,850	\$4,850	\$4,850	\$4,850	\$4,850	\$4,850	\$4,850	58,200	-
Faculty Supplies	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	-
Library Books	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Testing & Evaluation	15,000	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	15,000	-
Student Laptops	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Faculty Laptops	17,000	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417	17,000	-
Office Supplies	10,000	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	10,000	-
Printing Paper	15,000	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	15,000	-
Marketing Materials	35,000	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	35,000	-
Student Uniforms	65,000	\$5,417	\$5,417	\$5,417	\$5,417	\$5,417	\$5,417	\$5,417	\$5,417	\$5,417	\$5,417	\$5,417	\$5,417	65,000	-
Gifts & Awards - Students	7,500	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	7,500	-
Gifts & Awards - Teachers and Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Health Supplies	15,000	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	15,000	-

Tennessee Volunteer Military Academy, BG Benjamin O Davis Jr Campus
 New Charter School Application Budget Template
 Year 1 Cash Flow

Facility Related Expenses

Rent	245,000	\$20,417	\$20,417	\$20,417	\$20,417	\$20,417	\$20,417	\$20,417	\$20,417	\$20,417	\$20,417	\$20,417	\$20,417	245,000	-
Utilities	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	-
Custodial	15,000	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	15,000	-
Waste	10,000	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	10,000	-
Faculty Furniture	30,000	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	30,000	-
Student Furniture	150,000	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	150,000	-
Internet/Network Equipment	35,000	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	35,000	-
Other Equipment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Building Decorum	5,000	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	5,000	-
Tenant Improvements	15,000	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	15,000	-
Other	593,997	\$49,500	\$49,500	\$49,500	\$49,500	\$49,500	\$49,500	\$49,500	\$49,500	\$49,500	\$49,500	\$49,500	\$49,500	593,997	-
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 Charges

Staff Recruitment	5,000	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	5,000	-
Student Recruitment & Community En	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Parent & Staff Meetings	2,500	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	2,500	-
Authorizer Fee	137,090	\$11,424	\$11,424	\$11,424	\$11,424	\$11,424	\$11,424	\$11,424	\$11,424	\$11,424	\$11,424	\$11,424	\$11,424	137,090	-
Other	101,700	\$8,475	\$8,475	\$8,475	\$8,475	\$8,475	\$8,475	\$8,475	\$8,475	\$8,475	\$8,475	\$8,475	\$8,475	101,700	-

Debt Service

Other	52,500	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	52,500	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Total Operating Expenses

	2,494,703	207,892	207,892	207,892	207,892	207,892	207,892	207,892	207,892	207,892	207,892	207,892	207,892	2,494,703	-
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Total Expenses

	5,087,166	423,931	423,931	423,931	423,931	423,931	423,931	423,931	423,931	423,931	423,931	423,931	423,931	5,087,166	-
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Assumption Notes	
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	
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	

Rent
Utilities
Custodial
Waste
Faculty Furniture
Student Furniture
Internet/Network Equipment
Other Equipment
Building Decorum
Tenant Improvements
Other
Other
Other
Other

Staff Recruitment
Student Recruitment & Community Engagement
Parent Meetings
Staff Meetings
Other

Tennessee Volunteer Military Academy, BG Benjamin O Davis Jr Car
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%	2.00%	2.00%	2.00%	2.00%
Cumulative Increase	100.00%	102.00%	104.04%	106.12%	108.24%

State Revenues

Assumption

Basic Education Program	\$9,031	4,380,035	\$5,526,972	\$6,482,550	\$7,042,770	\$7,818,400
BEP Transportation Component	\$331	160,816	\$164,033	\$167,313	\$170,659	\$174,073
BEP Capital Outlay	\$0	-	\$0	\$0	\$0	\$0
Other	\$0	-	\$0	\$0	\$0	\$0
Other	\$0	-	\$0	\$0	\$0	\$0

Federal Revenues

Title I	\$0	75,000	\$76,500	\$76,500	\$76,500	\$76,500
Title II	\$0	15,000	\$15,300	\$15,300	\$15,300	\$15,300
Title III	\$0	-	\$0	\$0	\$0	\$0
NSLP	\$0	100,000	\$102,000	\$102,000	\$102,000	\$102,000
E-Rate	\$0	-	\$0	\$0	\$0	\$0
CSP Startup Grant	\$0	-	\$0	\$0	\$0	\$0
FRPL USDA Program	\$650	-	\$0	\$318,500	\$334,750	\$352,000
	\$0	531,471	\$677,625	\$794,854	\$863,626	\$958,802

School Activity Revenues

Other	\$0	48,500	\$60,000	\$69,000	\$73,500	\$80,000
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	75,000	\$10,000	\$10,000	\$10,000	\$10,000
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

5,385,822	6,632,430	8,036,017	8,689,105	9,587,075
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Tennessee Volunteer Military Academy, BG Benjamin O Davis Jr Car
 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					
Principal/School Leader	96,900	98,838	100,815	102,831	104,888
Assistant Principal	86,700	88,434	90,203	184,013	187,694
Special Education Coordinator	54,060	55,141	56,244	57,369	58,516
Deans, Directors	86,700	88,434	90,203	92,007	93,847
Other (Specify in Assumptions)	-	-	-	-	-
Total Administrative Compensation	324,360	330,847	337,464	436,220	444,945
Instructional Staff					
Teachers	1,113,840	1,514,822	1,545,119	1,970,027	2,009,427
Special Education Teachers	53,040	108,202	110,366	168,859	172,237
Educational Assistants/Aides	122,400	187,272	222,854	259,784	264,979
Elective Teachers	159,120	270,504	331,097	337,719	401,885
Other (Specify in Assumptions)	-	-	-	-	-
Total Instructional Compensation	1,448,400	2,080,800	2,209,435	2,736,389	2,848,528
Non-Instructional Staff					
Clerical Staff	51,000	52,020	79,591	81,182	82,806
Custodial Staff	12,750	13,005	26,530	27,061	27,602
Operations	-	-	-	-	-
Social Workers/Counseling	53,040	108,202	110,366	112,573	172,237
Other (Specify in Assumptions)	-	-	-	-	-
Total Non-Instructional Compensation	116,790	173,227	216,486	220,816	282,645
Other Compensation	-	-	-	-	-
Other Compensation	-	-	-	-	-
Other Compensation	-	-	-	-	-
Other Compensation	-	-	-	-	-
Total Compensation	1,889,550	2,584,874	2,763,386	3,393,425	3,576,118

Tennessee Volunteer Military Academy, BG Benjamin O Davis Jr Car
 New Charter School Application Budget Template
 Year 2 Through 5 Budget

Employer Benefits & Taxes

	Year 1	Year 2	Year 3	Year 4	Year 5
	2023-24	2024-25	2025-26	2026-27	2027-28
Social Security	117,152	160,262	171,330	210,392	221,719
Medicare	117,152	160,262	171,330	210,392	221,719
State Unemployment	117,152	160,262	171,330	210,392	221,719
Disability/Life Insurance	117,152	160,262	171,330	210,392	221,719
Workers Compensation Insurance	117,152	160,262	171,330	210,392	221,719
Other Fringe Benefits	117,152	160,262	171,330	210,392	221,719
Medical Insurance	-	-	-	-	-
Dental Insurance	-	-	-	-	-
Vision Insurance	-	-	-	-	-
TCRS Certified Legacy	-	-	-	-	-
TCRS Certified Hybrid	-	-	-	-	-
TCRS Classified Legacy	-	-	-	-	-
TCRS Classified Hybrid	-	-	-	-	-
Other Classified Retirement	-	-	-	-	-
Other Retirement	-	-	-	-	-
Total Employer Benefits & Taxes	702,913	961,573	1,027,979	1,262,354	1,330,316

Tennessee Volunteer Military Academy, BG Benjamin O Davis Jr Car
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%	0.00%	0.00%	0.00%	0.00%
Cumulative Increase	100.00%	100.00%	100.00%	100.00%	100.00%

Contracted Services

Professional Development	\$0	10,000	\$10,000	\$10,000	\$10,000	\$10,000
Financial Services	\$0	45,000	\$45,000	\$45,000	\$45,000	\$45,000
Audit Services	\$0	12,000	\$12,000	\$12,000	\$12,000	\$12,000
Legal Fees	\$0	15,000	\$15,000	\$15,000	\$15,000	\$15,000
Copier Lease and Usage	\$0	20,000	\$20,000	\$20,000	\$20,000	\$20,000
Internet and Phone Service	\$0	20,000	\$20,000	\$20,000	\$20,000	\$20,000
Cell Phone Service	\$0	-	\$0	\$0	\$0	\$0
Payroll Services	\$0	35,000	\$35,000	\$35,000	\$35,000	\$35,000
Health Services	\$0	107,716	\$107,716	\$107,716	\$107,716	\$107,716
Transportation	\$0	175,000	\$175,000	\$175,000	\$175,000	\$175,000
IT Services	\$0	30,000	\$30,000	\$30,000	\$30,000	\$30,000
Contracted SPED Services	\$0	75,000	\$75,000	\$75,000	\$75,000	\$75,000
Insurance	\$0	25,000	\$25,000	\$25,000	\$25,000	\$25,000
Postal Charges	\$0	500	\$500	\$500	\$500	\$500
Bank Charges	\$0	-	\$0	\$0	\$0	\$0

Supplies & Materials

Textbooks and Instructional Supplies	\$0	194,000	\$150,000	\$50,000	\$50,000	\$50,000
Education Software	\$0	15,000	\$15,000	\$15,000	\$15,000	\$15,000
Student Supplies	\$0	58,200	\$65,000	\$70,000	\$75,000	\$80,000
Faculty Supplies	\$0	55,000	\$45,000	\$50,000	\$55,000	\$60,000
Library Books	\$0	-	\$5,000	\$2,500	\$2,500	\$2,500
Testing & Evaluation	\$0	15,000	\$17,500	\$20,000	\$22,500	\$25,000
Student Laptops	\$0	-	\$0	\$0	\$0	\$0
Faculty Laptops	\$0	17,000	\$5,000	\$5,000	\$7,500	\$7,500
Office Supplies	\$0	10,000	\$12,000	\$15,000	\$17,500	\$2,000
Printing Paper	\$0	15,000	\$17,500	\$20,000	\$22,500	\$2,500
Marketing Materials	\$0	35,000	\$40,000	\$45,000	\$50,000	\$55,000
Student Uniforms	\$0	65,000	\$35,000	\$40,000	\$50,000	\$60,000
Gifts & Awards - Students	\$0	7,500	\$7,500	\$7,500	\$7,500	\$7,500
Gifts & Awards - Teachers and Staff	\$0	-	\$2,500	\$2,500	\$2,500	\$2,500
Health Supplies	\$0	15,000	\$17,500	\$2,000	\$22,500	\$25,000

Tennessee Volunteer Military Academy, BG Benjamin O Davis Jr Car
New Charter School Application Budget Template
Year 2 Through 5 Budget

Facility Related Expenses						
Rent	\$0	245,000	\$245,000	\$450,000	\$450,000	\$450,000
Utilities	\$0	25,000	\$25,000	\$40,000	\$42,000	\$44,000
Custodial	\$0	15,000	\$15,000	\$27,500	\$30,000	\$32,500
Waste	\$0	10,000	\$10,000	\$15,000	\$15,000	\$15,000
Faculty Furniture	\$0	30,000	\$30,000	\$20,000	\$7,500	\$7,500
Student Furniture	\$0	150,000	\$150,000	\$25,000	\$20,000	\$20,000
Internet/Network Equipment	\$0	35,000	\$35,000	\$40,000	\$40,000	\$40,000
Other Equipment	\$0	-	\$0	\$0	\$0	\$0
Building Decorum	\$0	5,000	\$5,000	\$5,000	\$5,000	\$5,000
Tenant Improvements	\$0	15,000	\$15,000	\$25,000	\$15,000	\$15,000
Other	\$0	593,997	\$745,625	\$874,340	\$949,989	\$1,054,682
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 Charges						
Staff Recruitment	\$0	5,000	5,000	5,000	5,000	5,000
Student Recruitment & Community Engagement	\$0	-	-	-	-	-
Parent & Staff Meetings	\$0	2,500	2,500	2,500	2,500	2,500
Authorizer Fee	\$0	137,090	172,620	211,230	228,750	252,840
Other	\$0	101,700	115,080	150,820	162,500	178,560
Debt Service						
Other	\$0	52,500	52,500	52,500	52,500	52,500
Other	\$0	-	-	-	-	-
Other	\$0	-	-	-	-	-
Other	\$0	-	-	-	-	-
Other	\$0	-	-	-	-	-
Total Operating Expenses		2,494,703	2,628,041	2,858,606	2,995,955	3,139,798
Total Expenses		5,087,166	6,174,488	6,649,972	7,651,734	8,046,232

mpus



Assumption Notes

We presume a 2% funding increase each year
We presume a 2% funding increase each year
Typically included within the BEP calculations

Approx \$650/cadet, beginning year three, USAF JROTC funding, includes Military Instructor 50%, uniforms, etc
\$7.6625 for Bfast, snack, lunch, at 85% cadets eligible, 170 days of food service, 2% increase per year

\$100/per cadet, average with Board approved fees and waivers allowed

mpus

Assumption Notes

PLC is primarily a leadership and peer process
We purchase new equipment each year as we grow, thus as some expenses increase others decrease
We understand MSCS will provide IEP, Minutes, etc so we have set aside a contingency budget for unknowns
We are confident these fees are lower than we have budgeted

After an initial purchase, we will rotate in new as needed.
We will use chromebook learning very sparingly
We will build a library with purchases and donations.
NWEA and other sources as the Academic Team determines

mpus

We anticipate new or expanded facilities beginning in year three.
Including cadet labs, etc by year three it will be maining based on damaged items, etc
Food services, 10% full pay, 5% home lunch

Each year we anticipate at least \$200,000 of private funds, which are not calculated within the fee.
AMCSUS and military consulting for curriculum development, military staff training, mentoring, etc

This will be paid off by the fifth year.

Tennessee Volunteer Military Academy, BG Benjamin O Davis Jr Campus
 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	-	97,633	396,289	854,230	2,240,276	3,277,646
State Revenues	-	4,540,851	5,691,005	6,649,863	7,213,429	7,992,473
Federal Revenues	250,000	721,471	871,425	1,307,154	1,392,176	1,504,602
School Activity Revenues	-	48,500	60,000	69,000	73,500	80,000
Fundraising & Philanthropy	100,000	75,000	10,000	10,000	10,000	10,000
Total Revenues	350,000	5,385,822	6,632,430	8,036,017	8,689,105	9,587,075
Staffing	195,000	1,889,550	2,584,874	2,763,386	3,393,425	3,576,118
Employer Benefits & Taxes	14,918	702,913	961,573	1,027,979	1,262,354	1,330,316
Contracted Services	-	570,216	570,216	570,216	570,216	570,216
Supplies & Materials	9,950	501,700	434,500	344,500	400,000	394,500
Facility-Related Expenses	-	1,123,997	1,275,625	1,521,840	1,574,489	1,683,682
Other Charges	32,500	246,290	295,200	369,550	398,750	438,900
Debt Service	-	52,500	52,500	52,500	52,500	52,500
Total Expenses	252,368	5,087,166	6,174,488	6,649,972	7,651,734	8,046,232
Net Income	97,633	298,656	457,941	1,386,045	1,037,371	1,540,843
Ending Fund Balance	97,633	396,289	854,230	2,240,276	3,277,646	4,818,489

ATTACHMENT O: Budget Narrative

In this section include:

- (a) How the proposed budget is adequate to ensure the proposed school model can be implemented fully and how it supports your theory of action concerning student achievement;**

Attachments N and O provide an outline of the projected five-year budget for Tennessee Volunteer Military Academy. The Table below demonstrates the targeted enrollment, per pupil allocation, and expenditures.

Armed Services Leadership Academy					
Per Pupil Allocation, Cadet Enrollment, and Expenditure					
	Year 1	Year 2	Year 3	Year 4	Year 5
# of Cadets	480	600	690	735	800
Allocation \$	5,385,822	6,632,430	8,036,017	8,689,105	9,587,075
Expenditures \$	5,087,166	6,174,488	6,649,972	7,651,734	8,046,232

Table Below: Per Pupil Allocation, Cadet Enrollment, and Expenditures

The following Table provides an overview of the primary categories of expenditures that will enable TVMA to provide a high-quality education in a military structure format to cadets for the preparation of post-secondary success. In the start-up year personnel costs represent nearly 60% of the total expenditures, operational costs the balance of 40%. During this period, through the last day of June, we do not anticipate having a facility, or costs beyond recruiting, marketing, etc. In year 1, personnel costs make up 50% of the total expenditures, instructional costs make up 10%, operational costs make up 10%, and contracted services make up 13%. In year 2, personnel costs make up 54% of the total expenditures, instructional costs make up 7%, operational costs make up 8%, and contracted services make up 11%. In year 3, personnel costs make up 48% of the total expenditures, instructional costs make up 5%, operational costs make up 8%, and contracted services make up 9%. In year 4, personnel costs make up 54% of the total expenditures, instructional costs make up 5%, operational costs make up 8%, and contracted services make up 9%. In year 5, personnel costs make up 52% of the total expenditures, instructional costs make up 5%, operational costs make up 7%, and contracted services make up 8%. As with most budgets, the human capacity is the most expensive component, hence personnel costs to provide TVMA’s high quality education. It should also be noted that many of the contracted services are associated with costs that would otherwise be found withing the personnel costs. Also, facility costs remain low in the Memphis/Shelby County area. We anticipate that once we find our launch facility, we may need to engage in remodeling and possibly expansion. We can only anticipate such a cost, not estimate it, thus in all years we have set aside a substantial amount of projected reserves to respond to facility needs. We are aware that typically personnel costs are roughly 60%, and facilities between 15%-20%. We will always value a more modest facility, to reduce those costs so that we can invest in personnel, and supports for our cadets.

TN Volunteer Military Academy						
Major Areas of Expenditures						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Personnel (Salary and fringe)	\$209,918	2,592,463	3,546,447	3,791,365	4,655,779	4,906,434
Instructional Elements	0	501,700	435,500	362,500	385,000	394,500
Facilities Operations	0	530,000	530,00	647,500	664,500	669,500
Contracted Services	0	671,916	684,296	721,520	732,716	745,800
Total	209,918	3,819,079	5,196,243	5,522,885	6,437,995	6,715,934

(b) An explanation of student enrollment and BEP projections;

TVMA has a unique offering, unlike anything provided in the entire State of Tennessee, to include Memphis-Shelby County. There are a few JROTC programs in Memphis-Shelby County Schools, though even these are very dissimilar to a full-time military academy. There are absolutely no options for cadets in 6th, 7th, and 8th grades. And this is just speaking to our military mission. Our First Responders Academy, as we will refer to it, is not entirely unique, though it is rare. Cadets will be exposed, and in time be able to enroll in courses that prepare them for Endorsements and nationally accredited tests that enable them to get high paying, career-oriented jobs upon graduation. And, partnering with the military, we can enhance opportunities like few other institutions. As an example, it is required to be 21-years of age to be a police officer, yet by going through our plan a cadet can be trained as an unarmed/armed security guard, the advanced into a local Army, Air Force or Naval Reserve unit and be trained as a military police.

Our job through aggressive community outreach and marketing is to ensure that every single family in Shelby County is aware of the opportunity. We will engage a transportation and ride sharing program, locating our facility near the major interstate corridors on the East side of Memphis, that will allow us to both market and attract a large population to draw cadets from. We are aware of the overcapacity, quality seats and overall need in the East, Central East, North, and Rural. We are confident that we can reach our target enrollment goals for each year.

We anticipate reaching a lottery threshold in each grade, with slight smaller demand for juniors and seniors. This trend continues through all years. For juniors and seniors we will attract those who have decided they want the opportunities that we will provide. This also means that every year we will have some cadets, who decide they no longer want to serve in uniform, and as they reach their junior and senior year seek other, non-military related opportunities and disenroll.

The BEP was provided to us by MSCS staff, and we are confident it is accurate, though possibly a more modest number. We have built our budget on \$9,031, as directed. Our budget, at

full enrollment each year is very sound. And, we are able to make adjustments as needed for any reason that funding, or enrollment goals are not met.

(c) An explanation of all anticipated funding sources, including grants, state, federal, and local per-pupil eligibility, other government resources, private fundraising, eRate, student fees, donations, etc.;

Tennessee Volunteer Military Academy may obtain a startup bridge loan from Charter Asset Management, a source of national charter school financiers who specialize in providing startup and “receivable anticipation” funding for schools. Interest rates on this source of funding are between 5 and 6%. TVMA will use this as a source of immediate cash to fund operations upon approval of its charter and prior to receipt of state startup loan or startup grant and regular school funding. Again, only if required.

(d) An explanation of all anticipated expenditures including those identified in Section 3.1(d);

Line item revenue and expenditures are discussed in Section 20(A). These charts provide the anticipated break down of the financial operations of TVMA. In addition to funding from state and federal sources above, TVMA will also receive some funding from cadets and parents in the form of fees, donations, and activity participation fees. The numbers presented here are very conservative for a high school in Tennessee, when compared to other charter high schools.

TVMA will also have a source of income available to no other charter school in Tennessee because of its JROTC flag. In official JROTC programs, the military serves as a joint employer for JROTC personnel, including JROTC teachers and TVMA’s commandant. That revenue is reflected in this budget by reducing expenses. Since the Air Force will be paying half of the compensation of some of TVMA’s teachers, the FTE teachers that are school employees are reduced. (If class sizes appear slightly high in the budget, this is the reason why.)

Other local revenue assumptions:

- Cadet activities will generate average annual revenue of \$45 per cadet in admissions to activities and events
- TVMA’s parent organization will be able to raise an average of \$100 per cadet per year in its fundraising activities, donations (including box tops, direct cash, etc.) and sales of school products for total revenue of \$24,000
- Enrollment will double in year two as TVMA opens its second campus, with state, local, and federal funding (except for one-time startup funding) increasing commensurate with enrollment

Administration: In the planning year, TVMA Executive Director will serve as school lead until the hiring of a Head of School, Academic Director, and Commandant of Cadets are hired. Head of School/Principal will have a base salary of \$95,000, in alignment with average Principal salaries under Tennessee Department of Education. Academic Director, whose responsibility will be to develop and refine TVMA’s academic program and ensure that it meets the requirements of a JROTC program as well as the core curriculum requirements that apply to all charter schools, will have a base salary of \$85,000. The third administrative personnel will be

the Commandant of Cadets, whose base salary will be \$80,000, commensurate with military service compensation at a battalion level.

Teachers: The board may, prior to opening, adopt a salary range schedule. While teachers will be hired at various salaries depending on education and experience, this budget anticipates an average teacher salary of \$53,000, which is consistent with the average salary of startup schools with similar grade configurations in Tennessee. TVMA will employ 14 FTE teachers directly in its first year, with an additional four teachers being compensated part-time by JROTC for a total of 16 teachers. These numbers increase in the second year, commensurate with enrollment.

Paraprofessionals: In the first year, TVMA will hire one part-time paraprofessional per teacher to assist teachers, serve as on-call substitutes, and provide special education services to cadets. Numbers increase in the second year commensurate with enrollment.

Support Services: TVMA will have a full-time counselor for our cadets at a salary of \$45,000. TVMA will also invest in cadet support services, including outsourced special education services for speech and occupational therapy. A counselor, librarian, and special education position compensation will increase commensurate with enrollment in year two.

Administration: The above-mentioned Academic Director will be one third of the TVMA, Shelby Campus administrative team, along with one Commandant of Cadets at a salary of about \$80,000, plus a Dean of Cadets. Additionally, TVMA will have two 1.5 secretaries/receptionists with an average salary of \$32,000. TVMA may either contract out for business services or hire a business administrator. For purposes of this budget, the assumption is that an on-site Office Director will be retained through a service provider, at a cost of \$45,000, which will replace the cost of a business office staff at TVMA, including benefits. Information Technology services are included at \$25,000, again, outsourced to a vendor. In year two, it is anticipated that administrative functions will increase below enrollment, as TVMA sees the benefits of increasing economies-of-scale. There will be increases in hours and workload for all administrative functions, but they will not double.

Operations and maintenance: TVMA will hire a building maintenance manager at a salary of about \$32,000 per year with additional support of part-time custodial staff who will work part time at a rate of about \$9 per hour. In year two as TVMA's capacity and facilities double, staffing among operations and maintenance staff increase commensurate with enrollment and facility size.

Food Service: TVMA will likely not have kitchen facilities on-site and anticipates contracting with TVMA district or third party providers (as several charters in the area do) for food services at a cost consistent with sales and state and federal support. As part of developing whole well-rounded cadets, our school nutrition plan will also include access to natural food options from locally grown vendors. Start-up funding will support the overages of locally-grown whole foods.

Benefits: Full-time employees will be eligible to participate in TVMA's medical, dental, vision, and other benefit plans. The cost to TVMA of these plans is budgeted at an average of 10% of salaries per year in year one, rising to 11% in year two. TVMA does not anticipate participating in the State Retirement System, but will have a robust retirement program, which is anticipated to cost 4% of total salaries.

(e) The systems, processes, and policies by which the proposed school will manage accounting, purchasing, payroll, and audits. Include any draft policies on financial controls;

TVMA will incorporate the following fiscal procedures to ensure that TVMA's assets are used for approved purposes. The fiscal procedures are categorized into financial reporting procedures (AB) and internal control policies.

Financial Reporting Procedures: TVMA will follow and employ Generally Accepted Accounting Procedures as they apply to charter school. TVMA will use a calendar for financial reporting, budgeting, and appropriations consistent with the statutes and administrative rules that apply to public school finances. All budget proposals and amendments will be prepared by the business office and school administration and presented for board consideration in open and public board meetings. Please see the finance calendar below.

As a non-profit corporation operating under a charter granted by Memphis-Shelby County Schools and consistent with statute, only TVMA has any responsibility to meet its financial obligations and commitments. Neither the chartering entity nor the state, including an agency of the state, is liable for the debts or financial obligations of the charter school or persons or entities that operate the charter school.

TVMA has adopted purchasing policies that comply with State of Tennessee procurement policies or more stringent standards developed by TVMA's board from time to time. These policies will include following all state standards for facility planning and construction and other high value purchases and expenditures, including any service agreements related to school operation or education. All contracts for facilities or financing will be submitted to the State Charter School Board and Governing Board for review and advice prior to entering into any such contract or agreement.

(f) How the proposed school will provide an independent annual audit of school-level operations and comply with other federal or state accounting and/or reporting requirements;

TVMA will adhere to the audit selection requirements per Tennessee Statute and the Auditor General Requirements and will ensure that the Audit Report checklist (§11.45(3)(a), Tennessee Statutes accompany the audit in a timely manner according to the dates agreed upon for audited and unaudited reports between the Memphis-Shelby County Schools and TVMA Governing Board. The auditing firm shall be selected by competitive bid in same fashion outlined in Section 16(I) and only those firms experienced in governmental accounting will be considered. The RFP shall include as a specification, the requirement that, if an internal audit reveals a deficit financial position, the auditors are required to notify the charter school governing boards, the sponsor, and the Department of Education. The internal auditor shall report such findings in the form of an exit interview to the principal or the principal administrator of the charter school and the chair of the governing board within 7 working days after finding the deficit position. A final report shall be provided to the entire governing board, the sponsor, and the Department of Education with 14 working days of the exit interview. The Audit RFP will also include the language currently described in Senate Bill 278 with respect to the Auditor's responsibility for identifying the existence of an "Emergency Financial Condition

or Deteriorating Financial Condition" and the reporting requirements if either condition is noted.

(g) The different roles and responsibilities of the proposed school's administration and governing board for school finances;

Finance Officer at the school level is responsible for the non-instructional operations of the school. In this role, the Finance Officer ensures that all school administration and instructional staff have the financial and physical resources to accomplish the school's mission, and will work with the contracted accounting and auditing services to ensure adequate financial operations. The Board treasurer will also work with the TVMA Finance Officer to ensure the internal controls over financial management are being met.

Governing board. The board is responsible for monitoring the school's financial health and compliance. TVMA's Board is responsible to ensure that TVMA complies with all state-mandated reports and deadlines and instituting proper controls to mitigate risk factors present when dealing with public money. As required by law, TVMA will contract with an independent auditing firm to conduct an annual independent audit at the end of each fiscal year. The budget includes no expenses for this and related services in the first year, as TVMA is not currently scheduled to receive any public funding in its planning year. Audit expenses are part of administrative purchased services at \$15,000 beginning in year 2. The audit report will be delivered to both the Charter School Office within Memphis-Shelby County Schools and the Tennessee State Auditors' Office each year in compliance with state requirements.

The board will adopt a budget each year by June 30 and monitor TVMA's financial performance related to that budget at its regular board meetings. The board may adopt a revised budget at any time during the year (again, before June 30) if actual expenses vary from the budget by more than five percent.

The board will ensure that all finance policies are adopted consistent with state law, including regular board and administrative oversight along with sufficient segregation of duties to limit the potential for fraud. Board finance reporting will include board review of all reports submitted to the state. TVMA will follow purchasing policies, and school finance policies will be reviewed each year to ensure that they comply with any legislative changes that may occur from time to time. TVMA will follow procurement code related to education service providers, building development and land acquisition, and all other purchases falling within the scope of state procurement code.

(h) If there is a plan to outsource any financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., include a statement on how you will choose and oversee the contractors;

Upon approval the Board of Directors will begin interviewing external service providers who can assist with, and as we grow, assume financial management. Strict financial protocols are found within our policy handbook, which includes checks and balances. All staff will be trained annually on these procedures. These procedures will integrate perfectly with all external partners, such as payroll, benefits, audits, etc. We will engage a system of checks and balances, with multiple eyes overseeing all aspects of finances, which includes both internal staff, and external partners. All external partners will be evaluated annually, with evaluations reported to the Board of Directors for further action.

(i) The level of financial expertise of the proposed school’s internal and external team members;

The Board has extensive experience in overseeing financial practices. The Board Chairman served on the executive staff of two different Admirals, where he participated in reviewing billions of dollars of budgets, processes, audits, etc. Another Board member is a retired Major General, where he regularly oversaw budgets, financial processes, audits, etc., for billions of dollars’ worth of budgets. Another Board member served in the State Legislature, where he spent over two decades overseeing large portions of the State Budget, to include audits, fact finding reviews, and regularly building budgets. Finally, a member of the Board worked specifically in the charter community, assisting charter schools as they established and then executed all financial procedures.

The Board of Directors intend to hire an external expert who will handle financial activities, provide a monthly accounting statement and balance sheet, and provide regular feedback to the Director regarding internal process and procedures. In addition, the Board of Directors will adopt sound financial policies to ensure strict compliance with GAAP, in all practices, with a specific focus on any petty cash, cash donations and in-kind donations. Finally, an independent auditor will be selected by the Board of Directors to annually audit TVMA, which will ensure that all parties remain consistent with policies. If findings are determined, the Board of Directors will follow all Laws, Rules and Policies, which includes immediately notifying the Authorizer.

(j) The proposed school’s contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected;

The school will seek to build a larger than required contingency fund. By year five the goal will be to have 90-days, unrestricted cash on hand. Beginning in the operational year, and second budget will be built, presented, and evaluated by the Board based upon 70% of projected revenue. If funding is reduced for any reason the Director must report this immediately to the Board Chairman, who must immediately notify the full Board of Directors. Depending upon the severity of the reduced funding, the Board Chair may determine an emergency session of the Board of Directors is warranted to explore all options. Prompt oversight an immediate action is the most advised course of action. Some organizations, knowing they may have a funding shortfall, put off making the hard decisions in the hope of last-minute sources of money. TVMA will not wait, but act promptly. With the largest share of any operational budget being personnel, it behooves TVMA to be wise in hiring and staffing, ensuring staff costs grow with enrollment demands. Using technology, and in some course subjects that allows unique course offerings, to maximize staff. We will make the hard decisions promptly, and wisely.

TVMA may seek outside funding sources, or temporary loans, though this would be a last resort, and should future certain projections justify taking on additional debt. It should be noted that the primary reason for a funding shortfall is lowered enrollment. The primary reason for enrollment shortfall will be low academics and poor school culture. And low academic performance and poor school culture are both a result of failure to execute with fidelity the TVMA charter document. We are resolved from day one to executing the plan with fidelity.

(k) The Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening; and

In case enrollment is below the board’s budgeted expectation, this application includes a contingency budget that assumes only 75 percent of enrollment capacity is filled. Changes from the full enrollment are detailed below:

- Revenue falls consistent with enrollment, including a higher-than-likely drop in state funding. Local and federal sources that had been calculated on a per-cadet basis fall consistent with enrollment.
- The number of teachers falls from 14 to 11 (again, with additional teachers not on payroll but compensated by the military as part of the JROTC program). Because teacher staffing levels cannot follow enrollment changes on a purely consistent basis, the larger staff reductions come in paraprofessionals, which drop from eight to five, with further reduced hours. Staffing levels for the special education services will not be affected, so general education paraprofessional support will be cut to very low levels. Paraprofessional support will cease except for special education support.
- TVMA will reduce its counselor and librarian hours, still complying with state standards, with the librarian position filled by an hourly clerk rather than an on-site certified librarian.
- Administrative salaries and hours will be reduced, notably the Academic Director will be reduced to part-time, while still fulfilling TVMA’s mission. Administrative services for business and technology support will be reduced also.
- Maintenance staff will be slightly lower at a slightly lower rate of pay and fewer hours.
- Retirement program will be delayed by six months.
- More employees will be part-time, reducing the cost of medical benefits.
- Professional development will be handled more by existing staff and administration, leading to lower travel, and purchased service expenses.
- Technology and curriculum purchases are reduced consistent with enrollment half
- Benefit increases will be passed on to employees in year two
- Minor other budget and equipment lines are reducing commensurate with enrollment

The contingency takes into account things that are unlikely to change with enrollment (occupancy, professional development), protects as possible things that are core to the mission (supplemental services, technology) and maintains adequate reserves to continue operations and build financial security).

<i>Indicator – Financial performance and sustainability</i>		
Measure	Metric	Board Goal
Current ratio	$\frac{\text{Current Assets}}{\text{Current Liabilities}}$	Year 1 > 1 Year 2 > 1.1 Year 3 > 1.25

Debt ratio	$\frac{\text{Total Liabilities}}{\text{Total Assets}}$	Year 1 > 1 Year 2 > .9 Year 3 > .9
Occupancy costs	$\frac{\text{Facility Costs}}{\text{Total Operating Revenues}}$	Year 1 > 15% Year 2 > 17% Year 3 > 17%
Maintain applicable bond covenants	No Default Certification, Audited Financial Statements	Upon completion of any facility acquisition bond, TVMA will maintain all applicable bond covenants.
Current assets to total annual operating expenses	$\frac{[\text{Current Assets}]}{(\text{Total Annual Operating Expenses} \div 365)}$	Year 1 > 30 days Year 2 > 40 days Year 3 > 45 days
Adherence to Budget	$\frac{(\text{Budgeted expenditure} - \text{Expenditure})}{\text{Budgeted expenditure}}$	TVMA will adhere to its official budget within five percent of revenue and expenses.
Table 6.0 Anticipated budgetary contingency planning Guidance		

(c) How one or more high-needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.

We will work closely with Memphis-Shelby County Schools to serve the needs of all our cadets. We recognize that all cadets were previously enrolled at another District school. We will reach out to both the District, as well the school leader from the previous school to determine how those needs were met, and then work closely with the District to ensure they continue to be met. We have a reserve within our budget and we will use that as needed, judiciously.

**Tennessee Volunteer Military
Academy**

B.G. Benjamin O. Davis, Jr. Campus

**Memphis-Shelby County
School District**

Supplemental Information



Published January 2022

Section 1: Addressing Areas of Need

There are multiple ways that TVMA will significantly contribute to “*Destination 2025*,” which is the ten-year strategic plan approved by the Memphis-Shelby County Schools. In general, quality charter schools support *Priority 4: Expand Quality School Options*. In addition, with our focus on College and Career that engages our families and numerous partners, we will also contribute to *Priority 2: Improve Post-Secondary Readiness* and *Priority 5: Mobilize Family & Community Partners*.

Our desired location will directly serve families and cadets within the East, Central-City East, as well North, Southeast and Rural Regions. More specifically Wooddale High, Sheffield High, American Way Middle, Georgian Hills Middle, Trezevant High, Woodstock Middle and Craigmont Middle are all identified on the States Priority schools list within these Zones. It should be noted that we will draw students from across a much broader recruitment basin than traditional charter schools. Thus, we will actively recruit across the city and into the County.

In addition, we will clearly contribute to Priority 2, through our rigorous “Exit Point Strategy,” we prepare our cadets upon graduation for entry into Service Academies (ie West Point, Annapolis, etc.) as well ROTC scholarships to four year colleges and universities.

Finally, we will engage community partners traditionally not engaged by traditional schools through our robust First Responders track. By focusing on law enforcement, Fire Fighting, EMT and Cyber Security, we will engage with numerous related public sector entities for internships, training, summer work, and mentoring programs.

The Tennessee Volunteer Military Academy seeks to build a diverse Corp of Cadets, which will prepare our cadets in many ways to serve in the United States Armed Forces, as well any aspect of our modern society. The Military is rapidly approaching nearly 45% minority participation rate. In many educational settings student populations have less diversity. To be clear, many schools throughout Shelby County have substantial minority enrollment, or Caucasian enrollment. We seek to create a very balanced, diverse Corp of Cadets to prepare cadets to serve and work with all demographic groups that wear the uniform proudly. For this reason we have selected the East and Central East Zones for our campus. We have found numerous facility options near the I-40 corridor, which will allow for easier transportation access. We will also heavily recruit throughout the entire county.

To better understand the communities, we intend to serve we begin by comparing data for the United States Census Bureau. Using their “Quick Facts” site we compare two zip codes that we will serve, 38016 and 38122. Literally four numbers apart, less than two miles, and just down the I-40 freeway from each other, one on the north side of I-40 and the other the south side, they provide a very balanced picture of the Corp of Cadets we intend to serve.

	Under age 5	Under age 18	Over 65	White	Black	Median Home	Diploma	Poverty
38016	6.1%	31%	13.7%	83.7%	10.5%	\$257,400	94.2%	6.5%
38122	7.6%	25%	12.8%	29.2%	64.1%	\$101,800	85.7%	25.1%

This table provides a glimpse of what we intend to serve. You will notice a very similar school age population, between age 5 and 18. As well, a very similar retired age population. From there the numbers change significantly, with the last two numbers being very telling. We see that most residents in these zip codes have high school diplomas, yet the poverty level is four times higher in one zip code over the other. We are confident that the other numbers relative to

race and home value tell a story that we are anxious to impact. The United States Military, and our CTE programs can be a life changing opportunity for so many of these families. We elaborate on the importance of a diverse Corp of Cadets, as our kids learn from each other, and need to build interconnected relationships and networks, and future colleagues and business partners.

There are several top considerations for focusing on serving this area. A significant focus is on transportation, as our unique, full-time military environment will serve a much larger recruiting area than a traditional charter school. For this reason, finding a suitable location near the main transportation corridors is important. This will also allow for our cadet population to serve a more diverse population than many current charter schools. This is also very consistent with the United States Armed Services, where the demographic makeup is growing towards 50% Caucasian and 50% minority.

We also recognize there are opportunities to provide families with quality seat options currently not available to them. The Education Priority Document Rubric (EPDR) we see that 100% of the middle school seats in Central City East are rated below 3 for Quality Seats, and 78% of all middle school seats. For secondary seats Central City East has 50% of the seats below 3, with East have 11%.

We find the data for the East Zone especially compelling. No middle school seats are identified as quality, meaning a significant opportunity for choice options. And yet, in the secondary most seats are in fact identified as quality, which is impressive. A concern is the disparity in enrollment numbers between middle school and secondary school seats. Secondary seat count is reduced to 1,862 from a middle school county of 4,663. It may indicate a significant rate of drop out. We are confident that our unique environment, training and future will help many students re-engaging as they become cadets.

We stress that while our facility will be located in this region, our robust ride sharing and transportation plan, matched by an aggressive marketing campaign, will draw families from the other zones referenced. This will allow us to contribute to Priorities 2, 4 and 5 from the Memphis – Shelby County Strategic Plan *Destination 2025*. This will also reduce any possible negative enrollment impact from one neighborhood or school catchment area.

Another opportunity is to help our community heal and grow in unison. To this end, we are seeking a waiver, which would allow us to recruit cadets from the entire county, regardless of which school system they are currently enrolled. We know there are divides, and we seek to help build bridges. The United State of America is a diverse country. The United States Military is even more diverse. TVMA seeks to help build a very balanced, and diverse Corp of Cadets. We know we can. Currently, we know many students are enrolled in schools with a lack of diversity. TVMA changes that experience for them. For students that may be in schools that are currently 80% of one demographic subgroup, they will now learn to stand shoulder to shoulder with their cadets, and learn teamwork without color, leadership with color, and ultimately build a better future for everyone. We are building “tomorrows leaders today.”

The military has a very proud history of being the most integrated institution throughout the history of the great country. With a tremendous setback during the early twentieth century, we have slowly gotten back on track, though we have work to do. One of the great leaders in restoring that pathway, was a gentleman by the name of Benjamin O. Davis, senior. He joined a recently divided military, but refused to let them define him, and became the first Black General in the United States Army. His son went on to do even greater things, building on his fathers’ leadership. We name this campus after his son, Brigadier General Benjamin O. Davis Junior.

Benjamin Oliver Davis Jr. (December 18, 1912 – July 4, 2002) was a United States Air Force (USAF) general and commander of the World War II Tuskegee Airmen. He was the first black brigadier general in the USAF. On December 9, 1998, he was advanced to four-star general by President Bill Clinton. During World War II, Davis was commander of the 99th Fighter Squadron and the 332nd Fighter Group, which escorted bombers on air combat missions over Europe. Davis flew sixty missions in P-39, Curtiss P-40, P-47 and P-51 Mustang fighters and was one of the first African American pilots to see combat. Davis followed in his father's footsteps in breaking racial barriers, as Benjamin O. Davis Sr. was the first black general in the United States Army.

In addition to our many offerings, we recognize that we will have enhanced opportunities with our Corp of Cadets. One area that we will instruct all of our cadets is on the very diverse successes within the United States Military. We have found great books that we will use to teach our cadets of great leadership, courage, and sacrifice, all for love of their fellow man, freedom and the ties that bind us together as a nation. Our cadets will learn of General Patton, and the Buffalo Soldiers. They will learn of General Schwarzkopf and General Powell. They will learn of the 1st Volunteer Cavalry, also known as “the Rough Riders” and San Juan Hill, and the 369th Infantry Regiment, also known as the “Harlem Hell Fighters” in the Argonne Forrest. Leadership is what we will instill, and we have so many great examples to teach.

As we identify, we seek to serve grades six through twelve, with a large and steady enrollment, which begins at 480 cadets, and a maximum of 800 cadets. We anticipate that our Corp of Cadets, while co-ed, will attract a large enrollment of young men. We recognize there are serious challenges with our young men. We are losing them! And this is of all Colors. The statistics of how our young men are suffering are overwhelming. We will not recite them, as we know you are aware. We predict that roughly 75% of our cadets will be young men, thus we prepare accordingly. We have identified different programs, and opportunities, and many of our partnerships, are oriented to additionally help our young men. We will engage learning from various published research, to ensure that we maximize the opportunities for young men to thrive. This includes full participation in all opportunities we can identify, such as Memphis-Shelby County’s very own “Our Boys” program. We are also developing mentoring opportunities with several veterans groups, such as the American Legion, Navy League, and the Education Equal Opportunity Group, EEOG, out of Nashville.

Section 2: Percentile Rank, Success Rate, and TVAAS

We must establish a baseline in order to measure our growth over time. We are committed to being identified as a “Reward School” for both academic growth, as well ultimate achievement. By Year 5 we seek to be in the 50th Percentile statewide, if not significantly higher.

Our TVAAS Score is something that the Board has established goals to achieve, and by the completion of year 5 we will have a TVAAS score of “5.”

SMART Goals

Smart Goal	Measure	Goal Performance Levels		
		Exceeds	Meets	Does not meet

<p>Goal 1</p> <p>Stakeholders (cadets, teachers, and staff members) will demonstrate the RAISE values within the first four weeks of joining the school. Thereafter, stakeholders will continue to demonstrate the RAISE values through a decline (compared to peers in neighboring schools) in behavioral issues, including bullying.</p>	<p>Cadet and Parent School climate surveys</p> <p>Attendance rates</p>	<p>Attendance rates at TVMA are above 90% by year four of operation.</p> <p>Cadet and parent climate surveys increased every year in the first four years of operation. Cadet surveys will include an area where cadets relay the number of RAISE-related occurrences.</p>	<p>Attendance rates at TVMA are above 85% by year four of operation.</p> <p>Cadet and parent climate surveys increased overall in the first five years of operation but did not experience four year over year improvements. Cadet surveys will include an area where cadets relay the number of RAISE-related occurrences.</p>	<p>Attendance rates at TVMA are between 85% and 80% by year five of operation</p> <p>Cadet and parent climate surveys remain the same after the initial two years. Cadet surveys will include an area where cadets relay the number of RAISE-related occurrences.</p>
<p>Goal 2</p> <p>Leadership qualities will increase during the first four years of operation, and the overall graduation rate will improve in cadets within the first 4 years of operation.</p>	<p>Graduation Rate</p>	<p>Graduation rates increase in each of the first four years of operation</p>	<p>Graduation rates increase overall over the first four years but do not increase every year over year</p>	<p>Graduation rates remain the same after four years of operation</p>
<p>Goal 3</p> <p>TVMA proficiency scores in reading and math will be</p>	<p>State Assessment Scores</p>	<p>Proficiency scores in reading and math will be 5%+ above the state average by the fourth year.</p>	<p>Proficiency scores in reading and math will be 5% above the state average by the fourth year.</p>	<p>Proficiency scores in reading and math are at the state average by the fourth year.</p>

5% above the state average by the fourth year				
Goal 4 TVMA will rank in the 70 th percentile rank in growth scores on the state assessment by year 2.	State Assessment Scores	Achieves above 50 th percentile rank in reading and math growth scores on the state assessment by year four.	Achieves a 50 th percentile rank in reading and math growth scores on the state assessment by year four.	Achieves a 45 th percentile rank in reading and math growth scores on the state assessment by year four.
Goal 5 TVMA will receive a TVAAS Score of 5	State Assessment Scores	Achieves a 5 on the TVAAS by year 4	Achieves a TVAAS by year 5	Achieves a TVAAS of 4 by year 5

Section 3: Operational Scorecard

Measure	Metric	Board Goal
Enrollment	Membership Count on 1 Oct	90% of Year 1 – 485 Year 2 – 600 Year 3 – 690 Year 4 – 735 Year 5 – 800
Facilities	Lease amount	Not to exceed 20% of annual budget
Sound Financial Practices	Annual Audit	No Findings
Cadet Family Satisfaction	Membership County 1 Oct	85% Re-enrollment rate
Family Surveys	Annual Survey	85% Satisfactory or higher
Teacher Retention	Renewed Agreement	85% Teacher Retention
Mission Performance	CTE First Responders Endorsements Service Academy Nominations ROTC Scholarships Direct Enlistment Graduation Rate	Year 3 – 15 Endorsements Year 3 – 5 Nominations Year 3 – 10 Scholarships Year 2 – 10 Enlistments Year 3 – 90% graduation
Accountability	Notices from MSCS Charter School Office	Yearly – No notices of Deficiencies

Section 4: Financial Scorecard

<i>Indicator – Financial performance and sustainability</i>		
Measure	Metric	Board Goal
Current ratio	$\frac{\text{Current Assets}}{\text{Current Liabilities}}$	Year 1 > 1 Year 2 > 1.1 Year 3 > 1.25
Debt ratio	$\frac{\text{Total Liabilities}}{\text{Total Assets}}$	Year 1 > 1 Year 2 > .9 Year 3 > .9
Occupancy costs	$\frac{\text{Facility Costs}}{\text{Total Operating Revenues}}$	Year 1 > 15% Year 2 > 17% Year 3 > 17%
Maintain applicable bond covenants	No Default Certification, Audited Financial Statements	Upon completion of any facility acquisition bond, TVMA will maintain all applicable bond covenants.
Current assets to total annual operating expenses	$\left[\frac{\text{Current Assets}}{\text{Total Annual Operating Expenses} \div 365} \right]$	Year 1 > 30 days Year 2 > 40 days Year 3 > 45 days
Adherence to Budget	$\frac{\text{Budgeted expenditure} - \text{Expenditure}}{\text{Budgeted expenditure}}$	TVMA will adhere to its official budget within five percent of revenue and expenses.

Table 6.0 Anticipated budgetary contingency planning Guidance

Section 5: Capacity Review

We look forward to meeting with the Memphis-Shelby County Schools staff to present ourselves. We are confident in the outcome of this interview.

Section 6: Community Impact

We seek to have a significant community impact in many ways.

1. Our presence brings pride to those who live and work adjacent to our campus
2. Our reputation for excellence is a source of pride for Memphis-Shelby County Staff, leadership and the School Board
3. Our performance is recognized statewide for outstanding achievements in College and Career/CTE placement
4. We seek to improve property values by having such a positive impact on the community

5. We seek to build bridges into several communities, to include the business community, and demographic communities that may not currently collaborate

Section 7: Third-Party Charter Management Organizations
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N/A